



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday March 13, 2025 at 6:30 PM PDT

Location

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

Access to the Board Meeting

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

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

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from.

- 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			6:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			10 m
F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
G. Approval of Minutes from MPS Regular Board Meeting - February 13, 2025	Approve Minutes		1 m
II. Consent Items			6:50 PM
A. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy (MSA)-1, 2, 3, and 5	Vote	David Yilmaz	3 m
III. Closed Session			6:53 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Real Property Negotiations (§ 54956.8)			30 m
Property: 412 W Carl Karcher Way, Anaheim, CA 92801			
Agency Negotiator: Alfredo Rubalcava			
Negotiating Parties: Magnolia and Anaheim Facilities LLC.			
Under Negotiation: Purchase and Sale Agreement			

	Purpose	Presenter	Time
C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			30 m
D. Report Out of Closed Session	FYI		1 m
IV. Action Items			7:55 PM
A. Approval of Resolutions Related to the Acquisition and Lease of 412 W Carl Karcher Way, Anaheim, CA 92801 (Including Acquisition Loan)	Vote	Patrick Ontiveros	15 m
B. Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation	Vote	Steve Budhreja	7 m
C. Approval of Second Interim Reports for the 2024-25 Fiscal Year	Vote	Steve Budhreja	25 m
D. Approval of the Provisions of the Memorandum of Understanding for Magnolia Science Academy-1, 2 and 3	Vote	Brenda Olivares	10 m
E. Approval of Memorandum of Agreement Between the County of Los Angeles and Magnolia Science Academy-3 for School-Sponsored Recreation	Vote	Zekeriya Ocel	10 m
F. Approval of Magnolia Public Schools Field Trips & Cultural Excursions Policy	Vote	Meagan Wittek	10 m
G. Approval of Magnolia Public Schools Title IX Policy	Vote	Meagan Wittek	7 m
H. Approval of Authorization for MPS Staff to Select a Design-Build Contractor for the Magnolia Science Academy-5 Project	Vote	Patrick Ontiveros	10 m
I. Approval of Agreement with Eide Bailey for Annual Audit Services for the 2024-25 Fiscal Year	Vote	Steve Budhreja	5 m
J. Approval of Bond and Notes Financing	Vote	Erdinc Acar & Steve Budhreja	10 m

	Purpose	Presenter	Time
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V.	Information/Discussion Items		9:44 PM
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A.	Data Presentation: MPS' Performance on the CA School Dashboard	Discuss	David Yilmaz & Gokhan Serce	15 m
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B.	Enrollment Update and Year to Year Comparison (2025-26 compared to 2026-27)	Discuss	Brenda Olivares	15 m
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C.	Magnolia Public Schools Electronic Devices/Cell Phone Use Policy	Discuss	Meagan Wittek	10 m
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D.	Updates on Facilities Projects	Discuss	Patrick Ontiveros	10 m
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VI.	Closing Items		10:34 PM
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A.	Adjourn Meeting			1 m
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Coversheet

Approval of Minutes from MPS Regular Board Meeting - February 13, 2025

Section:	I. Opening Items
Item: 2025	G. Approval of Minutes from MPS Regular Board Meeting - February 13,
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on February 13, 2025

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday February 13, 2025 at 6:15 PM

Location

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

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Student Board Member:

Naim Bayraktar

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

M. Muhammedov, S. Dikbas

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Feb 13, 2025 at 6:26 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

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

U. Yapanel seconded the motion.

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

Roll Call

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

E. Public Comments

No public comments were made at this time.

F. Announcements - CEO & Superintendent, Board, Student Board Member

A. Rubalcava, CEO & Superintendent, announced that there would be a Spring Symposium in which all staff inclusive of school leaders and administrators, teachers and Home Office staff. G. Serce, Chief Academic Officer, added that it would take place at the campus of Magnolia Science Academy (MSA)- Santa Ana. He added that the Symposium would allow all of Magnolia to learn and develop strategic planning initiatives. It would also entail professional development opportunities and team building activities. He also added that alumni were invited to speak and connect with staff.

M. Wittek, Director of Student Services, announced that all Magnolia school sites participated in a Mental Health Week initiative brought by N. Bayraktar, Student Board Member. She added that he constructed a template and timeline which in collaboration was presented to the Principals and the Deans of Students for them to execute in combination with the Great Kindness Challenge Week. N. Bayraktar spoke upon how the initiative was at MSA-Santa Ana in which students engaged in various activities focusing on mental health and well being.

S. Dikbas arrived at 6:37 PM.

G. Approval of Minutes from MPS Regular Board Meeting - January 16, 2025

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 01-16-25.

U. Yapanel seconded the motion.

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

Roll Call

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

II. Consent Items

A. Approval of Updated MPS Health & Safety Policy

D. Gonzalez made a motion to approve the MPS Respiratory Illness Guidelines and COVID-19 Prevention Plan (updated Health & Safety Policy).

U. Yapanel seconded the motion.

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

Roll Call

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

III. Closed Session

A. Public Announcement of Closed Session

S. Covarrubias, Vice-Chair, announced that the Board will be going into closed session to discuss conference with real property negotiations.

B. Conference with Real Property Negotiations (§ 54956.8)

M. Muhammedov arrived at 6:40 PM.
Item was discussed in Closed Session.

C. Report Out of Closed Session

S. Covarrubias announced in Open Session at 7:34pm that the Board discussed with staff regarding real property negotiations the Board gave staff direction and no action was taken.

IV. Action Items

A. Approval of MPS Public Comment Policy

A. Rubalcava, CEO & Superintendent, & Jennifer Lara, Board Secretary, reported on the official policy for public comments for Board Meetings. It was reported that the policy memorializes what was previously established such as the timing for each person wishing to make a public comment, submissions, and total time for public comments in these meetings. This was in collaboration with legal counsel. The policy and the request form would be updated and posted on the MPS and all school sites websites.

D. Gonzalez made a motion to approve the MPS Public Comment Policy effective immediately.

U. Yapanel seconded the motion.

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

Roll Call

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

B. Approval of Purchase and Sale Agreement at 412 W Carl Karcher Way, Anaheim, CA 92801

P. Ontiveros, General Counsel & Director of Facilities, reported on the requested action for staff to negotiate and sign the purchase and sale agreement for the Anaheim property. Inclusive of making a good faith deposit to open escrow. He provided background that the Orange County Department of Education (OCDE) approved MPS to open four (4) schools in Orange County. He added there is a material revision in front of OCDE to revise the petition to allow for a school to be open and operated in the city of Anaheim. He added that staff will go through a due diligence inclusive of evaluations, studies and all other matters of operation. A. Rubalcava, CEO & Superintendent, expressed excitement in exploring the possibility of opening the site. He added that M. Rowell, Founding Principal of Magnolia Science Academy (MSA)- Orange County has been working on outreach to families who have expressed interest in the academic model and services that would be provided. Board Members questions were addressed by staff. S. Budhreja, Chief

Financial Officer, provided information on the financing of the project. M. Rowell, thanked everyone to move forward with the location.

M. Muhammedov made a motion to (1) approve the form of Purchase and Sale Agreement, attached as Exhibit A (the "PSA"), for the acquisition of the real property located at 412 Carl Karcher Way, Anaheim) (the "Property"),, and (2) grant the MPS CEO and Superintendent the authority to negotiate and approve such changes to the PSA as he shall deem necessary and appropriate and in the best interest of MPS, to make a good faith deposit of \$100,000 and to sign and deliver the same in order to open escrow for the acquisition of the Property.

U. Yapanel seconded the motion.

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

Roll Call

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

C. Approval of Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for All Students

It was reported that due to unforeseen circumstances the Educational Partners & Development Committee Meeting that was scheduled before the Regular Board Meeting was cancelled, so the item would not have a recommendation for approval from the committee, it will go to the full Board for discussion and approval.

B. Olivares, Chief Impact Officer, announced that the resolution was updated from the 2017 resolution that was brought to the Board. She reported the updated resolution are from changes made by the new administration's executive order. As such she stated this resolution would continue to support and affirm that MPS is committed to a safe, educational environment for all students and families. She added that MPS has protocols and procedures in place that protect student privacy and information as outlined in the resolution under the existing California Education Code. Board Members expressed gratitude for this work. M. Wittek, Director of Student Services, added that they are ensuring that staff are trained to ensure safety protocols at the school sites and additionally are making sure to encourage students to practice using their voice in a safe matter and having a safe space. She added that Home Office met with school site leaders to develop communication and a plan of safe activities schools can participate in. B. Olivares, added that as Community Schools, the Community Schools Coordinators have been engaging with community partners to sponsor/co-sponsor workshops to "knowing your rights" for educational partners to engage in.

U. Yapanel made a motion to approve the revised Resolution to Affirm Magnolia Public Schools Campuses are a Safe Educational Environment for all students.

S. Covarrubias seconded the motion.

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

Roll Call

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

D. Approval of 2025-26 School Safety Plans for All Magnolia Public Schools

M. Wittek, Director of Student Services, reported that the School Safety Plans (SSP) are worked on a year in advance with school site leaders for the upcoming school year. She reported in addition to the approval of the SSP, she would also be asking the Board to allow her to update the SSP once the new Title IX policy is adopted by the Board in March without bringing the item once again. She added to the importance of these plans which are in line with the Education Code for all public schools to establish and maintain a SSP and for all LAUSD co-located schools to have an Integrated Safe School Plan (ISSP) that they work on with school site leadership and co-located leadership teams to develop and function and one unit in case there was an emergency. She went over the major updates which included removing the word "comprehensive" and just stating "School Safety Plans"; separation of the Title IX policy and the Harassment, Discrimination, Intimidation, Bullying policy in the plan as two separate entities; a new section called "Lock Down Drill Guidelines" in line with AB 1858; a new section called "Opioid Overdose Response Protocol"; and a new section called "Procedures for Assessing and Responding to Reports of Dangerous, Violent or Unlawful Activity". She added that these were developed with the advisement of legal counsel and feedback from the Parent Advisory Councils. J. Theis, Assistant Principal at Magnolia Science Academy (MSA)-6 reported on his school's development process of the SSP and provided a high level summary. Board Members questions were addressed by staff. S. Covarrubias made a motion to approve the School Safety Plan (SSP) for the 2025-26 school year for the schools within Magnolia Public Schools. In addition, for the Board to grant the Director of Student Services permission to update the School Safety Plans to align with the upcoming revised Title IX policy once it is finalized and adopted to ensure compliance and to support a safe and equitable environment for all students and staff. The follow schools are: Magnolia Science Academy 1, Magnolia Science Academy 2, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy 5, Magnolia Science Academy 6, Magnolia Science Academy 7, Magnolia Science Academy Bell, Magnolia Science Academy Santa Ana, Magnolia Science Academy San Diego.

M. Muhammedov seconded the motion.

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

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Aye

Roll Call

U. Yapanel	Aye
S. Dikbas	Aye
S. Covarrubias	Aye

E. Approval of Resolution for Notice of Intent to Withdraw from CharterSafe

S. Budhraj, Chief Financial Officer, clarified that the title does not necessarily mean that MPS would be withdrawing from CharterSafe. He reported that the Finance Department is evaluating all costs for next year and would be looking at all costs in an effort to maximize dollars to the classrooms to support students. The resolution would allow MPS to look at other options for insurance and evaluate costs and potential savings. Before moving forward if there would be a new provider they will evaluate the services and engage staff. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the Resolution for Notice of Intent to Withdraw from CharterSafe.

M. Muhammedov seconded the motion.

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

Roll Call

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

F. Approval of Pacific Charter School Development as Project Manager for 18120 Sherman Way Project for Magnolia Science Academy-7

P. Ontiveros, General Counsel & Director of Facilities, reported that Pacific Charter School Development (PCSD) is a non-profit entity founded to develop facilities for charter schools. He added that with Board approval they would be project manager for the entire duration of the project at 18120 Sherman Way, which their fee would stay the same. He reported on some of the tasks PCSD will have such as developing the budget, developing the schedule, help select a design team for the property in which they assisted in creating the request for proposal (RFP), and evaluating investment in the project for the project's financing. PCSD representatives introduced themselves. Board Members questions were addressed by staff and PCSD.

M. Muhammedov made a motion to approve the selection of Pacific Charter School Development, Inc. (PCSD) a California nonprofit public benefit corporation, to provide project management services for the 18120 Sherman Way Project for the benefit of Magnolia Science Academy-7 for a total fixed fee of not to exceed \$375,000 for the duration of the Project, expected to be approximately twenty (20) months and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

U. Yapanel seconded the motion.

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

Roll Call

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

G. Approval of Construction Manager to Provide Pre-Construction Services for Magnolia Science Academy-2 16600 Vanowen Project

K. Jimenez, Assistant Project Manager, reported that staff have been going through the CUP process and selected architect, Berliner, in which they recently finished the schematic design phase and are going onto the design development phase for the 16600 Vanowen project. P. Ontiveros, General Counsel & Director of Facilities, reported that the RFP was issued and from that received four (4) responses and interviewed them all. He added that Del Amo Construction was the best fit for the project and they have worked with charter school facilities. A representative from Del Amo Construction introduced themselves. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the selection of Del Amo Construction ("DAC") to provide pre-construction services for Magnolia Science Academy-2's new construction project (the "Project") at 16600 Vanowen Street in Van Nuys (the "Property") for a total fee of \$104,955 and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

D. Gonzalez seconded the motion.

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

Roll Call

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

H. Approval of Design Build Solicitation for the Magnolia Science Academy-5 Project

P. Ontiveros, General Counsel & Director of Facilities, reported that staff is requesting authorization to look at a design build delivery and contracting method for the Magnolia Science Academy (MSA)-5 project. He added if the method is appropriate they would issue an RFP/RFQ and meet the requirements of the Education Code section that dictates how a design build project is supposed to go forward. He added that there are no commitments at this stage, just an authorization to look at this delivery method and issue an RFP/RFQ, and after evaluation bring it back to the Board to ensure the best interests for this project. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve and authorize MPS Staff to evaluate and proceed with the design build delivery and contracting method for increment 2 of the Magnolia Science Academy-5 7111 Winnetka Ave project (the "Project") including but not limited to the publishing of a request for qualifications ("RFQ") and request for proposals ("RFP").

U. Yapanel seconded the motion.

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

Roll Call

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

V. Information/Discussion Items

A. Data Presentation: LCAP Mid-Year Update

O. Polat, Director of State & Federal Programs, provided an overview of the Local Control and Accountability Plans (LCAP) process and the mid-year report to show status on where the schools are in achieving the goals set forth when the LCAP's were approved. He added that the statutory deadline is February 28th. In addition, he reported that the reports have six (6) components with four (4) goals and each goal have five (5) actions. In addition the report has budget overview information for parents. M. Avsar, Principal at Magnolia Science Academy (MSA)-7 reported on his school site's LCAP mid-year update. D. Yilmaz, Chief Accountability Officer, added that they provide LCAP progress reports to the schools four times a year. Board Members questions were addressed by staff.

B. Facilities Update Report

K. Jimenez, Assistant Project Manager, provided updates for the various ongoing facilities projects for Magnolia Science Academy (MSA)-1, 2, 7, Santa Ana and San Diego. She verbally corrected the typo on the report on the Bank of America Building at 18120 Sherman Way is for MSA-7. P. Ontiveros, General Counsel & Director of Facilities, reported on the 7111 Winnetka Ave project for MSA-5. Board Members questions were addressed by staff.

C. Verbal Update on Magnolia Properties Management (MPM) Inc.

P. Ontiveros, General Counsel & Director of Facilities, provided an update that the Magnolia Properties Management (MPM) Board held a meeting and approved the cross collateralization related to the Magnolia Science Academy (MSA)-7 project at 18120 Sherman Way. He added that MPM is the parent entity of the LLC that owns the property and Magnolia Educational & Research Foundation (MERF) owns 18120 Sherman Way. He added that since it is two different entities it was why both entities had to approve it. A.

Rubalcava, CEO & Superintendent, thanked M. Muhammedov and S. Covarrubias who also sit on the MPM Board.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:20 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy (MSA)- 1, 2, 3, and 5

Section: II. Consent Items
Item: A. Approval of Charter School Annual Report to the Los Angeles County
Office of Education for Magnolia Science Academy (MSA)-1, 2, 3, and 5
Purpose: Vote
Submitted by:
Related Material: II_A_Annual Report to LACOE for MSA-1, 2, 3, and 5.pdf



Agenda Item:	II A: Consent Item
Date:	March 13, 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 Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

Action Proposed:

I move that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education (LACOE) for Magnolia Science Academy (MSA)-1, 2, 3, and 5.

Purpose:

This is a required annual report for our LACOE authorized schools. The schools are asked to report on the Measurable Pupil Outcomes (MPO) and MPO performance data for 2023-2024.

Background:

Our LACOE-authorized schools are required to submit an annual report to the Los Angeles County Board of Education, detailing progress on the Measurable Pupil Outcomes (MPOs) outlined in each school’s charter petition.

To maintain a cohesive framework of goals and measurable outcomes, the majority of MPOs in our charter petitions align with the metrics in the school Local Control and Accountability Plan (LCAP). The LCAP establishes a **Baseline** and a **Desired Outcome for Year 3** for each metric. During the annual LCAP update, we report Actual Outcomes for Year 1, Year 2, and Year 3 to track progress toward the Year 3 Desired Outcome. In contrast, the charter petition sets annual desired outcomes for each year of the petition term. During charter renewal (every five years), we align the desired MPOs in the petition with the LCAP’s desired outcomes.

In essence, the annual report to LACOE mirrors the LCAP annual update process. Schools report whether they have met their desired outcomes, demonstrated sufficient progress, and outline the action steps they will take to achieve these goals.



This is strictly a written report, with no requirement for an oral presentation to the Board.

Analysis:

Please find attached the annual reports to LACOE for MSA-1, MSA-2, MSA-3, and MSA-5. These reports detail each school's progress toward the desired outcomes for 2023-24, as outlined in their MPOs and LCAP metrics. The reports indicate that while some desired outcomes have been met, others have not yet been achieved but show progress. For areas where targets have not been met, the schools have included explanations and outlined action steps to address these gaps.

Impact:

Analyzing our progress on charter MPOs and LCAP metrics is essential for identifying our school's strengths and areas needing improvement. This ongoing analysis informs the maintenance and enhancement of our educational programs and is integral to our LCAP development process. Additionally, this annual report is a mandatory requirement for schools authorized by LACOE.

Exhibits:

MSA Charter School Annual Report to LACOE 2023-24 (one for each of MSA-1, 2, 3, and 5)

DRAFT
2024-2025 Annual Report to the
Los Angeles County Board of Education
Report Period: 2023-2024
Magnolia Science Academy

Table of Contents

I. Status Update for 2023-2024

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2023-2024 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

III. Appendices

- a. **2023-2024 Internal Data (i.e. Benchmarks, IAB, verified data – NWEA, iReady Star Renaissance, etc)**
- b. **Other information as needed**

I. Status Update for 2023-2024

In the past year, Magnolia Science Academy has made remarkable strides in academic performance. Math scores on the SBAC tests increased by 8.8 points and ELA increased by 9.7 points. Internal assessments from our MAP tests demonstrated 1.8% growth in Reading and a 3.7% increase in Math proficiency. Our College/Career Indicator increased by 7.8% to 80.5%, Chronic Absenteeism decreased by 2.3% with our ELs compared to the previous year.

To further support student achievement, we have implemented uniform standards for writing and reading across all subjects. Our Title I English team actively analyzes data, shares instructional resources, and conducts professional development sessions to staff to support students facing academic challenges. Additionally, our EL Coordinator provides direct support in ensuring students receive targeted assistance. Our Dean of Academics closely tracks benchmark test data and our Assistant principal oversees our Saturday School program, offering additional academic support to targeted groups like ELs and Students with Disabilities.

In terms of graduation and college readiness, we are proud to announce a 97% graduation rate for the Class of 2024, with 77 graduating seniors. Each student benefits from a personalized four-year academic plan, developed in collaboration with our Dean of Academics and College Counselors. We actively engage parents and students through college information nights, financial aid workshops, and application guidance sessions in person or through Zoom. Furthermore, our Senior English teachers and College Counselors support students in crafting compelling personal statements, setting them on a strong path toward college and career success.

Despite these accomplishments, we continue to address challenges such as supporting students struggling with mental health concerns and mitigating academic setbacks. Additionally, the ongoing teacher shortage remains a challenge in ensuring all students receive high-quality instruction.

Magnolia Science Academy-1 remains committed to fostering academic excellence, equity, and student success in the 2024-24 school year and beyond.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2023-2024, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome: 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: ≥90% Outcome for 2023-2024: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100% Outcome for 2023-24: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100% Outcome for 2023-24: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100% Outcome for 2023-24: (As of 5/24/24): 100%	Yes

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 66%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Students with Disabilities: 55% Asian Students: 90% Hispanic Students: 55% White Students: 74% Outcome for 2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47% -Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%	No

13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 86%</p> <p>Latino Students: 55%</p> <p>White Students: 70%</p> <p>Outcome for 2023-24</p> <p>Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary:</p> <p>-All Students: 65.4%</p> <p>-English Learners: 71.3%</p> <p>-Socioeconomically Disadvantaged: 65.2%</p> <p>-Students with Disabilities: 75.0%</p> <p>-Hispanic: 65.4%</p> <p>-White: 76.2%</p>	Yes
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14	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 24.73%</p> <p>-English Learners: 5.18%</p> <p>-Socioeconomically Disadvantaged: 23.34%</p> <p>-Students with Disabilities: 4.76%</p> <p>-Asian: 55.56%</p> <p>-Hispanic: 20.29%</p> <p>-White: 52.63%</p>	No
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16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary:</p> <p>-All Students: 61.5%</p> <p>-English Learners: 57.9%</p> <p>-Socioeconomically Disadvantaged: 61.0%</p> <p>-Students with Disabilities: 70.2%</p> <p>-Hispanic: 60.3%</p> <p>-White: 61.9%</p>	Yes
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard)</p> <p>23.3%</p>	No
18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 37%</p> <p>Outcome for 2023-24: (Internal)</p> <p>2024 ELPAC Percentage of Students Level 4:</p> <p>5.08%</p>	No
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 38%</p> <p>Outcome for 2023-2024:</p> <p>66.7%</p>	Yes

26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024 (2024 Dashboard): 96.1%	Yes
33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2023-2024: 5% Outcome for 2023-24: (As of 5/24/24) 9%	Yes
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 99% (74 out of 75 students)	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 100%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 75% (3 meetings out of 4)	Yes
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 5	Yes
38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: (As of 5/24/24) 78	Yes

39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 14.3%	No
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 95\%$ Outcome for 2023-2024: (P-2 ADA) 93.17%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 21.6%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (As of 6/3/24) 0%	Yes
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (as of 6/3/2024) 1.3%	Yes
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 97.4%	Yes

46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 2.5%	No
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE Dataquest) 0.13%	Yes
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 99.3% Families: 91.0% Staff: 100.0%	Yes
49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 55.0% Families: 92.0% Staff: 70.0%	No
51	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: N/A	Yes

52	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2023-2024: 45% Outcome for 2023-2024: N/A	Yes
53	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2023-2024: Daily Outcome for 2023-2024: Daily	Yes
54	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
55	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: 8	Yes
56	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2023-2024: 50% Outcome for 2023-2024: ELA: 58% Math: 21%	No
57	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
58	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2023-2024, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2023-2024 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
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1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome: 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: ≥90% Outcome for 2023-2024: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78% Year 2 Outcome: 2022-23: 74% Year 3 Outcome: (Fall 2023 to Fall 2024) 84%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.3% Desired Outcome for 2023-24: 97% Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8% Year 3 Outcome: 2023-24: (As of 5/15/24): 95.1%	No
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100% Outcome for 2023-24: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100% Outcome for 2023-24: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100% Outcome for 2023-24: (As of 5/24/24): 100%	Yes

9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 74% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100% Year 2 Outcome: 2022-23: (As of 5/12/23): 48% Year 3 Outcome: 2023-24: (As of 5/24/24): 79%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 66%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Students with Disabilities: 55% Asian Students: 90% Hispanic Students: 55% White Students: 74% Outcome for 2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47% -Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%	No
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard	No

-White: 20.9 points above standard

Desired Outcome for 2023-24:

2022-23: (2023 Dashboard)

-All Students: 7.0 points below standard

-English Learners: 59.0 points below standard

-Socioeconomically Disadvantaged: 8.0 points below standard

-Students with Disabilities: 80.0 points below standard

-Asian: 50.0 points above standard

-Hispanic: 12.0 points below standard

-White: 22.0 points above standard

Year 1 Outcome:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

-All Students: 49.5%

-English Learners: 43.0%

-Students with Disabilities: 41.1%

-Hispanic: 48.6%

-White: 53.3%

Year 2 Outcomes:

2022-23: (2023 Dashboard)

-All Students: 41.1 points below standard

-English Learners: 107.2 points below standard

-Socioeconomically Disadvantaged: 45.7 points below standard

-Students with Disabilities: 114.1 points below standard

-Asian: 4.5 points below standard

-Hispanic: 46.7 points below standard

			<p>-White: 2.8 points above standard</p> <p>Year 3 Outcomes: 2023-24: (2024 Dashboard)</p> <p>-All Students: 31.4 points below standard</p> <p>-English Learners: 106.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 34.8 points below standard</p> <p>-Students with Disabilities: 109.3 points below standard</p> <p>-Hispanic: 41.4 points below standard</p> <p>-White: 2.3 points above standard</p>	
13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 86%</p> <p>Latino Students: 55%</p> <p>White Students: 70%</p> <p>Outcome for 2023-24</p> <p>Fall 2023 to Fall 2024 MAP Reading - Student Growth Summary:</p> <p>-All Students: 65.4%</p> <p>-English Learners: 71.3%</p> <p>-Socioeconomically Disadvantaged: 65.2%</p> <p>-Students with Disabilities: 75.0%</p> <p>-Hispanic: 65.4%</p> <p>-White: 76.2%</p>	Yes

14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 24.73%</p> <p>-English Learners: 5.18%</p> <p>-Socioeconomically Disadvantaged: 23.34%</p> <p>-Students with Disabilities: 4.76%</p> <p>-Asian: 55.56%</p> <p>-Hispanic: 20.29%</p> <p>-White: 52.63%</p>	No
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 43.1 points below standard</p> <p>-English Learners: 77.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 47.1 points below standard</p> <p>-Students with Disabilities: 121.2 points below standard</p> <p>-Asian: 34.3 points above standard</p> <p>-Hispanic: 50.0 points below standard</p> <p>-White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 37.0 points below standard</p> <p>-English Learners: 67.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 41.0 points below standard</p>	No

- Students with Disabilities: 100.0 points below standard
- Asian: 35.0 points above standard
- Hispanic: 42.0 points below standard
- White: 8.0 points above standard

Year 1 Outcome:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 50.1%
- English Learners: 37.2%
- Students with Disabilities: 44.0%
- Hispanic: 49.5%
- White: 71.4%

Year 2 Outcome:

2022-23: (2023 Dashboard)

- All Students: 82.7 points below standard
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points below standard
- Students with Disabilities: 161.8 points below standard
- Asian: 40.1 points below standard
- Hispanic: 89.0 points below standard
- White: 37.2 points below standard

Year 3 Outcome:

2023-24: (2024 Dashboard)

- All Students: 73.9 points below standard
- English Learners: 122.8 points below standard
- Socioeconomically Disadvantaged: 78.0 points below standard

			-Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard	
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 66% Latino Students: 55% White Students: 59% Outcome for 2023-2024: Fall 2023 to Fall 2024 MAP Mathematics - Student Growth Summary: -All Students: 61.5% -English Learners: 57.9% -Socioeconomically Disadvantaged: 61.0% -Students with Disabilities: 70.2% -Hispanic: 60.3% -White: 61.9%	Yes
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	Desired Outcome for 2023-2024: 75% Outcome for 2023-2024: (2024 Dashboard) 23.3%	No
18	4	Outcome #11: EL students will be reclassified annually.	Desired Outcome for 2023-2024: 37% Outcome for 2023-24: (Internal) 2024 ELPAC Percentage of Students Level 4: 5.08%	No

19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00% <p>Desired Outcome for 2023-24:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00% <p>Year 1 Outcome:</p> <p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22% <p>Year 3 Outcome:</p> <p>2023-24:</p> <ul style="list-style-type: none"> -All Students: 21.84% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00% 	No
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20	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2019-20: (2020 Dashboard) 58.5%</p> <p>Desired Outcome for 2023–24: (2024 Dashboard) 55.0%</p> <p>2022-23 (2023 CA Dashboard): 72.7% 2023-24 (2024 CA Dashboard): 80.55%</p>	Yes
21	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 55.56%</p> <p>Desired Outcome for 2023–24: 60.00%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 64.38%</p> <p>Year 3 Outcome: 2023-24 SBAC: -Grade 11 Students: 58.16%</p>	Yes
22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023–24: 35.00%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p> <p>Year 3 Outcome: 2023-24 SBAC: -Grade 11 Students: 21.43%</p>	No

23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 68.4% Desired Outcome for 2023-24: 55.0% 2023-24: 73.1%	Yes
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2023-2024: 38% Outcome for 2023-2024: 66.7%	Yes
25	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 18.9% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6% Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0% Year 3 Outcome: 2023-24: (As of 5/24/24): 52.0%	Yes
26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024 (2024 Dashboard): 96.1%	Yes

27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3%</p> <p>Year 3 Outcome: 2023-24: 37.8%</p>	Yes
28	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0%</p> <p>Year 3 Outcome: 2023-24: 32.4%</p>	Yes

29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 45.9%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 64.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 53.3%</p>	Yes
30	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 94%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 99%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 88%</p>	No

31	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 54.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 67%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 87%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 76%</p>	Yes
32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p> <p>Year 3 Outcome: Class of 2021: 52.7%</p>	No
33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2023-2024: 5%</p> <p>Outcome for 2023-24: (As of 5/24/24) 9%</p>	Yes

34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 99% (74 out of 75 students)	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 100%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 75% (3 meetings out of 4)	Yes
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 5	Yes
38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: (As of 5/24/24) 78	Yes
39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 14.3%	No

41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 95\%$ Outcome for 2023-2024: (P-2 ADA) 93.17%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 21.6%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (As of 6/3/24) 0%	Yes
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (as of 6/3/2024) 1.3%	Yes
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 97.4%	Yes
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 2.5%	No
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE Dataquest) 0.13%	Yes

48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 99.3% Families: 91.0% Staff: 100.0%</p>	Yes
49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 55.0% Families: 92.0% Staff: 70.0%</p>	No
50	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%</p> <p>Year 3 Outcome: 2023-24: (Spring 2023 to Fall 2023) 84.38%</p>	No

Summary of Improvement Plan for 2023-2024 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2024-2025 school year to address unmet MPO's and unmet LCAP goals from the 2023-2024 school year.

2023-2024 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2023-2024	2024-2025 Improvement Plan and Current Status
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 66%	<ol style="list-style-type: none"> 1. Strengthen Academic Support & Interventions <ul style="list-style-type: none"> - Implement targeted tutoring programs before/after school and during lunch periods. - Assign high school peer mentors or study buddies for struggling middle school students. 2. Improve Instructional Strategies <ul style="list-style-type: none"> - Provide professional development for teachers on differentiated instruction and data-driven teaching strategies. - Integrate more project-based learning and hands-on activities to enhance student engagement. 3. Enhance Student Accountability & Study Skills* <ul style="list-style-type: none"> - Teach students goal-setting and self-monitoring strategies for academic success. - Provide strategies on time management, study skills, and test-taking strategies during advisory or SSR. 4. Expand Access to Enrichment Opportunities <ul style="list-style-type: none"> - Provide more elective choices that connect to career pathways and student interests. - Encourage participation in academic clubs, competitions, and extracurricular activities that reinforce learning.
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment	Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55%	<p>Action Plan for Improvement:</p> <ol style="list-style-type: none"> 1. Data-Driven Instruction & Targeted Interventions

system.

Socioecon. Disadv./Low Income Students: 55%
 Students with Disabilities: 55%
 Asian Students: 90%
 Hispanic Students: 55%
 White Students: 74%

Outcome for 2023-24:

-All Students: 38.34%
 -English Learners: 0.97%
 -Socioeconomically Disadvantaged: 37.47%
 -Students with Disabilities: 14.52%
 -Asian: 72.22%
 -Hispanic: 34.69%
 -White: 50.50%

- Conduct monthly data analysis meetings to review student progress and adjust teaching strategies.
- Implement small-group intervention sessions for students scoring below 40%.
- Use adaptive learning platforms (e.g., noredink, IXL) for personalized learning.
- 2. Intensive Support for English Learners
 - Expand ELD instructional support by incorporating more structured language development programs.
 - Provide bilingual tutoring.
 - Increase interactive and real-world language applications to enhance engagement.
- 3. Support for Socioeconomically Disadvantaged & Students with Disabilities
 - Enhance Individualized Education Program (IEP) support with specialized instructional strategies.
 - Provide social-emotional learning (SEL) workshops to address challenges impacting academic performance.
- 4. Strengthening Teaching Practices & Professional Development
 - Conduct culturally responsive teaching training for all educators to better engage diverse learners.
 - Implement collaborative lesson planning to ensure consistency in instruction.
 - Offer coaching for teachers working with underperforming student groups.
- 5. Parental & Community Engagement
 - Host parent workshops on academic expectations, at-home support strategies, and college readiness.
 - Establish community partnerships for mentorship, scholarships, and enrichment programs.
- 6. Monitoring & Accountability
 - Individualized Student Support Plans for those at risk of not meeting the target.

				<p>- Increased teacher collaboration through Professional Learning Communities (PLCs) to share best practices.</p> <p>Expected Outcomes: By implementing this targeted, data-driven approach, we aim to:</p> <ul style="list-style-type: none"> - Increase overall student proficiency towards the 55% goal - Boost English Learner performance through focused language development - Improve outcomes for **students with disabilities & low-income students** with tailored interventions - Maintain high achievement for Asian & White students while supporting those still below target
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2023-24:</p> <ul style="list-style-type: none"> -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63% 	<p>1. Targeted Instructional Strategies</p> <p>Data-Driven Small Group Instruction:</p> <ul style="list-style-type: none"> - Identify at-risk students and provide small-group interventions during, before and after school, and during Saturday school. - Use MAP and SBAC interim assessments to track growth and adjust instruction accordingly. <p>High-Impact Teaching Practices:</p> <ul style="list-style-type: none"> - Implement Universal Design for Learning (UDL) to meet diverse learning needs. - Use scaffolded instruction and differentiated lesson planning across all subjects. - Strengthen writing across the curriculum to support literacy development. <p>ELD (English Language Development) Enhancement:</p> <ul style="list-style-type: none"> - Continued to offer designated and integrated ELD instruction aligned with language proficiency levels. - Provide bilingual support and increase access to language development resources. <p>2. Intensive Support for Struggling Student Groups</p>

				<p>Students with Disabilities (SWD) Support:</p> <ul style="list-style-type: none">- Ensure IEP goals align with state standards.- Utilize assistive technology to support learning needs. <p>Socioeconomically Disadvantaged & Hispanic Student Support:</p> <ul style="list-style-type: none">- Provide culturally relevant teaching practices to increase engagement.- Expand extended learning opportunities, including tutoring and enrichment programs.- Offer SEL (Social-Emotional Learning) programs to address external barriers to learning. <p>3. Teacher Training & Professional Development</p> <p>Targeted PD on Differentiation & Inclusive Teaching:</p> <ul style="list-style-type: none">- Training on effective EL strategies, IEP accommodations, and formative assessments. <p>Coaching & Support for Classroom Instruction:</p> <ul style="list-style-type: none">- Conduct instructional walkthroughs and provide real-time feedback to teachers.- Offer mentoring for new teachers to strengthen instructional quality. <p>4. Monitoring & Accountability</p> <p>Regular Progress Monitoring:</p> <ul style="list-style-type: none">- Conduct monthly data reviews to track progress toward the goal.- Adjust instructional strategies based on formative assessment data.
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17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 23.3%</p>	<p>1. Targeted Language Development Support</p> <ul style="list-style-type: none"> - Continued daily designated ELD (English Language Development) instruction aligned with language proficiency levels. - Use formative assessments (such as interim English proficiency tests) to monitor progress and provide targeted interventions. - Provide after-school and summer programs focused on academic English skills. <p>2. Increase Academic Support & Access to Core Content</p> <ul style="list-style-type: none"> - Offer structured support for EL students in core subjects, including tutoring and sheltered instruction strategies. - Train teachers in strategies for integrating language development into content instruction. - Utilize bilingual aides to support EL students in the classroom. <p>3. Strengthen Family Engagement & Progress Monitoring</p> <ul style="list-style-type: none"> - Conduct parent workshops on the reclassification process and ways to support language development at home (i.e., ELAC) - Regularly review EL student progress with families, teachers, and counselors to set reclassification goals. - Celebrate student progress toward reclassification through recognition events and incentives.
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18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 37%</p> <p>Outcome for 2023-24: (Internal) 2024 ELPAC Percentage of Students Level 4: 5.08%</p>	<p>1. Targeted Language Development Support</p> <ul style="list-style-type: none"> - Continued daily designated ELD (English Language Development) instruction aligned with language proficiency levels including LTELs. - Use formative assessments (such as interim English proficiency tests) to monitor progress and provide targeted interventions. - Provide after-school and summer programs focused on academic English skills. <p>2. Increase Academic Support & Access to Core Content</p> <ul style="list-style-type: none"> - Offer structured support for EL students in core subjects, including tutoring and sheltered instruction strategies. - Train teachers in strategies for integrating language development into content instruction. - Utilize bilingual aides to support EL students in the classroom. <p>3. Strengthen Family Engagement & Progress Monitoring</p> <ul style="list-style-type: none"> - Conduct parent workshops on the reclassification process and ways to support language development at home (i.e., ELAC) - Regularly review EL student progress with families, teachers, and counselors to set reclassification goals. - Celebrate student progress toward reclassification through recognition events and incentives.
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40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: $\geq 25\%$</p> <p>Outcome for 2023-2024: (As of 5/24/24) 14.3%</p>	<p>1. Establish a Structured Home Visit Program</p> <ul style="list-style-type: none"> - Develop a clear home visit schedule with targeted goals, prioritizing students with attendance, academic, or social-emotional needs. - Provide teachers with training on culturally responsive communication and effective home visit strategies. <p>2. Strengthen School-Home Partnerships</p> <ul style="list-style-type: none"> - Communicate the benefits of home visits to families and encourage participation through school newsletters, phone calls, parentsquare, and parent meetings. - Pair teachers with support staff (counselors, administrators, or bilingual staff) for visits to ensure a collaborative approach. - Use home visits to share academic progress, discuss student strengths and challenges, and provide resources for family support. <p>3. Reflect & Celebrate Success</p> <ul style="list-style-type: none"> - Gather feedback from teachers, students, and families to improve the home visit experience. - Recognize teachers who actively participate in home visits through staff appreciation events and school-wide acknowledgment.
41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 95\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 93.17%</p>	<p>1. Strengthen Attendance Awareness & Motivation</p> <ul style="list-style-type: none"> - Launch a school-wide attendance campaign emphasizing the importance of daily attendance. - Implement student recognition programs, including certificates, incentives, and celebrations for improved and perfect attendance. - Establish grade-level and classroom attendance challenges to encourage friendly competition. <p>2. Improve Early Identification & Intervention</p> <ul style="list-style-type: none"> - Monitor attendance data weekly to identify students with emerging patterns of

				<p>absenteeism.</p> <ul style="list-style-type: none"> - Implement a multi-tiered intervention approach, starting with phone calls and progressing to home visits and support meetings. <p>3. Address Barriers to Attendance</p> <ul style="list-style-type: none"> - Partner with community organizations to provide transportation, health services, and family support. - Offer flexible arrival options or morning check-ins for students struggling with punctuality. - Increase access to mental health resources and counseling services for students facing social-emotional challenges. <p>4. Engage Families as Attendance Partners</p> <ul style="list-style-type: none"> - Conduct parent workshops on the impact of attendance on academic success. - Improve communication through automated attendance alerts and personal outreach for at-risk students. - Provide multilingual resources and support to ensure all families are informed and engaged. <p>5. Enhance School Climate & Student Engagement</p> <ul style="list-style-type: none"> - Expand extracurricular activities and student leadership opportunities to strengthen school connections. - Conduct student focus groups to understand and address attendance concerns.
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: ≤1%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 21.6%</p>	<p>1. Early Identification & Intervention</p> <ul style="list-style-type: none"> - Use real-time data tracking to identify students at risk of chronic absenteeism (missing 10% or more school days). Especially with sub-groups identified as red on the CA Dashboard. - Implement an early warning system to flag attendance issues and trigger interventions. - Assign attendance mentors to support at-risk students and provide personalized outreach. <p>2. Strengthen Family & Community Engagement</p> <ul style="list-style-type: none"> - Conduct home visits and parent meetings for

			<p>chronically absent students to understand and address barriers.</p> <ul style="list-style-type: none">- Develop a parent communication plan to provide regular updates on attendance expectations and resources.- Partner with community organizations to offer transportation assistance, childcare support, and wellness programs. <p>3. Enhance Student Engagement & School Culture</p> <ul style="list-style-type: none">- Increase student involvement in extracurricular activities, clubs, and leadership programs to foster a sense of belonging.- Implement student attendance incentives, such as recognition programs, raffles, or privilege-based rewards.- Conduct student focus groups to identify factors contributing to absenteeism and develop student-led solutions. <p>4. Provide Targeted Academic & Social-Emotional Support</p> <ul style="list-style-type: none">- Expand access to counseling and mental health services to address social-emotional factors affecting attendance.- Implement flexible intervention programs, such as tutoring and credit recovery, for students who fall behind due to absences (i.e., Zero period and/or Saturday School).- Offer morning check-ins and advisory programs to strengthen relationships and support students facing challenges. <p>5. Train Staff on Attendance Best Practices</p> <ul style="list-style-type: none">- Provide professional development for teachers and staff on engaging students and addressing attendance concerns with empathy.- Foster a supportive classroom environment where students feel safe, valued, and motivated to attend daily.
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46	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 2.5%</p>	<p>1. Implement Restorative Justice Practices</p> <ul style="list-style-type: none"> - Train staff and students in restorative justice techniques to resolve conflicts constructively. - Use mediation circles as an alternative to suspension for minor infractions. <p>2. Strengthen Behavioral Interventions & Support</p> <ul style="list-style-type: none"> - Expand the use of Positive Behavioral Interventions and Supports (PBIS). - Develop clear and consistent expectations for student behavior across all grade levels. - Establish a tiered intervention system, offering counseling and behavior contracts before resorting to suspension. <p>3. Provide Alternative Discipline Options</p> <ul style="list-style-type: none"> - Introduce in-school suspension programs focused on reflection, counseling, and academic support. - Develop behavior improvement plans with student and family involvement. - Implement community service or mentorship as alternative disciplinary actions. <p>4. Increase Student & Family Engagement</p> <ul style="list-style-type: none"> - Hold regular parent workshops on behavior expectations and conflict resolution strategies. - Improve communication between teachers, counselors, and families to address issues before they escalate. <p>5. Support Teacher & Staff Training*</p> <ul style="list-style-type: none"> - Provide professional development on de-escalation techniques and culturally responsive discipline. - Train staff on identifying and addressing underlying causes of behavioral issues, such as trauma or academic struggles (i.e., CPI)
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49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024</p> <p>Students: ≥80%</p> <p>Parents: ≥80%</p> <p>Staff: ≥80%</p> <p>Outcome for 2023-2024:</p> <p>Students: 55.0%</p> <p>Families: 92.0%</p> <p>Staff: 70.0%</p>	<p>1. Strengthen Communication & Engagement</p> <ul style="list-style-type: none"> - Conduct regular meetings with students and staff to gather feedback and address concerns. - Improve transparency in decision-making and policy changes. <p>2. Enhance School Culture & Climate</p> <ul style="list-style-type: none"> - Foster a more inclusive and supportive environment through student and staff recognition programs. - Implement peer mentoring and leadership opportunities for students and professional development for staff. <p>3. Improve Support Systems</p> <ul style="list-style-type: none"> - Increase access to mental health resources and stress management programs. - Provide more academic and professional growth opportunities for students and staff. <p>4. Optimize Facilities & Resources</p> <ul style="list-style-type: none"> - Address issues related to classroom conditions, technology, and supplies based on survey feedback. - Improve shared spaces to create a more welcoming and functional environment.
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56	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2023-2024: 50%</p> <p>Outcome for 2023-2024: ELA: 58% Math: 21%</p>	<p>We will do the following to increase in Math to meet the 50% benchmark.</p> <p>Early Identification and Intervention</p> <ul style="list-style-type: none"> -Use diagnostic assessments to identify gaps in foundational math skills. -Provide targeted intervention for students below proficiency, including pull-out sessions. <p>Enhanced Instructional Strategies</p> <ul style="list-style-type: none"> -Shift to a problem-based learning approach that emphasizes real-world applications. -Incorporate more visual and interactive learning tools, such as IXL. -Implement structured review sessions before the EAP assessment. <p>Additional Support Structures</p> <ul style="list-style-type: none"> -Establish math boot camps before the test for intensive skill-building. <p>Teacher Training and Collaboration</p> <ul style="list-style-type: none"> -Provide professional development on best practices for teaching college-level math skills. -Implement cross-curricular collaboration between ELA and Math teachers to integrate problem-solving and reasoning into both subjects. <p>Parental and Student Engagement</p> <ul style="list-style-type: none"> -Host workshops to educate students and families on the importance of EAP results for college placement. -Provide self-study resources and practice exams to encourage independent preparation. <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> -Regularly review student performance data and adjust interventions as needed (i.e., MAP). <p>By implementing these strategies, we aim to significantly improve Math readiness, ensuring that all students are better prepared for college-level coursework.</p>
#	State Priority	Unmet LCAP	Data 2023-2024	2024-2025 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020): 91%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90%</p> <p>Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%</p> <p>Year 2 Outcome: 2022-23: 74%</p> <p>Year 3 Outcome: (Fall 2023 to Fall 2024) 84%</p>	<p>Magnolia Science Academy-1 has experienced teacher turnover due to educators relocating or transitioning to new career paths. To address this, we remain committed to recruiting and hiring highly qualified teachers to meet our school's needs. Additionally, we are enhancing support for our current teachers through professional development, mentorship programs, and collaborative planning opportunities. By investing in our educators, we aim to foster a positive and sustainable teaching environment, ensuring that our students continue to receive high-quality instruction.</p>
5	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 99.3%</p> <p>Desired Outcome for 2023–24: 97%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%</p> <p>Year 3 Outcome: 2023-24: (As of 5/15/24): 95.1%</p>	<p>Regularly review attendance data, gather teacher feedback, and adjust strategies as needed to ensure a sustainable and supportive teaching environment.</p>

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	<p>Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 66%</p>	<p>1. Strengthen Academic Support & Interventions - Implement targeted tutoring programs before/after school and during lunch periods. - Assign high school peer mentors or study buddies for struggling middle school students.</p> <p>2. Improve Instructional Strategies - Provide professional development for teachers on differentiated instruction and data-driven teaching strategies. - Integrate more project-based learning and hands-on activities to enhance student engagement.</p> <p>3. Enhance Student Accountability & Study Skills* - Teach students goal-setting and self-monitoring strategies for academic success. - Provide strategies on time management, study skills, and test-taking strategies during advisory or SSR.</p> <p>4. Expand Access to Enrichment Opportunities - Provide more elective choices that connect to career pathways and student interests. - Encourage participation in academic clubs, competitions, and extracurricular activities that reinforce learning.</p>
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Students with Disabilities: 55% Asian Students: 90% Hispanic Students: 55% White Students: 74%</p> <p>Outcome for 2023-24: -All Students: 38.34% -English Learners: 0.97%</p>	<p>Action Plan for Improvement: 1. Data-Driven Instruction & Targeted Interventions - Conduct monthly data analysis meetings to review student progress and adjust teaching strategies. - Implement small-group intervention sessions for students scoring below 40%. - Use adaptive learning platforms (e.g., noredink, IXL) for personalized learning.</p> <p>2. Intensive Support for English Learners - Expand ELD instructional support by incorporating more structured language development programs. - Provide bilingual tutoring.</p>

-Socioeconomically Disadvantaged: 37.47%
 -Students with Disabilities: 14.52%
 -Asian: 72.22%
 -Hispanic: 34.69%
 -White: 50.50%

- Increase interactive and real-world language applications to enhance engagement.
 3. Support for Socioeconomically Disadvantaged & Students with Disabilities
 - Enhance Individualized Education Program (IEP) support with specialized instructional strategies.
 - Provide social-emotional learning (SEL) workshops to address challenges impacting academic performance.
 4. Strengthening Teaching Practices & Professional Development
 - Conduct culturally responsive teaching training for all educators to better engage diverse learners.
 - Implement collaborative lesson planning to ensure consistency in instruction.
 - Offer coaching for teachers working with underperforming student groups.
 5. Parental & Community Engagement
 - Host parent workshops on academic expectations, at-home support strategies, and college readiness.
 - Establish community partnerships for mentorship, scholarships, and enrichment programs.
 6. Monitoring & Accountability
 - Individualized Student Support Plans for those at risk of not meeting the target.
 - Increased teacher collaboration through Professional Learning Communities (PLCs) to share best practices.

Expected Outcomes:

By implementing this targeted, data-driven approach, we aim to:

- Increase overall student proficiency towards the 55% goal
- Boost English Learner performance through focused language development
- Improve outcomes for **students with

				<p>disabilities & low-income students** with tailored interventions</p> <ul style="list-style-type: none"> - Maintain high achievement for Asian & White students while supporting those still below target
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard -White: 20.9 points above standard <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 7.0 points below standard -English Learners: 59.0 points below standard -Socioeconomically Disadvantaged: 8.0 points below standard -Students with Disabilities: 80.0 points below standard -Asian: 50.0 points above standard -Hispanic: 12.0 points below standard -White: 22.0 points above standard <p>Year 1 Outcome:</p> <p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p>	<p>1. Targeted Instructional Strategies</p> <p>Data-Driven Small Group Instruction:</p> <ul style="list-style-type: none"> - Identify at-risk students and provide small-group interventions during, before and after school, and during Saturday school. - Use MAP and SBAC interim assessments to track growth and adjust instruction accordingly. <p>High-Impact Teaching Practices:</p> <ul style="list-style-type: none"> - Implement Universal Design for Learning (UDL) to meet diverse learning needs. - Use scaffolded instruction and differentiated lesson planning across all subjects. - Strengthen writing across the curriculum to support literacy development. <p>ELD (English Language Development) & LTEL (Long-Term English Learner) Enhancement:</p> <ul style="list-style-type: none"> - Continued to offer designated and integrated ELD instruction aligned with language proficiency levels. - Provide bilingual support and increase access to language development resources. <p>2. Intensive Support for Struggling Student Groups</p> <p>Students with Disabilities (SWD) Support:</p> <ul style="list-style-type: none"> - Ensure IEP goals align with state standards. - Utilize assistive technology to support learning needs. <p>Socioeconomically Disadvantaged & Hispanic Student Support:</p> <ul style="list-style-type: none"> - Provide culturally relevant teaching practices to increase engagement. - Expand extended learning opportunities, including tutoring and enrichment programs. - Offer SEL (Social-Emotional Learning)

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 49.5%
- English Learners: 43.0%
- Students with Disabilities: 41.1%
- Hispanic: 48.6%
- White: 53.3%

Year 2 Outcomes:

2022-23: (2023 Dashboard)

- All Students: 41.1 points below standard
- English Learners: 107.2 points below standard
- Socioeconomically Disadvantaged: 45.7 points below standard
- Students with Disabilities: 114.1 points below standard
- Asian: 4.5 points below standard
- Hispanic: 46.7 points below standard
- White: 2.8 points above standard

Year 3 Outcomes:

2023-24: (2024 Dashboard)

- All Students: 31.4 points below standard
- English Learners: 106.8 points below standard
- Socioeconomically Disadvantaged: 34.8 points below standard
- Students with Disabilities: 109.3 points below standard
- Hispanic: 41.4 points below standard

programs to address external barriers to learning.

3. Teacher Training & Professional Development

Targeted PD on Differentiation & Inclusive Teaching:

- Training on effective EL strategies, IEP accommodations, and formative assessments.
- Coaching & Support for Classroom Instruction:
 - Conduct instructional walkthroughs and provide real-time feedback to teachers.
 - Offer mentoring for new teachers to strengthen instructional quality.

4. Monitoring & Accountability

Regular Progress Monitoring:

- Conduct monthly data reviews to track progress toward the 31.4-point reduction goal.
- Adjust instructional strategies based on formative assessment data.

			-White: 2.3 points above standard	
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 24.73%</p> <p>-English Learners: 5.18%</p> <p>-Socioeconomically Disadvantaged: 23.34%</p> <p>-Students with Disabilities: 4.76%</p> <p>-Asian: 55.56%</p> <p>-Hispanic: 20.29%</p> <p>-White: 52.63%</p>	<p>1. Targeted Instructional Strategies</p> <p>Data-Driven Small Group Instruction:</p> <ul style="list-style-type: none"> - Identify at-risk students and provide small-group interventions during, before and after school, and during Saturday school. - Use MAP and SBAC interim assessments to track growth and adjust instruction accordingly. <p>High-Impact Teaching Practices:</p> <ul style="list-style-type: none"> - Implement Universal Design for Learning (UDL) to meet diverse learning needs. - Use scaffolded instruction and differentiated lesson planning across all subjects. - Strengthen writing across the curriculum to support literacy development. <p>ELD (English Language Development) Enhancement:</p> <ul style="list-style-type: none"> - Continued to offer designated and integrated ELD instruction aligned with language proficiency levels. - Provide bilingual support and increase access to language development resources. <p>2. Intensive Support for Struggling Student Groups</p> <p>Students with Disabilities (SWD) Support:</p> <ul style="list-style-type: none"> - Ensure IEP goals align with state standards. - Utilize assistive technology to support learning needs. <p>Socioeconomically Disadvantaged & Hispanic Student Support:</p> <ul style="list-style-type: none"> - Provide culturally relevant teaching practices to increase engagement. - Expand extended learning opportunities, including tutoring and enrichment programs. - Offer SEL (Social-Emotional Learning) programs to address external barriers to learning. <p>3. Teacher Training & Professional Development</p>

				<p>Targeted PD on Differentiation & Inclusive Teaching:</p> <ul style="list-style-type: none"> - Training on effective EL strategies, IEP accommodations, and formative assessments. <p>Coaching & Support for Classroom Instruction:</p> <ul style="list-style-type: none"> - Conduct instructional walkthroughs and provide real-time feedback to teachers. - Offer mentoring for new teachers to strengthen instructional quality. <p>4. Monitoring & Accountability</p> <p>Regular Progress Monitoring:</p> <ul style="list-style-type: none"> - Conduct monthly data reviews to track progress toward the goal. - Adjust instructional strategies based on formative assessment data.
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 43.1 points below standard -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points below standard -Students with Disabilities: 121.2 points below standard -Asian: 34.3 points above standard -Hispanic: 50.0 points below standard -White: 6.2 points above standard <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 37.0 points below standard -English Learners: 67.0 points below standard -Socioeconomically Disadvantaged: 41.0 points below standard -Students with Disabilities: 100.0 points below standard 	<p>1. Targeted Instructional Strategies</p> <p>Data-Driven Small Group Instruction:</p> <ul style="list-style-type: none"> - Identify at-risk students and provide small-group interventions during, before and after school, and during Saturday school. - Use MAP and SBAC interim assessments to track growth and adjust instruction accordingly. <p>High-Impact Teaching Practices:</p> <ul style="list-style-type: none"> - Implement Universal Design for Learning (UDL) to meet diverse learning needs. - Use scaffolded instruction and differentiated lesson planning across all subjects. - Strengthen writing across the curriculum to support literacy development. <p>ELD (English Language Development) Enhancement:</p> <ul style="list-style-type: none"> - Continued to offer designated and integrated ELD instruction aligned with language proficiency levels. - Provide bilingual support and increase access to language development resources. <p>2. Intensive Support for Struggling Student Groups</p>

- Asian: 35.0 points above standard
- Hispanic: 42.0 points below standard
- White: 8.0 points above standard

Year 1 Outcome:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 50.1%
- English Learners: 37.2%
- Students with Disabilities: 44.0%
- Hispanic: 49.5%
- White: 71.4%

Year 2 Outcome:

2022-23: (2023 Dashboard)

- All Students: 82.7 points below standard
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points below standard
- Students with Disabilities: 161.8 points below standard
- Asian: 40.1 points below standard
- Hispanic: 89.0 points below standard
- White: 37.2 points below standard

Students with Disabilities (SWD) Support:

- Ensure IEP goals align with state standards.
- Utilize assistive technology to support learning needs.

Socioeconomically Disadvantaged & Hispanic Student Support:

- Provide culturally relevant teaching practices to increase engagement.
- Expand extended learning opportunities, including tutoring and enrichment programs.
- Offer SEL (Social-Emotional Learning) programs to address external barriers to learning.

3. Teacher Training & Professional Development

Targeted PD on Differentiation & Inclusive Teaching:

- Training on effective EL strategies, IEP accommodations, and formative assessments.

Coaching & Support for Classroom Instruction:

- Conduct instructional walkthroughs and provide real-time feedback to teachers.
- Offer mentoring for new teachers to strengthen instructional quality.

4. Monitoring & Accountability

Regular Progress Monitoring:

- Conduct monthly data reviews to track progress toward the 37.0-point reduction goal.
- Adjust instructional strategies based on formative assessment data.

			<p>Year 3 Outcome: 2023-24: (2024 Dashboard) -All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged: 78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard</p>	
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17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 23.3%</p>	<p>1. Targeted Language Development Support</p> <ul style="list-style-type: none"> - Continued daily designated ELD (English Language Development) instruction aligned with language proficiency levels. - Use formative assessments (such as interim English proficiency tests) to monitor progress and provide targeted interventions. - Provide after-school and summer programs focused on academic English skills. <p>2. Increase Academic Support & Access to Core Content</p> <ul style="list-style-type: none"> - Offer structured support for EL students in core subjects, including tutoring and sheltered instruction strategies. - Train teachers in strategies for integrating language development into content instruction. - Utilize bilingual aides to support EL students in the classroom. <p>3. Strengthen Family Engagement & Progress Monitoring</p> <ul style="list-style-type: none"> - Conduct parent workshops on the reclassification process and ways to support language development at home (i.e., ELAC) - Regularly review EL student progress with families, teachers, and counselors to set reclassification goals. - Celebrate student progress toward reclassification through recognition events and incentives.
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18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 37%</p> <p>Outcome for 2023-24: (Internal) 2024 ELPAC Percentage of Students Level 4: 5.08%</p>	<p>1. Targeted Language Development Support</p> <ul style="list-style-type: none"> - Continued daily designated ELD (English Language Development) instruction aligned with language proficiency levels including LTELs. - Use formative assessments (such as interim English proficiency tests) to monitor progress and provide targeted interventions. - Provide after-school and summer programs focused on academic English skills. <p>2. Increase Academic Support & Access to Core Content</p> <ul style="list-style-type: none"> - Offer structured support for EL students in core subjects, including tutoring and sheltered instruction strategies. - Train teachers in strategies for integrating language development into content instruction. - Utilize bilingual aides to support EL students in the classroom. <p>3. Strengthen Family Engagement & Progress Monitoring</p> <ul style="list-style-type: none"> - Conduct parent workshops on the reclassification process and ways to support language development at home (i.e., ELAC) - Regularly review EL student progress with families, teachers, and counselors to set reclassification goals. - Celebrate student progress toward reclassification through recognition events and incentives.
19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00% <p>Desired Outcome for 2023-24:</p> <p>2022-23:</p>	<p>1. Strengthen Instructional Strategies</p> <p>Data-Driven Instruction:</p> <ul style="list-style-type: none"> - Use SBAC, MAP, and classroom assessments to track performance and adjust teaching methods. - Implement targeted intervention cycles based on real-time student data. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> - Implement inclusive curriculum strategies to improve engagement for Hispanic and disadvantaged students.

<ul style="list-style-type: none"> -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00% <p>Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22% <p>Year 3 Outcome: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 21.84% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00% 	<ul style="list-style-type: none"> - Incorporate real-world applications in math and literacy to increase student relevance and motivation. <p>2. English Learner (EL) Support & Language Development Designated & Integrated ELD Instruction:</p> <ul style="list-style-type: none"> - Provide daily targeted English Language Development (ELD) instruction with structured speaking, reading, and writing activities. - Train teachers in SDAIE (Specially Designed Academic Instruction in English) strategies to support ELs across subjects. <p>3. Intervention Programs for At-risk Students Students with Disabilities (SWD) & Socioeconomically Disadvantaged (SED) Students:</p> <ul style="list-style-type: none"> - Ensure IEP accommodations align with state standards and improve progress monitoring. - Provide specialized intervention programs focusing on literacy and numeracy. - Expand access to tutoring, Saturday school, and online learning support. <p>Targeted Hispanic Student Support:</p> <ul style="list-style-type: none"> - Implement bilingual family engagement programs to support learning at home. - Increase access to culturally relevant instructional materials. <p>4. Professional Development for Educators Training in Differentiation & Intervention Strategies:</p> <ul style="list-style-type: none"> - Equip teachers with high-impact teaching techniques for diverse learners. - Provide ELD-specific training for general education teachers to better support ELs. <p>5. Parent & Community Engagement Increase Family Involvement:</p> <ul style="list-style-type: none"> - Conduct bilingual workshops on literacy and math strategies for home support. <p>6. Monitoring & Accountability Progress Assessments:</p> <ul style="list-style-type: none"> - Adjust interventions based on real-time
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				student performance data.
22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023-24: 35.00%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p> <p>Year 3 Outcome: 2023-24 SBAC: -Grade 11 Students: 21.43%</p>	<p>1. Strengthen Core Math Instruction</p> <ul style="list-style-type: none"> - Align curriculum with CAASPP standards and emphasize conceptual understanding, problem-solving, and data analysis. - Provide professional development for teachers on best practices in CAASPP-aligned instruction. <p>2. Implement Targeted Interventions & Support</p> <ul style="list-style-type: none"> - Identify students at risk based on benchmark assessments and provide tiered interventions. - Offer after-school, Saturday, and online tutoring focusing on key CAASPP math concepts. <p>3. Enhance Test Preparation & Practice</p> <ul style="list-style-type: none"> - Administer practice CAASPP assessments to familiarize students with test format and question types. - Teach test-taking strategies, including time management and multiple-choice techniques. - Conduct focused review sessions leading up to the CAASPP, targeting commonly missed skills. <p>4. Increase Student Motivation & Engagement</p> <ul style="list-style-type: none"> - Implement growth mindset strategies to build confidence in math abilities. - Recognize and celebrate progress with incentives and achievement acknowledgments. <p>- Foster a positive math culture through competitions, STEAM clubs, and career connections.</p> <p>5. Monitor Progress & Adjust Strategies</p> <ul style="list-style-type: none"> - Use formative assessments throughout the year to track student progress. - Hold data-driven instructional planning meetings to adjust strategies as needed. - Gather student feedback to refine math instruction and support initiatives.
30	8	Percentage of high school completers accepted	Baseline: 2020-21: (As of 5/16/21)	1. Strengthen College Awareness & Readiness

<p>to a 4-year or 2-year college (Source: Naviance)</p>	<p>95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 94%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 99%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 88%</p>	<ul style="list-style-type: none"> - Implement a structured college counseling program starting in 8th grade to guide students through the college application process. - Offer workshops on college requirements, financial aid, and scholarship opportunities. - Ensure all students complete key college readiness milestones, such as FAFSA applications, personal statements, and SAT/ACT preparation (if needed). <p>2. Expand Access to College Preparatory Courses</p> <ul style="list-style-type: none"> - Increase enrollment in Advanced Placement (AP), Dual Enrollment, and Career & Technical Education (CTE) pathways aligned with college goals. - Provide tutoring and academic support to help students meet college admission requirements. <p>3. Enhance Personalized Guidance & Support</p> <ul style="list-style-type: none"> - Continue to conduct one-on-one college planning meetings with students and families. - Organize more college visits, guest speaker events, and partnerships with local colleges to encourage applications. <p>4. Remove Barriers to College Acceptance</p> <ul style="list-style-type: none"> - Offer essay-writing workshops and interview coaching for college and scholarship applications. - Assist students with Common Application, CSU, and UC applications to ensure completion. <p>5. Monitor Progress & Celebrate Success</p> <ul style="list-style-type: none"> - Track college application submissions and acceptances to identify trends and areas for improvement. - Recognize and celebrate student acceptances through events, social media, and senior recognition programs. - Gather student feedback on challenges in the application process to refine future strategies.
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32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p> <p>Year 3 Outcome: Class of 2021: 52.7%</p>	<p>1. Build a Strong College-Going Culture*</p> <ul style="list-style-type: none"> - Start early college awareness programs in 8th and 9th grade, including goal-setting sessions and career exploration. - Promote a college-going mindset through campus-wide initiatives, college spirit days, and guest speakers from universities. - Provide clear pathways to college by integrating college and career readiness discussions into advisory periods. <p>2. Strengthen Academic Readiness</p> <ul style="list-style-type: none"> - Expand access to A-G courses, Advanced Placement (AP), and Dual Enrollment opportunities. <p>3. Increase Access to College Resources & Financial Aid</p> <ul style="list-style-type: none"> - Ensure 100% FAFSA completion by providing hands-on workshops and family support. - Host college fairs, application workshops, and campus visits to expose students to different postsecondary options. <p>4. Monitor Progress & Celebrate Achievements</p> <ul style="list-style-type: none"> - Track and analyze college application and acceptance rates annually to identify trends and areas for improvement. - Recognize and celebrate students who complete applications, receive acceptances, and commit to colleges.
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40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: $\geq 25\%$</p> <p>Outcome for 2023-2024: (As of 5/24/24) 14.3%</p>	<p>1. Establish a Structured Home Visit Program</p> <ul style="list-style-type: none"> - Develop a clear home visit schedule with targeted goals, prioritizing students with attendance, academic, or social-emotional needs. - Provide teachers with training on culturally responsive communication and effective home visit strategies. <p>2. Strengthen School-Home Partnerships</p> <ul style="list-style-type: none"> - Communicate the benefits of home visits to families and encourage participation through school newsletters, phone calls, parentsquare, and parent meetings. - Pair teachers with support staff (counselors, administrators, or bilingual staff) for visits to ensure a collaborative approach. - Use home visits to share academic progress, discuss student strengths and challenges, and provide resources for family support. <p>3. Reflect & Celebrate Success</p> <ul style="list-style-type: none"> - Gather feedback from teachers, students, and families to improve the home visit experience. - Recognize teachers who actively participate in home visits through staff appreciation events and school-wide acknowledgment.
41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 95\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 93.17%</p>	<p>1. Strengthen Attendance Awareness & Motivation</p> <ul style="list-style-type: none"> - Launch a school-wide attendance campaign emphasizing the importance of daily attendance. - Implement student recognition programs, including certificates, incentives, and celebrations for improved and perfect attendance. - Establish grade-level and classroom attendance challenges to encourage friendly competition. <p>2. Improve Early Identification & Intervention</p> <ul style="list-style-type: none"> - Monitor attendance data weekly to identify students with emerging patterns of

				<p>absenteeism.</p> <ul style="list-style-type: none"> - Implement a multi-tiered intervention approach, starting with phone calls and progressing to home visits and support meetings. <p>3. Address Barriers to Attendance</p> <ul style="list-style-type: none"> - Partner with community organizations to provide transportation, health services, and family support. - Offer flexible arrival options or morning check-ins for students struggling with punctuality. - Increase access to mental health resources and counseling services for students facing social-emotional challenges. <p>4. Engage Families as Attendance Partners</p> <ul style="list-style-type: none"> - Conduct parent workshops on the impact of attendance on academic success. - Improve communication through automated attendance alerts and personal outreach for at-risk students. - Provide multilingual resources and support to ensure all families are informed and engaged. <p>5. Enhance School Climate & Student Engagement</p> <ul style="list-style-type: none"> - Expand extracurricular activities and student leadership opportunities to strengthen school connections. - Conduct student focus groups to understand and address attendance concerns.
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: ≤1%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 21.6%</p>	<p>1. Early Identification & Intervention</p> <ul style="list-style-type: none"> - Use real-time data tracking to identify students at risk of chronic absenteeism (missing 10% or more school days). Especially with sub-groups identified as red on the CA Dashboard. - Implement an early warning system to flag attendance issues and trigger interventions. - Assign attendance mentors to support at-risk students and provide personalized outreach. <p>2. Strengthen Family & Community Engagement</p> <ul style="list-style-type: none"> - Conduct home visits and parent meetings for

				<p>chronically absent students to understand and address barriers.</p> <ul style="list-style-type: none"> - Develop a parent communication plan to provide regular updates on attendance expectations and resources. - Partner with community organizations to offer transportation assistance, childcare support, and wellness programs. <p>3. Enhance Student Engagement & School Culture</p> <ul style="list-style-type: none"> - Increase student involvement in extracurricular activities, clubs, and leadership programs to foster a sense of belonging. - Implement student attendance incentives, such as recognition programs, raffles, or privilege-based rewards. - Conduct student focus groups to identify factors contributing to absenteeism and develop student-led solutions. <p>4. Provide Targeted Academic & Social-Emotional Support</p> <ul style="list-style-type: none"> - Expand access to counseling and mental health services to address social-emotional factors affecting attendance. - Implement flexible intervention programs, such as tutoring and credit recovery, for students who fall behind due to absences (i.e., Zero period and/or Saturday School). - Offer morning check-ins and advisory programs to strengthen relationships and support students facing challenges. <p>5. Train Staff on Attendance Best Practices</p> <ul style="list-style-type: none"> - Provide professional development for teachers and staff on engaging students and addressing attendance concerns with empathy. - Foster a supportive classroom environment where students feel safe, valued, and motivated to attend daily.
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46	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 2.5%</p>	<p>1. Implement Restorative Justice Practices</p> <ul style="list-style-type: none"> - Train staff and students in restorative justice techniques to resolve conflicts constructively. - Use mediation circles as an alternative to suspension for minor infractions. <p>2. Strengthen Behavioral Interventions & Support</p> <ul style="list-style-type: none"> - Expand the use of Positive Behavioral Interventions and Supports (PBIS). - Develop clear and consistent expectations for student behavior across all grade levels. - Establish a tiered intervention system, offering counseling and behavior contracts before resorting to suspension. <p>3. Provide Alternative Discipline Options</p> <ul style="list-style-type: none"> - Introduce in-school suspension programs focused on reflection, counseling, and academic support. - Develop behavior improvement plans with student and family involvement. - Implement community service or mentorship as alternative disciplinary actions. <p>4. Increase Student & Family Engagement</p> <ul style="list-style-type: none"> - Hold regular parent workshops on behavior expectations and conflict resolution strategies. - Improve communication between teachers, counselors, and families to address issues before they escalate. <p>5. Support Teacher & Staff Training*</p> <ul style="list-style-type: none"> - Provide professional development on de-escalation techniques and culturally responsive discipline. - Train staff on identifying and addressing underlying causes of behavioral issues, such as trauma or academic struggles (i.e., CPI)
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49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024</p> <p>Students: ≥80%</p> <p>Parents: ≥80%</p> <p>Staff: ≥80%</p> <p>Outcome for 2023-2024:</p> <p>Students: 55.0%</p> <p>Families: 92.0%</p> <p>Staff: 70.0%</p>	<p>1. Strengthen Communication & Engagement</p> <ul style="list-style-type: none"> - Conduct regular meetings with students and staff to gather feedback and address concerns. - Improve transparency in decision-making and policy changes. <p>2. Enhance School Culture & Climate</p> <ul style="list-style-type: none"> - Foster a more inclusive and supportive environment through student and staff recognition programs. - Implement peer mentoring and leadership opportunities for students and professional development for staff. <p>3. Improve Support Systems</p> <ul style="list-style-type: none"> - Increase access to mental health resources and stress management programs. - Provide more academic and professional growth opportunities for students and staff. <p>4. Optimize Facilities & Resources</p> <ul style="list-style-type: none"> - Address issues related to classroom conditions, technology, and supplies based on survey feedback. - Improve shared spaces to create a more welcoming and functional environment.
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50	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%</p> <p>Year 3 Outcome: 2023-24: (Spring 2023 to Fall 2023) 84.38%</p>	<p>Our plan to meet this benchmark moving forward is to do the following:</p> <ul style="list-style-type: none"> Identify at-risk students who may be leaving early Expand extracurricular activities and student organizations to boost involvement. Improve Communication with Families (i.e., more home visits) Address non-academic barriers (transportation) Create a positive school culture
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Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
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III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	102	203.2	12.8	7	213.1	15.1	13	10	0.7	7.5	1.10	87	102	66	65	62
Asian	8	*			*			*					*			
Black, not Hispanic	1	*			*			*					*			
Caucasian	5	*			*			*					*			
Hispanic	87	202.5	12.0	6	211.7	14.2	10	9	0.7	7.4	0.80	79	87	52	60	56
Multi-ethnic	1	*			*			*					*			
7	111	209.3	17.7	10	217.3	20.1	15	8	1.0	6.1	0.95	83	111	64	58	53
American Indian	1	*			*			*					*			
Asian	7	*			*			*					*			
Black, not Hispanic	2	*			*			*					*			
Caucasian	5	*			*			*					*			
Hispanic	96	208.5	17.0	9	216.5	19.5	13	8	1.1	6.0	0.97	83	96	54	56	48
8	107	216.2	17.0	18	224.8	20.0	29	9	1.1	5.2	1.39	92	107	60	56	61
Asian	7	*			*			*					*			
Black, not Hispanic	1	*			*			*					*			
Caucasian	3	*			*			*					*			
Hispanic	96	215.1	16.8	16	223.3	20.0	25	8	1.2	5.2	1.23	89	96	51	53	53
9	88	216.8	15.6	17	222.3	17.5	22	6	1.3	3.6	0.98	84	88	49	56	50
Asian	2	*			*			*					*			
Caucasian	2	*			*			*					*			
Hispanic	84	216.6	15.0	16	222.3	17.0	22	6	1.3	3.6	1.08	86	84	48	57	52
10	73	223.4	19.5	29	235.6	20.5	62	12	2.1	3.3	4.41	99	73	58	79	75
Asian	3	*			*			*					*			
Caucasian	6	*			*			*					*			
Hispanic	64	220.8	16.9	21	233.5	19.0	54	13	2.4	3.3	4.67	99	64	49	77	76

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

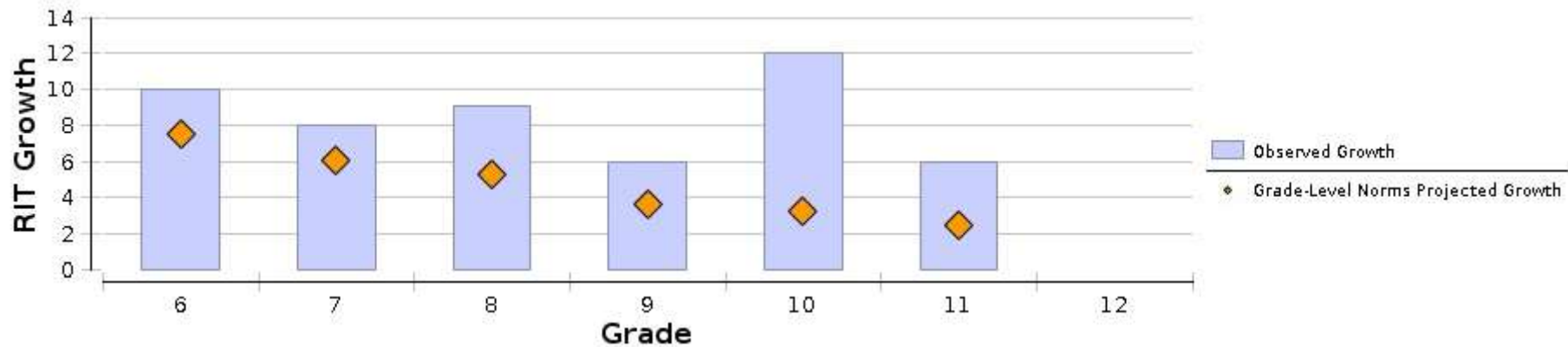
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
11	98	225.1	17.4	26	230.6	18.8	37	6	0.8	2.5	1.49	93	98	60	61	61
Asian	4	*			*			*					*			
Caucasian	3	*			*			*					*			
Hispanic	90	223.7	16.7	22	229.2	18.1	32	5	0.8	2.5	1.50	93	90	55	61	61
Multi-ethnic	1	*			*			*					*			
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	99	202.1	15.0	13	207.7	15.1	14	6	0.7	5.7	-0.04	48	99	47	47	44	
Asian	7	*			*			*					*				
Black, not Hispanic	1	*			*			*					*				
Caucasian	5	*			*			*					*				
Hispanic	85	200.6	14.2	9	206.3	14.5	10	6	0.8	5.8	-0.03	49	85	40	47	44	
Multi-ethnic	1	*			*			*					*				
7	111	205.1	19.1	11	213.1	17.3	23	8	0.7	4.6	1.96	98	111	74	67	60	
American Indian	1	*			*			*					*				
Asian	7	*			*			*					*				
Black, not Hispanic	2	*			*			*					*				
Caucasian	5	*			*			*					*				
Hispanic	96	203.3	18.1	7	211.6	16.6	17	8	0.8	4.6	2.09	98	96	64	67	61	
8	107	212.0	17.4	22	216.6	15.5	26	5	0.9	3.9	0.32	63	107	55	51	51	
Asian	7	*			*			*					*				
Black, not Hispanic	1	*			*			*					*				
Caucasian	3	*			*			*					*				
Hispanic	96	210.5	17.5	17	214.8	15.0	19	4	1.0	4.0	0.14	55	96	45	47	44	
9	87	208.1	14.6	13	212.8	15.9	18	5	1.2	3.0	0.85	80	87	45	52	49	
Asian	2	*			*			*					*				
Caucasian	2	*			*			*					*				
Hispanic	83	208.2	14.3	13	212.8	15.6	18	5	1.2	3.0	0.80	79	83	42	51	49	
10	73	214.8	16.3	22	220.4	16.6	35	6	1.3	2.3	2.00	98	73	48	66	64	

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

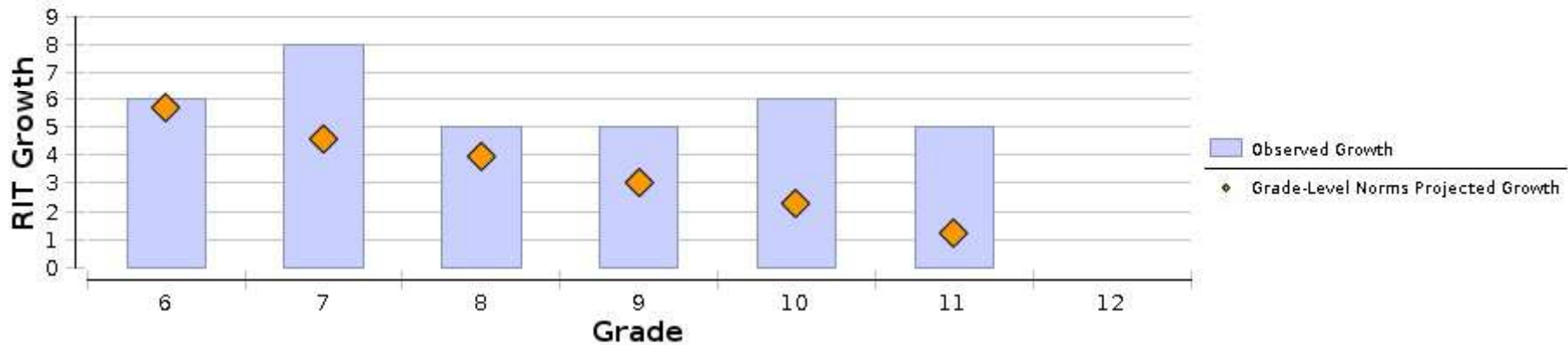
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	3	*			*			*					*			
Caucasian	6	*			*			*					*			
Hispanic	64	214.3	16.4	20	219.9	16.3	33	6	1.4	2.3	1.99	98	64	43	67	65
11	98	219.9	16.6	33	225.3	15.6	53	5	1.0	1.2	1.90	97	98	64	65	70
Asian	4	*			*			*					*			
Caucasian	3	*			*			*					*			
Hispanic	90	218.5	16.4	27	224.2	15.4	48	6	1.0	1.3	2.02	98	90	60	67	71
Multi-ethnic	1	*			*			*					*			
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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Grouping: Program
Small Group Display: No

Magnolia Science Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	32	194.1	11.0	1	203.1	11.5	1	9	1.1	7.0	0.93	82	32	20	63	50
Free and Reduced Lunch (FRL)	86	202.5	12.9	6	212.6	15.2	11	10	0.7	7.4	1.21	89	86	57	66	62
Special Education (SPED)	9	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	36	195.6	15.0	1	204.3	18.7	1	9	1.8	5.5	1.58	94	36	21	58	51
Free and Reduced Lunch (FRL)	94	208.2	17.0	8	215.7	19.8	12	8	1.1	6.0	0.73	77	94	52	55	48
Special Education (SPED)	18	197.3	17.6	1	205.2	20.9	1	8	2.5	5.5	1.15	88	18	10	56	51
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	21	198.9	10.4	1	208.2	19.4	1	9	3.8	5.0	1.79	96	21	10	48	45
Free and Reduced Lunch (FRL)	100	215.5	17.3	17	224.1	20.4	27	9	1.2	5.2	1.39	92	100	54	54	57
Special Education (SPED)	16	202.1	15.9	1	209.4	15.1	2	7	1.8	5.0	0.94	83	16	10	63	60
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	21	203.6	8.5	1	213.3	14.9	5	10	3.6	3.6	3.15	99	21	14	67	57
Free and Reduced Lunch (FRL)	82	215.9	15.3	15	221.5	17.1	20	6	1.3	3.6	1.03	85	82	46	56	52
Special Education (SPED)	15	204.9	7.3	2	211.2	6.8	3	6	2.4	3.6	1.39	92	15	9	60	57
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	15	204.2	10.8	1	230.5	27.7	43	26	7.4	3.1	11.48	99	15	14	93	93
Free and Reduced Lunch (FRL)	65	222.7	19.9	27	233.9	20.2	56	11	2.0	3.3	3.92	99	65	52	80	71
Special Education (SPED)	9	*			*			*					*			
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	15	208.7	11.9	1	214.1	13.7	3	5	2.9	2.4	1.48	93	15	8	53	61
Free and Reduced Lunch (FRL)	89	224.7	17.8	25	230.0	19.0	35	5	0.8	2.5	1.39	92	89	52	58	58
Special Education (SPED)	19	209.8	13.5	2	213.0	12.7	2	3	2.3	2.4	0.39	65	19	5	26	39
12	Statistics cannot be aggregated above the program level															

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Small Group Display: No

Magnolia Science Academy

Language Arts:
 Reading

			Comparison Periods							Growth Evaluated Against							
			Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6			Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	31		190.2	13.5	1	194.5	12.0	1	4	1.3	6.4	-1.19	12	31	12	39	30
Free and Reduced Lunch (FRL)	83		202.4	15.2	14	207.5	15.6	13	5	0.8	5.7	-0.32	38	83	38	46	42
Special Education (SPED)	8		*			*			*					*			
7			Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	36		185.4	13.1	1	195.8	13.8	1	10	1.5	5.4	2.84	99	36	23	64	60
Free and Reduced Lunch (FRL)	95		203.9	18.2	8	212.0	16.4	19	8	0.8	4.6	1.99	98	95	63	66	60
Special Education (SPED)	18		193.1	20.2	1	202.9	17.9	2	10	2.2	5.1	2.69	99	18	12	67	63
8			Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	21		191.0	15.8	1	197.5	13.1	1	7	3.0	5.0	0.74	77	21	9	43	44
Free and Reduced Lunch (FRL)	100		211.8	18.0	22	216.4	16.0	25	5	1.0	4.0	0.32	62	100	50	50	47
Special Education (SPED)	16		195.1	19.5	1	205.2	16.5	2	10	3.1	4.8	2.63	99	16	9	56	54
9			Statistics cannot be aggregated above the program level														

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Small Group Display: No

Magnolia Science Academy

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
English Language Learner (ELL)	19	194.6	11.5	1	199.4	15.7	1	5	3.1	3.7	0.57	71	19	8	42	45	
Free and Reduced Lunch (FRL)	81	207.8	14.2	12	211.9	16.0	15	4	1.1	3.0	0.54	70	81	40	49	47	
Special Education (SPED)	16	200.4	11.4	3	203.3	13.3	3	3	2.4	3.4	-0.25	40	16	7	44	38	
10	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	15	196.4	15.7	1	205.6	24.3	2	9	3.1	3.0	3.73	99	15	10	67	73	
Free and Reduced Lunch (FRL)	65	213.4	16.5	17	219.4	16.8	31	6	1.3	2.4	2.21	99	65	44	68	66	
Special Education (SPED)	9	*			*			*					*				
11	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	15	198.7	14.9	1	203.7	16.8	1	5	4.2	1.6	1.54	94	15	7	47	44	
Free and Reduced Lunch (FRL)	89	219.1	16.8	29	224.7	15.8	50	6	1.0	1.3	1.98	98	89	59	66	69	
Special Education (SPED)	19	208.6	18.7	3	213.9	15.0	10	5	2.0	1.5	1.76	96	19	12	63	69	
12	Statistics cannot be aggregated above the program level																

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Term: Spring 2023-2024
District: Magnolia Public Schools

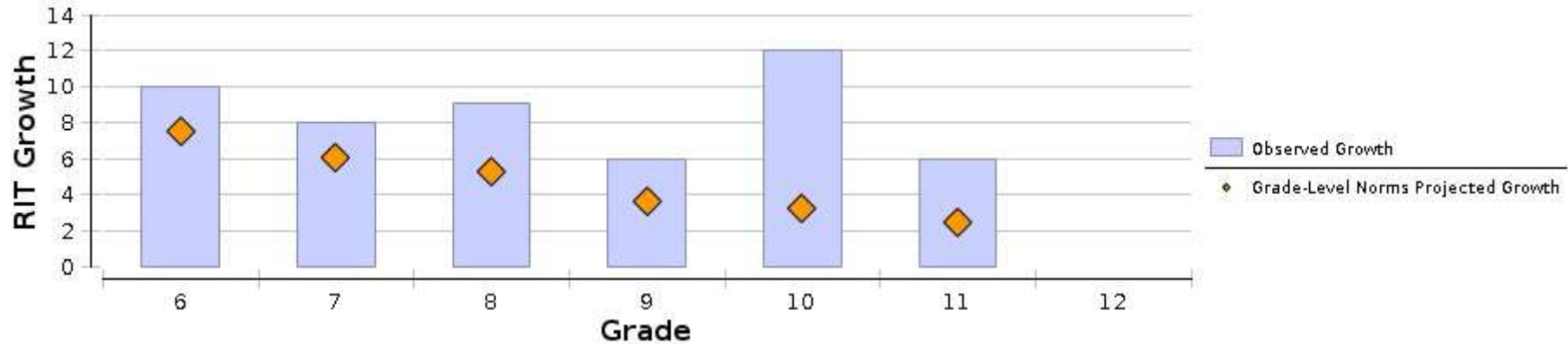
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	102	203.2	12.8	7	213.1	15.1	13	10	0.7	7.5	1.10	87	102	66	65	62
7	111	209.3	17.7	10	217.3	20.1	15	8	1.0	6.1	0.95	83	111	64	58	53
8	107	216.2	17.0	18	224.8	20.0	29	9	1.1	5.2	1.39	92	107	60	56	61
9	88	216.8	15.6	17	222.3	17.5	22	6	1.3	3.6	0.98	84	88	49	56	50
10	73	223.4	19.5	29	235.6	20.5	62	12	2.1	3.3	4.41	99	73	58	79	75
11	98	225.1	17.4	26	230.6	18.8	37	6	0.8	2.5	1.49	93	98	60	61	61
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

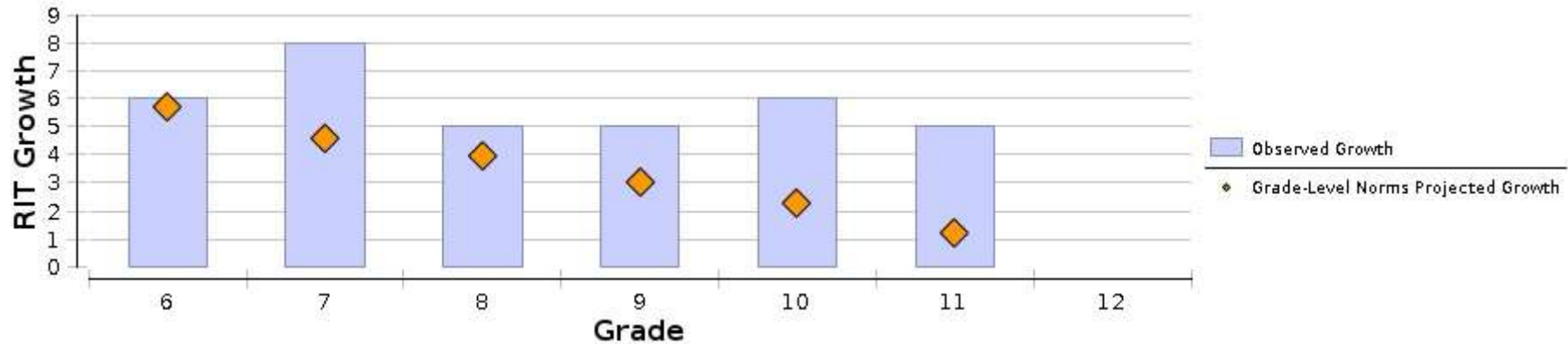
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	99	202.1	15.0	13	207.7	15.1	14	6	0.7	5.7	-0.04	48	99	47	47	44
7	111	205.1	19.1	11	213.1	17.3	23	8	0.7	4.6	1.96	98	111	74	67	60
8	107	212.0	17.4	22	216.6	15.5	26	5	0.9	3.9	0.32	63	107	55	51	51
9	87	208.1	14.6	13	212.8	15.9	18	5	1.2	3.0	0.85	80	87	45	52	49
10	73	214.8	16.3	22	220.4	16.6	35	6	1.3	2.3	2.00	98	73	48	66	64
11	98	219.9	16.6	33	225.3	15.6	53	5	1.0	1.2	1.90	97	98	64	65	70
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT
2024-2025 Annual Report to the
Los Angeles County Board of Education
Report Period: 2023-2024
Magnolia Science Academy 2

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I. Status Update for 2023-2024

Highlights & Accomplishments

The 2023-2024 academic year was a significant one for Magnolia Science Academy 2 (MSA-2), marked by significant achievements in academics, student programs, and community engagement. Most notably, MSA-2 was honored as a California Distinguished School in 2024, a recognition that reflects its ongoing commitment to closing achievement gaps in Mathematics and English Language Arts (ELA) on the SBAC assessment for two consecutive years. This distinction was further underscored by low suspension and expulsion rates, a high graduation rate, and a dedication to student success. Additionally, the school received the prestigious Platinum Implementation Award for California PBIS, demonstrating its continued excellence in fostering a positive and supportive learning environment.

The senior class of 2024 achieved an extraordinary milestone with a 100% graduation rate, earning MSA-2 a blue rating in graduation rate on the California School Dashboard. Moreover, the College and Career Indicator on the dashboard reflected strong college readiness, with 77% of seniors meeting the "Prepared" mark, earning MSA-2 a green rating in this category. The school also maintained its low suspension rate, a testament to the success of its Restorative Practices and PBIS strategies, reinforcing a culture of respect, accountability, and student well-being.

Beyond academics, MSA-2 saw tremendous growth in extracurricular programs. The school's athletics program expanded to include participation in CIF and FIYA sports across both middle and high school levels, featuring volleyball, soccer, basketball, track and field, and cross country. The hard work and dedication of student-athletes paid off, with the high school boys' volleyball team clinching the 2024 LA City Division V Championship and qualifying for the California State Championships. Meanwhile, the middle school girls' volleyball team became the 2024 FIYA Division 1 Valley League Champions, and overall, more than 110 students participated in school sports.

MSA-2 also proudly launched its first-ever debate team in partnership with the Los Angeles Metropolitan Debate League

(LAMDL). Students had the opportunity to compete in multiple debate tournaments, including one hosted at USC, where a junior took second place in the Junior Varsity division. Additionally, two students earned a coveted spot in the National Association for Urban Debate League's Championship Tournament, representing MSA-2 on a national stage.

In the realm of academic competitions, students participated in the Los Angeles County History Day competition in collaboration with LACOE, where an MSA-2 student was selected as a finalist. Meanwhile, the Congressional Award Program (CAP) saw a significant increase in participation, doubling its membership, and four students earned Silver Medals for their dedication to personal development, community service, and leadership.

The school's music program also reached new heights, with one particularly talented student receiving an impressive \$240,000 scholarship to attend the University of Redlands for Jazz Composition. To showcase student talent and foster a love for the arts, MSA-2 successfully hosted two community concerts, bringing together students, families, and staff in celebration of musical expression.

A major highlight of the year was the International Educational and Cultural Exchange Trip to Costa Rica, where 26 juniors had the life-changing opportunity to immerse themselves in a new culture, explore rainforests and biospheres, volunteer for communities in need, visit universities, and participate in workshops. This experience broadened students' perspectives and deepened their understanding of global interconnectedness.

Academically, MSA-2 continued its strong dual enrollment program in partnership with LA Pierce College, providing students with the opportunity to earn college credits while still in high school, further solidifying the school's commitment to college and career readiness.

Community Engagement & Support

MSA-2's commitment to community engagement remained a cornerstone of its success. The school hosted a

Community Resource Fair, providing students and families access to essential services and support. Through the Parent Educational Bridge Program, families were empowered with resources, including ESL classes, mobile health clinics, and workshops aimed at fostering parental involvement in student success.

To further strengthen the home-school connection, MSA-2 maintained a Parent Task Force, which held regular meetings to organize events for students and parents. Additionally, the school continued its Community Food Drive and Community Closet, ensuring that students and families facing hardship had access to necessary resources. These initiatives underscored MSA-2's deep commitment to holistic student support, extending far beyond the classroom.

Challenges

Despite the many successes of the 2023-2024 school year, MSA-2 also faced challenges that highlighted areas for growth and improvement.

Academically, the California School Dashboard identified areas where student performance fell short, with English Language Arts rated orange, Mathematics rated red, and English Learner progress rated red. Additionally, chronic absenteeism was marked in the yellow category, indicating a need for continued interventions to support student attendance and engagement.

Staffing and retention presented additional hurdles. Due to ongoing uncertainty surrounding long-term facility usage agreements, MSA-2 experienced higher-than-expected staff turnover and lower student retention, particularly in the transition from middle school to high school. The school remains committed to addressing these challenges by working to stabilize its long-term facility plans and foster stronger student and staff retention strategies.

Student well-being remained a top priority, particularly as mental health, behavioral, and discipline-related concerns saw an uptick. To address these needs, MSA-2 continued to provide support through on-site social workers and school

psychologists, ensuring that students had access to critical mental health resources and interventions.

Additionally, external factors, including lingering pandemic recovery challenges and local policy changes, contributed to the evolving landscape of education, requiring MSA-2 to continuously adapt and innovate.

Looking Ahead

As MSA-2 moves forward, the school remains dedicated to academic excellence, student well-being, and community engagement. By addressing challenges head-on and building upon its successes, MSA-2 continues to foster a positive, inclusive, and high-achieving learning environment for all students. The school will maintain its focus on closing achievement gaps, expanding student opportunities, strengthening retention, and providing comprehensive support for both students and families.

The 2023-2024 school year demonstrated the resilience, ambition, and dedication of the MSA-2 community, and the school looks ahead with optimism and determination to achieve even greater milestones in the years to come.

II. Charter Specific Accountability
Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2023-2024, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes

2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: ≥90% Outcome for 2023-24: 100%	Yes
5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: ≥80% Outcome for 2023-24: (Second semester): 66%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2023-2024 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 56% Outcome for 2023-24: -All Students: 30.33% -English Learners: 3.64% -Socioeconomically Disadvantaged: 28.45% -Students with Disabilities: 13.11% -Hispanic: 28.75% -White: 35.72%	No

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 47.7%</p> <p>-English Learners: 40.0%</p> <p>-Socioeconomically Disadvantaged: 48.1%</p> <p>-Students with Disabilities: 41.9%</p> <p>-Hispanic: 47.3%</p> <p>-White: *</p>	No
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 13.76%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 12.57%</p> <p>-Students with Disabilities: 4.92%</p> <p>-Hispanic: 12.19%</p> <p>-White: 14.29%</p>	No

16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 48.8%</p> <p>-English Learners: 48.5%</p> <p>-Socioeconomically Disadvantaged: 49.6%</p> <p>-Students with Disabilities: 50.0%</p> <p>-Hispanic: 49.9%</p> <p>-White: *</p>	No
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2023 Dashboard)</p> <p>32.4%</p>	No
18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 34%</p> <p>Outcome for 2023-2024:</p> <p>Annual Reclassification Rate:</p> <p>3.7%</p>	No
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 38%</p> <p>Outcome for 2023-2024:</p> <p>37.8%</p>	No
26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	<p>Desired Outcome for 2023-2024: $\geq 90\%$</p> <p>Outcome for 2023-2024 (2024 Dashboard):</p> <p>93.3%</p>	Yes

33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2023-2024: $\geq 5\%$ Outcome for 2023-2024: 14%	Yes
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 4	Yes
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: 8	Yes
38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: 45	Yes
39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Year 2 Outcome: 2023-24: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 4.4%	No
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 97\%$ Outcome for 2023-2024: (P-2 ADA) 93.30%	No

42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: 20.7%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: 0%	Yes
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 97.8%	No
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 0.5%	Yes
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 100.0% Families: 100.0% Staff: 100.0%	Yes

49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 57.0% Families: 90.0% Staff: 69.0%</p>	No
51	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: N/A</p>	No
52	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024: N/A</p>	No
53	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2023-2024: Daily</p> <p>Outcome for 2023-2024: Daily</p>	Yes
54	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: 100%</p>	Yes
55	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2023-2024: ≥4</p> <p>Outcome for 2023-2024: 5</p>	Yes
56	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2023-2024: 52%</p> <p>Outcome for 2023-2024: ELA: 53% Math: 16%</p>	No

57	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2023-2024: $\geq 85\%$ Outcome for 2023-2024: 100%	Yes
58	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024:	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2023-2024, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2023-2024 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: $\geq 90\%$ Outcome for 2023-24: 100%	Yes
6	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88% Year 2 Outcome: 2022-23: 82% Year 3 Outcome: 2023-24: (Fall 2023 to Fall 2024): 75%	No
4	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023-24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3% Year 3 Outcome: 2023-24: (As of 5/15/24): 93.4%	No

5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 91% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 6/13/22): 90% Year 2 Outcome: 2022-23: (As of 5/12/23): 64% Year 3 Outcome: 2023-24: (As of 5/24/24): 78%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: ≥80% Outcome for 2023-24: (Second semester): 66%	No

11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 30.33%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 28.45%</p> <p>-Students with Disabilities: 13.11%</p> <p>-Hispanic: 28.75%</p> <p>-White: 35.72%</p>	No
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 16.6 points below standard</p> <p>-English Learners: 62.1 points below standard</p> <p>-Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>-Students with Disabilities: 79.9 points below standard</p> <p>-Hispanic: 24.9 points below standard</p> <p>-White: 26.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 10.0 points below standard</p> <p>-English Learners: 55.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 16.0 points below standard</p> <p>-Students with Disabilities: 72.0 points below standard</p> <p>-Hispanic: 18.0 points below standard</p> <p>-White: 28.0 points above standard</p> <p>Year 1 Outcome: 2021-22:</p>	No

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 67.3%
- English Learners: 69.6%
- Students with Disabilities: 67.6%
- Hispanic: 66.1%
- White: 88.2%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 19.3 points below standard
- English Learners: 83.5 points below standard
- Socioeconomically Disadvantaged: 26.4 points below standard
- Students with Disabilities: 65.5 points below standard
- Asian: *
- Hispanic: 21.9 points below standard

Year 3 Outcomes: 2023-24: (2024 Dashboard)

- All Students: 47.5 points below standard
- English Learners: 91.7 points below standard
- Socioeconomically Disadvantaged: 51.8 points below standard
- Students with Disabilities: 86.6 points below standard
- Hispanic: 51.7 points below standard
- White: 22.6 points above standard

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 47.7%</p> <p>-English Learners: 40.0%</p> <p>-Socioeconomically Disadvantaged: 48.1%</p> <p>-Students with Disabilities: 41.9%</p> <p>-Hispanic: 47.3%</p> <p>-White: *</p>	No
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 13.76%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 12.57%</p> <p>-Students with Disabilities: 4.92%</p> <p>-Hispanic: 12.19%</p> <p>-White: 14.29%</p>	No
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p>	No

School Dashboard (Source: CA School Dashboard)

- All Students: 60.8 points below standard
- English Learners: 96.8 points below standard
- Socioeconomically Disadvantaged: 65.6 points below standard
- Students with Disabilities: 119.6 points below standard
- Hispanic: 71.9 points below standard
- White: 21.8 points above standard

Desired Outcome for 2023–24:

- All Students: 54.0 points below standard
- English Learners: 86.0 points below standard
- Socioeconomically Disadvantaged: 58.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Hispanic: 64.0 points below standard
- White: 23.0 points above standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 68.4%
- English Learners: 66.0%
- Students with Disabilities: 68.1%
- Hispanic: 67.4%
- White: 64.7%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 62.9 points below standard
- English Learners: 115.3 points below standard
- Socioeconomically Disadvantaged: 70.9 points below standard
- Students with Disabilities: 114.7 points below standard

			<ul style="list-style-type: none"> -Asian: * -Hispanic: 66.9 points below standard -White: 51.2 points below standard <p>Year 3 Outcome: 2023-24: (2024 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 110.4 points below standard -English Learners: 161.3 points below standard -Socioeconomically Disadvantaged: 115.0 points below standard -Students with Disabilities: 147.9 points below standard -Hispanic: 115.7 points below standard -White: 96.0 points below standard 	
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <ul style="list-style-type: none"> -All Students: 48.8% -English Learners: 48.5% -Socioeconomically Disadvantaged: 49.6% -Students with Disabilities: 50.0% -Hispanic: 49.9% -White: * 	No
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2023 Dashboard)</p> <p>32.4%</p>	No

18	4	Outcome #11: EL students will be reclassified annually.	Desired Outcome for 2023-2024: 34% Outcome for 2023-2024: Annual Reclassification Rate: 3.7%	No
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19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56% <p>Desired Outcome for 2023–24:</p> <ul style="list-style-type: none"> -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00% <p>Year 1 Outcome: 2021-22:</p> <p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:2022-23:</p> <ul style="list-style-type: none"> -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61% <p>Year 3 Outcome 2023-24:</p> <ul style="list-style-type: none"> -All Students: 19.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.49% -Students with Disabilities: 2.86% -Hispanic: 16.43% -White: 0.00% 	No
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20	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 55.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 53.7%</p> <p>2022-23: (Projected as of 5/12/23) 80.9%</p> <p>2023-24: (Dashboard) 76.7%</p>	Yes
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21	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p> <p>Year 2 Outcome: 2022-23: 74.47%</p> <p>Year 3 Outcome: 2023-24: 52.63%</p>	No
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 24.32%</p> <p>Desired Outcome for 2023-24: 35.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%</p> <p>Year 2 Outcome: 2022-23: 51.06%</p> <p>Year 3 Outcome: 2023-24: 15.79%</p>	No
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23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 61.2%</p> <p>Desired Outcome for 2023-24: 65.0%</p> <p>Year 1 Outcome: 2020-21: 45.8%</p> <p>Year 2 Outcome: 2021-22: 68.0%</p> <p>Year 3 Outcome: 2023-24: 72.7%</p>	Yes
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 38%</p> <p>Outcome for 2023-2024: 37.8%</p>	No
25	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 57.5%</p> <p>Desired Outcome for 2023-24: 60.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 75.6</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 85.1</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 65.9%</p>	Yes

26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	<p>Desired Outcome for 2023-2024: $\geq 90\%$</p> <p>Outcome for 2023-2024 (2024 Dashboard): 93.3%</p>	Yes
27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 29.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1%</p> <p>Year 3 Outcome: 2023-24 (CDE DataQuest): 23.8%</p>	No
28	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.7%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 46.3%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 55.3%</p> <p>Year 3 Outcome: 2023-24 (CDE DataQuest): 50.0%</p>	Yes

29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 47.7%</p>	No
30	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 100.0%</p>	Yes

31	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 71.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 66%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 91.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 82.0%</p>	Yes
32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p> <p>Year 3 Outcome: Class of 2021 51.2%</p>	No
33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2023-2024: $\geq 5\%$</p> <p>Outcome for 2023-2024: 14%</p>	Yes

34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 4	Yes
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: 8	Yes
38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: 45	Yes
39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Year 2 Outcome: 2023-24: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 4.4%	No
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 97\%$ Outcome for 2023-2024: (P-2 ADA) 93.30%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: 20.7%	No

43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: 0%	Yes
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 97.8%	No
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 0.5%	Yes
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 100.0% Families: 100.0% Staff: 100.0%	Yes

49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024</p> <p>Students: ≥80%</p> <p>Parents: ≥80%</p> <p>Staff: ≥80%</p> <p>Outcome for 2023-2024:</p> <p>Students: 57.0%</p> <p>Families: 90.0%</p> <p>Staff: 69.0%</p>	No
50	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020)</p> <p>85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023)</p> <p>85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021)</p> <p>90%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022)</p> <p>83.0%</p> <p>Year 3 Outcome: 2023-24: (Spring 2023 to Fall 2023)</p> <p>86.46%</p>	Yes

Summary of Improvement Plan for 2023-2024 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2024-2025 school year to address unmet MPO's and unmet LCAP goals from the 2023-2024 school year.

2023-2024 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2023-2024	2024-2025 Improvement Plan and Current Status
10	8	Outcome #17: Students will receive a grade of	Desired Outcome for 2023-2024: ≥80%	During the 2023-24 school year, Magnolia

"C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Outcome for 2023-24: (Second semester): 66%

Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 10 related to Measurable Outcome #17: Students receiving a grade of "C" or better (or performing proficient on state standardized tests) in core subjects and electives. The desired outcome for 2023-24 was $\geq 80\%$, but the actual result for the second semester was 66%, indicating a need for targeted interventions to improve student academic achievement. Recognizing this challenge, MSA2 is implementing a comprehensive plan to enhance instructional support, teacher effectiveness, and student learning outcomes.

To improve student academic performance, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, ensuring that students receive a more engaging and supportive classroom experience. Additionally, the school has hired a full-time instructional coach to provide teachers with individualized support, instructional strategies, and mentorship to enhance student learning outcomes. To further strengthen academic support systems, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine key areas where teachers require additional resources and strategies to help students pass their courses successfully. Moreover, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office during the 2024-25 school year to set measurable academic goals, monitor progress, and refine instructional practices to support

				<p>student success.</p> <p>To further enhance instructional effectiveness, MSA2 will continue its Instructional Rounds process, where MPS home office members will visit all teacher classrooms three times during the 2024-25 school year to provide targeted feedback to improve instruction and student achievement. Additionally, teachers will engage in a Teach Like a Champion book study, where they will collaborate in teams to explore best teaching practices and present strategies to their peers, fostering a culture of continuous instructional improvement. MSA2 will also strengthen Professional Learning Communities (PLCs), allowing teachers to collaborate across all ten MPS schools to share best practices, curriculum strategies, and interventions to improve student success. Through these initiatives, MSA2 is committed to increasing student academic performance, ensuring that more students achieve passing grades in their classes and meet proficiency standards on state assessments.</p>
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 30.33%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 28.45%</p> <p>-Students with Disabilities: 13.11%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 11 related to Measurable Outcome #5: All student subgroups meeting or exceeding proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. The desired outcome for all student groups was 55% or higher, with White students targeted at 56%. However, the actual results show a significant gap: 30.33% for all students, 3.64% for English Learners, 28.45% for Socioeconomically Disadvantaged students, 13.11% for Students with Disabilities, 28.75% for Hispanic students, and 35.72% for White</p>

		<div>-Hispanic: 28.75% -White: 35.72%</div>	<div>students. These results highlight a critical need for targeted interventions to support student learning and improve literacy outcomes across all subgroups.</div> <div>To address these challenges, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, ensuring that classrooms foster a supportive and engaging learning environment. The school has also hired a full-time instructional coach to support teachers with instructional strategies that enhance student engagement and academic performance. Additionally, MSA2 has strengthened its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine areas where teachers require additional resources and support, helping to refine instructional approaches to improve literacy outcomes. Furthermore, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office during the 2024-25 school year to set measurable goals, monitor student progress, and implement data-driven strategies for academic improvement.</div> <div>MSA2 is also implementing a comprehensive system of targeted academic interventions, including weekly before-school tutoring in all teacher classrooms, Saturday School interventions, Winter and Spring intersessions, and a summer intersession to provide students with additional support. The school is further strengthening teacher capacity by training educators in the CHATS framework to better</div>
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				<p>support English Learners and all students through effective instructional strategies. Additionally, MSA2 has partnered with Relay Graduate School of Education to develop systems and strategies that enhance teacher effectiveness. To support continuous instructional improvement, the school will continue Instructional Rounds—where MPS home office members visit classrooms three times per year to provide targeted feedback—and engage teachers in a Teach Like a Champion book study to refine pedagogical practices. Lastly, Professional Learning Communities (PLCs) will enable teachers to collaborate across all ten MPS schools, sharing best practices and strategies to improve literacy instruction. Through these initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>
13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 47.7%</p> <p>-English Learners: 40.0%</p> <p>-Socioeconomically Disadvantaged: 48.1%</p> <p>-Students with Disabilities: 41.9%</p> <p>-Hispanic: 47.3%</p> <p>-White: *</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 13, which aimed for all student subgroups to meet or exceed proficiency targets on the Reading/ELA section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment. The target for all student groups was 55% or higher, but actual results showed gaps: 47.7% for all students, 40.0% for English Learners, 48.1% for Socioeconomically Disadvantaged students, 41.9% for Students with Disabilities, and 47.3% for Hispanic students. These outcomes indicate the need for a focused approach to improving literacy instruction and student achievement.</p> <p>To address this gap, MSA2 is partnering with LACOE to provide teacher training in restorative</p>

practices, community circles, and inclusive teaching pedagogy, fostering a more engaging and equitable learning environment. The school has hired a full-time instructional coach to support teachers with instructional strategies that enhance student learning and literacy development. Additionally, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify targeted supports that will improve reading outcomes across all student subgroups. Furthermore, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to set measurable goals, track student progress, and adjust interventions as needed throughout the 2024-25 school year.

To further support student success, MSA2 is offering weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide additional academic support. The school is also providing teachers with CHATS framework training to enhance instructional strategies for English Learners and all students and has partnered with Relay Graduate School of Education to strengthen teacher development. MSA2 is utilizing SchoolMint Grow to provide individualized teacher coaching and differentiated support, ensuring targeted instructional growth. Additionally, Instructional Rounds will be conducted three times per year to provide feedback and improve teaching effectiveness. The school is also fostering community engagement through home visits, the Community Advisory Committee (CAC), the English Learner Advisory Committee (ELAC),

				and the Parent Task Force (PTF), ensuring that parents and stakeholders have a voice in student learning strategies. Through these initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets on the Reading/ELA section of the MAP assessment.
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 13.76%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 12.57%</p> <p>-Students with Disabilities: 4.92%</p> <p>-Hispanic: 12.19%</p> <p>-White: 14.29%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 14, which aimed for all student subgroups to meet or exceed proficiency targets in math on the CAASPP assessment system. The desired outcome for 2023-24 was 55% or higher for all student groups, but the actual results indicate a significant gap: All Students (13.76%), English Learners (3.64%), Socioeconomically Disadvantaged (12.57%), Students with Disabilities (4.92%), Hispanic Students (12.19%), and White Students (14.29%). These results highlight a critical need for enhanced math instruction, targeted interventions, and improved support for struggling students, particularly those from historically underserved backgrounds.</p> <p>To address this challenge, MSA2 is implementing a multi-tiered improvement plan to strengthen math instruction and support student achievement. The school is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, fostering a supportive classroom environment that enhances student learning. MSA2 has also hired a full-time instructional coach to provide professional development, model best practices, and support teachers in implementing effective math instruction. Additionally, MSA2 has expanded</p>

its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine specific areas where teachers need additional resources and strategies to improve student math proficiency.

To ensure a data-driven approach to improving math achievement, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This cycle will allow teachers and administrators to set specific growth targets, monitor student progress, and adjust instructional strategies throughout the 2024-25 school year. The school is also enhancing instructional feedback through Instructional Rounds, where MPS home office members will visit classrooms three times per year to observe and provide targeted feedback to teachers. Additionally, teachers will participate in a Teach Like a Champion book study, where they will analyze high-impact instructional strategies and present them to their colleagues to improve teaching effectiveness. To further strengthen collaboration, MSA2 will continue to support Professional Learning Communities (PLCs), where teachers from across all ten MPS schools share best practices in math instruction.

MSA2 is also expanding its targeted academic intervention programs to support struggling math learners. The school will implement weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide additional learning opportunities. Furthermore, the school is incorporating personalized learning software

				<p>such as iXL, using data-driven adaptive tools to target students' specific areas of need. The math intervention pull-out program will continue for struggling students, along with dedicated learning lab sessions for middle school and selected high school students. The school is also providing teachers with CHATS framework training to better support English Learners and students with disabilities in math instruction. Additionally, MSA2 has partnered with Relay Graduate School of Education to strengthen teacher development and is utilizing SchoolMint Grow to create individualized, data-driven professional development plans for teachers.</p> <p>Recognizing the importance of family and community engagement in student success, MSA2 is expanding its efforts to involve families in math learning. The school is increasing home visits to strengthen relationships between educators and families, ensuring that parents feel connected to their child's academic progress. Additionally, MSA2 is utilizing community support systems such as the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and implement strategies to better support students in math. The school will also provide bilingual learning resources and host family math nights to equip parents with tools to support math learning at home. Through these comprehensive initiatives, MSA2 is committed to closing the math achievement gap and ensuring that all student subgroups meet or exceed proficiency targets on the CAASPP assessment system.</p>
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section	Desired Outcome for 2023-2024 All students (Schoolwide): 55%	During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its

of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

English Learners: 55%
 Socioecon. Disadv./Low Income Students: 55%
 Foster Youth: 55%
 Students with Disabilities: 55%
 Latino Students: 55%
 White Students: 55%

Outcome for 2023-2024: (Fall to Spring)
 -All Students: 48.8%
 -English Learners: 48.5%
 -Socioeconomically Disadvantaged: 49.6%
 -Students with Disabilities: 50.0%
 -Hispanic: 49.9%
 -White: *

Local Control and Accountability Plan (LCAP) Goal 16, which aimed for all student subgroups to meet or exceed proficiency targets on the math section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment. The target proficiency level for all student groups was 55%, but actual results fell short: All Students (48.8%), English Learners (48.5%), Socioeconomically Disadvantaged Students (49.6%), Students with Disabilities (50.0%), and Hispanic Students (49.9%). While these scores indicate that some students are approaching the proficiency target, the school must implement additional instructional supports and intervention strategies to close these gaps.

To improve student outcomes, MSA2 is partnering with LACOE to provide teachers with training on restorative practices, community circles, and inclusive teaching pedagogy, fostering a more equitable and engaging learning environment. Additionally, the school has hired a full-time instructional coach to provide direct instructional support, model best practices, and mentor teachers to improve classroom instruction. To further enhance academic achievement, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to gather data from teachers and students, ensuring that targeted interventions are implemented based on specific instructional needs.

To ensure continuous monitoring and data-driven decision-making, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in

collaboration with the Magnolia Public Schools (MPS) home office. This structured approach will allow teachers to set measurable goals, analyze student progress, and adjust instructional strategies as needed throughout the 2024-25 school year. Additionally, Instructional Rounds will be conducted three times per year by MPS home office members, allowing for structured classroom observations and feedback sessions to improve teaching effectiveness. Teachers will also engage in a Teach Like a Champion book study, where they will explore high-impact instructional techniques and present findings to their colleagues, promoting collaboration and professional growth. MSA2 will also continue to strengthen Professional Learning Communities (PLCs), where teachers work with their peers across all ten MPS schools to share best practices and effective strategies for math instruction.

In addition to refining instructional approaches, MSA2 is expanding targeted academic interventions to better support struggling math learners. The school will offer weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide students with additional learning opportunities. The school is also integrating personalized learning software, such as iXL, to provide data-driven, individualized math instruction. A math intervention pull-out program will continue for students needing additional support, along with the learning lab for middle school and select high school students. The school is also reinforcing scaffolded instruction, explicit vocabulary instruction for English Learners, and structured supports for students with disabilities, ensuring that all students receive tailored instructional support. Additionally, MSA2 is utilizing

				<p>SchoolMint Grow to provide individualized teacher coaching, ensuring that professional development is aligned with the needs of math educators.</p> <p>Recognizing the role of family and community engagement in student achievement, MSA2 is increasing its home visits to strengthen school-family partnerships and ensure that families feel connected to the school community. The school is also engaging with community support systems such as the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather feedback and refine instructional approaches to better support math learners. MSA2 will also host family math nights, provide bilingual learning resources, and implement parent workshops to equip families with strategies to support student learning at home. Through these comprehensive initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets on the math section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2023 Dashboard) 32.4%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 17, which aimed for English Learner (EL) students to make annual progress in learning English as measured by the CELDT and/or ELPAC. The school's desired outcome for EL student progress was 75%, but the actual result, as reported in the 2023 Dashboard, was 32.4%, indicating a significant gap. Factors such as pandemic-related learning loss, language barriers, staffing shortages, and chronic absenteeism contributed to these challenges. To ensure EL students receive the necessary academic and linguistic support,</p>

MSA2 is implementing a comprehensive improvement plan to enhance instruction, intervention programs, and teacher professional development.

To address these challenges, MSA2 is partnering with LACOE to provide teachers with training in restorative practices, community circles, and inclusive teaching pedagogy to create more engaging, student-centered classrooms. Additionally, the school has hired a full-time instructional coach to provide direct instructional support, mentor teachers, and model effective EL teaching strategies. To further strengthen EL student support, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify instructional gaps and areas where teachers need additional training to better support EL students. Furthermore, MSA2 continues to provide CHATS framework training through the MPS Director of EL/ELA Programs, ensuring that all teachers receive structured support on how to effectively teach English learners.

To ensure data-driven instructional improvements, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to set measurable goals, monitor student progress, and refine instructional strategies throughout the 2024-25 school year. Additionally, the school will conduct Instructional Rounds three times per year, where MPS home office members will observe EL instruction, provide feedback, and help refine teaching strategies. Teachers will also

engage in a Teach Like a Champion book study, where they will analyze best practices for language acquisition and present their findings to peers. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), enabling teachers to collaborate across all ten MPS schools to share best practices and strategies that enhance EL instruction.

MSA2 is expanding its targeted academic intervention programs to provide EL students with weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions. The school has also established a structured English Language Development (ELD) program within the learning lab, ensuring EL students receive direct, explicit instruction in reading, writing, listening, and speaking. Additionally, MSA2 is utilizing iXL software to provide personalized learning experiences that allow EL students to build proficiency in targeted skill areas. The school has also expanded the role of an EL paraprofessional to work with specific students in designated classrooms, ensuring they receive additional instructional support. Moreover, MSA2 has partnered with Relay Graduate School of Education to enhance teacher development, equipping educators with effective instructional strategies for EL students.

Recognizing the critical role of family and community engagement in student success, MSA2 is increasing home visits to strengthen relationships between educators and EL families, ensuring that parents feel connected to the school and supported in their child's academic journey. The school is also leveraging community advisory systems, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and

				<p>Parent Task Force (PTF) to gather stakeholder feedback and refine school-wide EL strategies. MSA2 will host family literacy nights, provide bilingual learning resources, and develop parent workshops to equip families with the tools necessary to support their child's English language development at home. Through these initiatives, MSA2 is committed to ensuring that EL students make significant annual progress in learning English as measured by the CELDT and/or ELPAC and reach proficiency at an accelerated rate.</p>
18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 34%</p> <p>Outcome for 2023-2024: Annual Reclassification Rate: 3.7%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 18, which aimed for English Learner (EL) students to be reclassified annually. The school's desired reclassification rate for EL students was 34%, but the actual reclassification rate for the year was 3.7%, indicating a significant gap. Various challenges, including language barriers, chronic absenteeism, pandemic-related learning loss, staffing shortages, and foundational academic gaps, have impacted EL students' ability to meet reclassification criteria. To address this issue, MSA2 is implementing a comprehensive action plan to strengthen instructional practices, expand interventions, and enhance teacher professional development to ensure more EL students reach proficiency and reclassification.</p> <p>To support EL students' language development, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, which will help create more engaging, student-centered classrooms. Additionally, MSA2 has hired a full-time instructional coach to provide</p>

mentorship, instructional modeling, and targeted professional development for teachers, ensuring they are equipped to help EL students progress in English proficiency. The school has also strengthened its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to gather teacher and student feedback, ensuring that instructional and support strategies are aligned with EL students' specific needs.

To ensure continuous monitoring of student progress and instructional effectiveness, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This will allow educators to set measurable reclassification goals, track student progress on ELPAC performance, and refine instructional strategies throughout the 2024-25 school year. Additionally, Instructional Rounds will be conducted three times per year, where MPS home office members will observe EL instruction, provide structured feedback, and support teachers in refining their instructional methods. Teachers will also participate in a Teach Like a Champion book study, where they will explore research-based strategies for EL instruction and present findings to their colleagues. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), allowing teachers to collaborate across all ten MPS schools to share best practices for EL reclassification.

MSA2 is also expanding targeted academic interventions to support EL students in reaching reclassification criteria. The school will provide

weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to reinforce EL students' academic skills. Additionally, MSA2 is enhancing structured English Language Development (ELD) courses in the learning lab to provide targeted instruction in reading, writing, listening, and speaking. The school is also utilizing personalized learning software, such as iXL, to ensure EL students receive differentiated instruction tailored to their language proficiency level. An EL paraprofessional will continue to work closely with specific EL students, providing additional in-class support. Moreover, CHATS framework training will be provided to all teachers, ensuring that instructional strategies are aligned with EL students' academic and linguistic needs.

Recognizing the critical role of family and community engagement in EL student success, MSA2 is increasing home visits to strengthen relationships between educators and EL families, ensuring parents are actively involved in their child's education. The school will continue working with community advisory systems, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and refine its approach to EL instruction and reclassification. MSA2 will host family literacy nights, provide bilingual learning resources, and implement parent workshops, equipping families with the knowledge and tools to support EL students' progress. Through these initiatives, MSA2 is committed to increasing the EL reclassification rate and ensuring that more students successfully transition to English proficiency each year.

24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 38%</p> <p>Outcome for 2023-2024: 37.8%</p>	<p>For the 2023-2024 school year, 37.8% of graduating seniors passed an AP exam with a score of 3 or higher, just shy of the 38% target. While the school continues to encourage students to take and succeed in AP courses, there has also been a growing emphasis on dual enrollment opportunities, allowing students to earn college credit through community college courses while still in high school. Despite this shift, the school remains committed to supporting AP students through targeted interventions and structured academic support. This includes offering AP practice exams through Saturday school sessions, allowing students to familiarize themselves with the format and rigor of College Board assessments. Additionally, students are encouraged to utilize College Board's AP Google Classroom resources, where they can access official course materials, practice questions, and instructional videos to reinforce their learning. By maintaining strong AP support while expanding dual enrollment options, the school ensures that students have multiple pathways to earn college credit, preparing them for success in higher education.</p>
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: ≥25%</p> <p>Outcome for 2023-2024: (As of 5/24/24) 4.4%</p>	<p>During the 2023-2024 school year, MSA-2 did not meet its goal of 25% home visits, with only 4.4% of students receiving a visit. Recognizing this gap, the school has taken steps to strengthen and restructure the home visit process to ensure more students and families benefit from these engagements in the coming year. This year, the Family Success Coordinator (FSC) is leading the home visit initiative, providing training to staff on the purpose, process, and benefits of home visits. Through presentations and collaboration with grade-level chairs, the school is working to identify students</p>

who would benefit most from these visits. Home visits are not only conducted for academic concerns but also for students transitioning from middle to high school, those struggling with attendance, and families needing additional resources and support.

To further improve home visit participation and effectiveness, the FSC is working closely with the Magnolia Engagement Team (MET), particularly the Community Schools Liaison (CSL), to build stronger relationships with families and provide personalized support based on their needs. This collaborative approach ensures that home visits serve as a meaningful bridge between school and home, fostering trust, engagement, and student success.

With these structured efforts in place, the school aims to significantly increase home visit participation and meet its goal in the upcoming school year.

MSA2 is partnering with LACOE to train teachers on restorative practices, community circles, and inclusive teaching pedagogy, fostering stronger relationships between staff and families to enhance home visit participation. Additionally, MSA2 has hired a full-time instructional coach to support teachers in feeling more confident and prepared for home visits. The Magnolia Engagement Team (MET), consisting of the Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL), will conduct an Assets and Needs Assessment (ANA) to identify specific teacher concerns and provide bilingual support, cultural competency training, and structured guidelines for engaging with families effectively. To ensure continuous improvement, MSA2 will implement a PDSA (Plan-Do-Study-Act) cycle

and monitor teacher participation and effectiveness in home visits throughout the 2024-25 school year.

To further support this initiative, MSA2 will incorporate home visit training into Professional Learning Communities (PLCs), where teachers collaborate across all ten Magnolia Public Schools (MPS) sites to share best practices. Workshops on home visit strategies will be provided to equip staff with the necessary tools to navigate cultural and linguistic barriers. Additionally, MSA2 will increase family engagement through bilingual learning resources, community events, and student-centered activities, such as the STEAM Festival and STEAM Expo. By integrating home visits into broader family engagement efforts, MSA2 aims to build trust with parents and improve participation in the program—ultimately ensuring the school meets its home visit goal in the coming school year.

41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 97\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 93.30%</p>	<p>For the 2023-2024 school year, the school aimed to maintain an ADA rate of 97% but achieved 93.30% at the P-2 ADA reporting period. While efforts were made to address attendance challenges, the school recognizes the need for additional strategies to improve student attendance and engagement.</p> <p>To strengthen attendance efforts this year, the school is continuing its truancy and chronic absentee meetings with students and families when the second attendance letter is issued. Additionally, attendance incentives will remain a priority, with monthly recognition of the grade level with the highest ADA to encourage healthy competition and student engagement.</p> <p>A key addition to this year's approach is the implementation of home visits for families who are unresponsive to school outreach. By personally engaging with parents and guardians, the school aims to address barriers to attendance and provide direct support where needed. These home visits will supplement existing communication efforts, ensuring that families receive timely intervention and guidance. Through these enhanced strategies, the school is committed to increasing ADA rates and reducing chronic absenteeism, reinforcing the importance of regular attendance for student success.</p>
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42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: 20.7%</p>	<p>For the 2023-2024 school year, the school aimed to maintain a chronic absenteeism rate of 1% or lower but recorded a rate of 20.7%, highlighting the need for stronger intervention efforts. While previous strategies focused on outreach and incentives, additional steps are being taken this year to further reduce absenteeism.</p> <p>A key part of this year's approach is direct communication and outreach to families of chronically absent students. In addition to sending attendance letters, the school is now conducting daily calls to notify parents when their child is absent. This frequent contact ensures that families are consistently aware of attendance concerns and can work with the school to address any barriers. When families are unresponsive to calls and letters, the school is also conducting home visits to engage directly with parents, identify challenges, and provide solutions.</p> <p>Additionally, the school is working closely with the engagement team to provide families with resources that help remove obstacles to attendance. This includes bus passes for students with transportation challenges, as well as referrals to community support programs, school supplies, and access to technology for students who may be struggling with personal or logistical barriers. The school is also continuing to recognize and incentivize strong attendance, with monthly awards for the grade levels with the highest ADA, encouraging students to prioritize being present.</p> <p>By combining proactive outreach, direct family support, and incentives, the school is working to significantly reduce chronic absenteeism and ensure that students have the resources and support they need to attend regularly.</p>
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45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 97.8%</p>	<p>For the 2023-2024 school year, the school aimed for a 100% four-year cohort graduation rate and achieved 97.8% based on the 2024 Dashboard. While this does not meet the intended target, the school remains committed to ensuring that 100% of seniors graduate, whether in four or five years.</p> <p>Some students enter the school having been retained in prior years or with significantly low credits, making it difficult to graduate within the traditional four-year timeframe. To support these students, the school utilizes multiple pathways to graduation, including credit recovery programs tailored to individual needs. These flexible options allow students to make up missing coursework while staying on track for a diploma.</p> <p>By offering personalized academic plans, credit recovery opportunities, and continuous academic support, the school ensures that every student, regardless of their starting point, has the resources and guidance needed to achieve a high school diploma. The focus remains on student success beyond a strict four-year timeline, prioritizing graduation for all.</p>
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49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024</p> <p>Students: ≥80%</p> <p>Parents: ≥80%</p> <p>Staff: ≥80%</p> <p>Outcome for 2023-2024:</p> <p>Students: 57.0%</p> <p>Families: 90.0%</p> <p>Staff: 69.0%</p>	<p>For the 2023-2024 school year, the school aimed to achieve at least an 80% approval rating on school experience surveys from students, parents, and staff. While the family approval rating exceeded this goal at 90%, the ratings for students (57%) and staff (69%) fell short, highlighting areas for improvement in school culture and climate.</p> <p>To address this, the school is implementing new initiatives to strengthen student and staff engagement. A key addition is the creation of a student council with representatives from each grade level, ensuring that student voices are heard in planning schoolwide events, activities, and improvements. This initiative fosters a stronger sense of belonging and student leadership, giving students a direct role in shaping their school experience.</p> <p>For staff, the school has conducted additional opinion surveys to gather their input on improvements for the following school year. This ensures that teachers and staff have a voice in shaping policies, programs, and workplace culture. Additionally, the school has placed a stronger focus on team-building efforts, designating bi-monthly team-building days to foster collaboration, morale, and a positive work environment.</p> <p>To further improve overall satisfaction, the school continues to analyze survey data with school leaders and educational partners to make data-driven adjustments that directly address concerns from students and staff. These collective efforts, including increased student leadership, structured staff feedback opportunities, and team-building initiatives, demonstrate the school's commitment to creating a more supportive and engaged school community.</p>
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51	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: N/A</p>	During the 2023-24 academic year, MSA-2 did not participate in PSAT program due to several reasons, including the University of California not requiring SAT as one of the entry requirements. Instead, MSA-2 continued to use different data sources and interventions to prepare students for college. Some of these data sources include NWEA MAP assessment progress and IABs. Interventions include credit recovery opportunities and IXL resources. And other means to prepare students to be college ready include providing AP and college courses.
52	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024: N/A</p>	MSA-2 did not participate PSAT program and used different data sources, such as NWEA MAP, IABs, and iXL, to provide intervention pathways.

56	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2023-2024: 52%</p> <p>Outcome for 2023-2024: ELA: 53% Math: 16%</p>	<p>For Goal 56, Outcome #16, the school set a target for 52% of students to demonstrate college preparedness on the EAP assessment through SBAC testing. While students met and slightly exceeded this goal in ELA, achieving 53%, the Math results fell significantly short at 16%, highlighting a critical need for targeted support.</p> <p>To address this gap, the school is making strategic adjustments to instruction and support systems. Since the majority of seniors are enrolled in either Financial Literacy or AP Pre-Calculus, efforts are being made to integrate SBAC-aligned problem-solving and critical thinking skills into these courses. In Financial Literacy, students will engage with more data analysis, algebraic reasoning, and quantitative problem-solving, aligning key concepts with the SBAC. In AP Pre-Calculus, instructors will ensure that students receive additional practice with SBAC-style questions, reinforcing key areas assessed on the exam.</p> <p>Beyond curriculum adjustments, the school is expanding targeted interventions for students who need extra support. After-school tutoring, Saturday workshops, and peer tutoring will also be available to reinforce foundational math skills and boost confidence before the exam.</p> <p>Additionally, teachers are receiving professional development focused on SBAC-aligned instruction, ensuring that all math educators are equipped with effective strategies for preparing students for success. Through these initiatives, the school is committed to improving math college readiness scores, ensuring that all students, whether in Financial Literacy or AP Pre-Calculus, have the necessary skills to succeed.</p>
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#	State Priority	Unmet LCAP	Data 2023-2024	2024-2025 Improvement Plan and Current Status
6	6	Teacher retention rate (Source: HRIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020): 96%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88%</p> <p>Year 2 Outcome: 2022-23: 82%</p> <p>Year 3 Outcome: 2023-24: (Fall 2023 to Fall 2024): 75%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 6 related to teacher retention. The school's baseline retention rate in 2020-21 was 96%, with a desired outcome of 90% for 2023-24. However, the data reflects a downward trend over the past three years: 88% in 2021-22, 82% in 2022-23, and 75% in 2023-24. This decline highlights the need for additional measures to improve teacher retention by fostering a supportive and engaging work environment. MSA2 is committed to implementing a strategic action plan to address this challenge and ensure that educators feel valued, supported, and equipped for success.</p> <p>To improve teacher retention, MSA2 is partnering with LACOE to provide professional development on restorative practices, community circles, and inclusive teaching pedagogy—strategies designed to enhance teacher engagement and well-being. Additionally, the school has hired a full-time instructional coach to provide direct mentorship and support, ensuring teachers feel more connected and empowered in their roles. To further strengthen retention efforts, MSA2 has expanded the Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify key areas of teacher support and implement targeted solutions. Furthermore, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools</p>

				<p>(MPS) home office to systematically track and refine retention strategies throughout the 2024-25 school year.</p> <p>MSA2 continues to prioritize professional growth and teacher engagement through Instructional Rounds, where home office members will visit classrooms three times during the 2024-25 school year to provide valuable feedback and support. Additionally, the school is enhancing collaborative learning through a Teach Like a Champion book study, where teachers will explore effective pedagogical strategies and present their insights to peers—fostering a shared culture of instructional excellence. To further strengthen teacher support networks, MSA2 will maintain its commitment to Professional Learning Communities (PLCs), allowing educators to collaborate across all ten MPS schools to share best practices and innovative strategies. Through these initiatives, MSA2 is dedicated to creating a more supportive, professional, and rewarding environment that encourages teacher retention and long-term success.</p>
4	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 98.0%</p> <p>Desired Outcome for 2023–24: 96%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3%</p> <p>Year 3 Outcome: 2023-24: (As of 5/15/24): 93.4%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 4 related to the measurable outcome of teacher attendance. The baseline teacher attendance rate in 2020-21 was 98.0%, with a desired outcome of 96% for 2023-24. However, the actual attendance rates for the past three years have remained below this target: 94.2% in 2021-22, 93.3% in 2022-23, and 93.4% in 2023-24. While there was a slight improvement in the most recent year, further efforts are needed to support teacher attendance and retention. MSA2 recognizes the importance of</p>

fostering a positive and supportive work environment to enhance teacher well-being and is implementing a comprehensive improvement plan to address this challenge.

To improve teacher attendance, MSA2 is partnering with the Los Angeles County Office of Education (LACOE) to provide targeted professional development, including training in restorative practices, community circles, and inclusive teaching pedagogy. Additionally, the school has hired a full-time instructional coach to provide teachers with ongoing support, mentorship, and instructional guidance. To further address teacher retention and engagement, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify key areas of teacher support. MSA2 is also implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to systematically monitor and improve teacher support strategies throughout the 2024-25 school year.

In addition to these initiatives, MSA2 will continue its partnership with the MPS home office to conduct Instructional Rounds—a structured process where home office members observe classrooms three times during the 2024-25 school year to provide targeted feedback. The school is also fostering a culture of continuous learning by engaging teachers in a Teach Like a Champion book study, where educators collaborate, analyze pedagogical strategies, and present findings to their peers. Furthermore, MSA2 will continue strengthening Professional Learning Communities (PLCs),

				<p>enabling teachers to collaborate with department peers across all ten MPS schools to share best practices and instructional strategies. Through these multi-faceted initiatives, MSA2 is committed to creating a supportive work environment that promotes teacher engagement, professional growth, and ultimately, improved attendance.</p> <p>This response is professional, concise, and aligns with LACOE's expectations. Let me know if you'd like any refinements!</p>
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	<p>Desired Outcome for 2023-2024: $\geq 80\%$</p> <p>Outcome for 2023-24: (Second semester): 66%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 10 related to Measurable Outcome #17: Students receiving a grade of "C" or better (or performing proficient on state standardized tests) in core subjects and electives. The desired outcome for 2023-24 was $\geq 80\%$, but the actual result for the second semester was 66%, indicating a need for targeted interventions to improve student academic achievement. Recognizing this challenge, MSA2 is implementing a comprehensive plan to enhance instructional support, teacher effectiveness, and student learning outcomes.</p> <p>To improve student academic performance, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, ensuring that students receive a more engaging and supportive classroom experience. Additionally, the school has hired a full-time</p>

instructional coach to provide teachers with individualized support, instructional strategies, and mentorship to enhance student learning outcomes. To further strengthen academic support systems, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine key areas where teachers require additional resources and strategies to help students pass their courses successfully. Moreover, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office during the 2024-25 school year to set measurable academic goals, monitor progress, and refine instructional practices to support student success.

To further enhance instructional effectiveness, MSA2 will continue its Instructional Rounds process, where MPS home office members will visit all teacher classrooms three times during the 2024-25 school year to provide targeted feedback to improve instruction and student achievement. Additionally, teachers will engage in a Teach Like a Champion book study, where they will collaborate in teams to explore best teaching practices and present strategies to their peers, fostering a culture of continuous instructional improvement. MSA2 will also strengthen Professional Learning Communities (PLCs), allowing teachers to collaborate across all ten MPS schools to share best practices, curriculum strategies, and interventions to improve student success. Through these initiatives, MSA2 is committed to increasing student academic performance, ensuring that more students achieve passing grades in their

				classes and meet proficiency standards on state assessments.
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 30.33%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 28.45%</p> <p>-Students with Disabilities: 13.11%</p> <p>-Hispanic: 28.75%</p> <p>-White: 35.72%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 11 related to Measurable Outcome #5: All student subgroups meeting or exceeding proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. The desired outcome for all student groups was 55% or higher, with White students targeted at 56%. However, the actual results show a significant gap: 30.33% for all students, 3.64% for English Learners, 28.45% for Socioeconomically Disadvantaged students, 13.11% for Students with Disabilities, 28.75% for Hispanic students, and 35.72% for White students. These results highlight a critical need for targeted interventions to support student learning and improve literacy outcomes across all subgroups.</p> <p>To address these challenges, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, ensuring that classrooms foster a supportive and engaging learning environment. The school has also hired a full-time instructional coach to support teachers with instructional strategies that enhance student engagement and academic performance. Additionally, MSA2 has strengthened its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine areas where teachers require additional</p>

resources and support, helping to refine instructional approaches to improve literacy outcomes. Furthermore, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office during the 2024-25 school year to set measurable goals, monitor student progress, and implement data-driven strategies for academic improvement.

MSA2 is also implementing a comprehensive system of targeted academic interventions, including weekly before-school tutoring in all teacher classrooms, Saturday School interventions, Winter and Spring intersessions, and a summer intersession to provide students with additional support. The school is further strengthening teacher capacity by training educators in the CHATS framework to better support English Learners and all students through effective instructional strategies. Additionally, MSA2 has partnered with Relay Graduate School of Education to develop systems and strategies that enhance teacher effectiveness. To support continuous instructional improvement, the school will continue Instructional Rounds—where MPS home office members visit classrooms three times per year to provide targeted feedback—and engage teachers in a Teach Like a Champion book study to refine pedagogical practices. Lastly, Professional Learning Communities (PLCs) will enable teachers to collaborate across all ten MPS schools, sharing best practices and strategies to improve literacy instruction. Through these initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

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Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)

Baseline:

2018-19: (2019 Dashboard)

- All Students: 16.6 points below standard
- English Learners: 62.1 points below standard
- Socioeconomically Disadvantaged: 22.0 points below standard
- Students with Disabilities: 79.9 points below standard
- Hispanic: 24.9 points below standard
- White: 26.2 points above standard

Desired Outcome for 2023-24:

2022-23: (2023 Dashboard)

- All Students: 10.0 points below standard
- English Learners: 55.0 points below standard
- Socioeconomically Disadvantaged: 16.0 points below standard
- Students with Disabilities: 72.0 points below standard
- Hispanic: 18.0 points below standard
- White: 28.0 points above standard

Year 1 Outcome: 2021-22:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent

During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 12, which aimed to improve Distance from Standard (DFS) scores on the CAASPP-ELA/Literacy assessments as reported by the California School Dashboard. The desired outcome for 2023-24 was for all student subgroups to improve their DFS scores and move closer to the standard. However, the most recent data indicates that all student subgroups, except for White students, remain significantly below the standard: All Students (-47.5), English Learners (-91.7), Socioeconomically Disadvantaged (-51.8), Students with Disabilities (-86.6), and Hispanic Students (-51.7). Despite previous intervention efforts, the school has seen a further decline in performance, highlighting the need for enhanced academic support and instructional improvements. To address these gaps, MSA2 is implementing a multi-tiered plan to improve literacy instruction and support student achievement. The school is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, fostering a more engaging and responsive learning environment. To provide additional instructional support, MSA2 has hired a full-time instructional coach to work closely with teachers in refining their literacy instruction. Additionally, the school has expanded its Magnolia Engagement Team (MET) to include three members: Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct Assets and Needs Assessment (ANA) twice per year to identify key areas where teachers and families require additional resources and training to enhance student literacy outcomes.

Met Growth Projection:

- All Students: 67.3%
- English Learners: 69.6%
- Students with Disabilities: 67.6%
- Hispanic: 66.1%
- White: 88.2%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 19.3 points below standard
- English Learners: 83.5 points below standard
- Socioeconomically Disadvantaged: 26.4 points below standard
- Students with Disabilities: 65.5 points below standard
- Asian: *
- Hispanic: 21.9 points below standard

Year 3 Outcomes: 2023-24: (2024 Dashboard)

- All Students: 47.5 points below standard
- English Learners: 91.7 points below standard
- Socioeconomically Disadvantaged: 51.8 points below standard
- Students with Disabilities: 86.6 points below standard
- Hispanic: 51.7 points below standard
- White: 22.6 points above standard

To ensure targeted and data-driven interventions, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This process will set specific improvement goals, monitor student progress through ongoing assessments, and adjust instructional strategies based on data analysis. Additionally, MSA2 will strengthen its Instructional Rounds process, where MPS home office members will visit all teacher classrooms three times during the 2024-25 school year to provide feedback and recommendations for improving literacy instruction. Teachers will also engage in a Teach Like a Champion book study, allowing them to explore and implement high-impact instructional strategies. Further support will be provided through Professional Learning Communities (PLCs), where teachers collaborate with their peers across all ten MPS schools to share best practices and refine literacy instruction.

In addition to instructional improvements, MSA2 is expanding its academic intervention programs. Targeted academic support will be provided through weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions. To further support struggling readers, MSA2 is incorporating scaffolded reading instruction, and the use of software including iXL and myON. The school is also providing teachers with CHATS framework training to enhance instructional strategies for English Learners and students with disabilities and has partnered with Relay Graduate School of Education to strengthen teacher development. Furthermore, SchoolMint Grow will be utilized to provide individualized coaching and support for teachers, ensuring that instruction is aligned

				<p>with best practices.</p> <p>MSA2 also recognizes the importance of family and community engagement in improving literacy outcomes. The school is expanding home visit programs to strengthen relationships between families and educators, ensuring that students receive support both at home and in the classroom. Additionally, MSA2 is enhancing community involvement through the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF), which provide valuable input on student needs and school improvement strategies. Through these comprehensive initiatives, MSA2 is committed to closing the literacy gap and ensuring that all student subgroups meet or exceed DFS target levels on the CAASPP-ELA/Literacy assessments.</p>
13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 47.7%</p> <p>-English Learners: 40.0%</p> <p>-Socioeconomically Disadvantaged: 48.1%</p> <p>-Students with Disabilities: 41.9%</p> <p>-Hispanic: 47.3%</p> <p>-White: *</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 13, which aimed for all student subgroups to meet or exceed proficiency targets on the Reading/ELA section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment. The target for all student groups was 55% or higher, but actual results showed gaps: 47.7% for all students, 40.0% for English Learners, 48.1% for Socioeconomically Disadvantaged students, 41.9% for Students with Disabilities, and 47.3% for Hispanic students. These outcomes indicate the need for a focused approach to improving literacy instruction and student achievement.</p> <p>To address this gap, MSA2 is partnering with LACOE to provide teacher training in restorative practices, community circles, and inclusive teaching pedagogy, fostering a more engaging and equitable learning environment. The school</p>

has hired a full-time instructional coach to support teachers with instructional strategies that enhance student learning and literacy development. Additionally, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify targeted supports that will improve reading outcomes across all student subgroups. Furthermore, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to set measurable goals, track student progress, and adjust interventions as needed throughout the 2024-25 school year.

To further support student success, MSA2 is offering weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide additional academic support. The school is also providing teachers with CHATS framework training to enhance instructional strategies for English Learners and all students and has partnered with Relay Graduate School of Education to strengthen teacher development. MSA2 is utilizing SchoolMint Grow to provide individualized teacher coaching and differentiated support, ensuring targeted instructional growth. Additionally, Instructional Rounds will be conducted three times per year to provide feedback and improve teaching effectiveness. The school is also fostering community engagement through home visits, the Community Advisory Committee (CAC), the English Learner Advisory Committee (ELAC), and the Parent Task Force (PTF), ensuring that parents and stakeholders have a voice in student learning strategies. Through these

				<p>initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets on the Reading/ELA section of the MAP assessment.</p>
14	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 13.76%</p> <p>-English Learners: 3.64%</p> <p>-Socioeconomically Disadvantaged: 12.57%</p> <p>-Students with Disabilities: 4.92%</p> <p>-Hispanic: 12.19%</p> <p>-White: 14.29%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 14, which aimed for all student subgroups to meet or exceed proficiency targets in math on the CAASPP assessment system. The desired outcome for 2023-24 was 55% or higher for all student groups, but the actual results indicate a significant gap: All Students (13.76%), English Learners (3.64%), Socioeconomically Disadvantaged (12.57%), Students with Disabilities (4.92%), Hispanic Students (12.19%), and White Students (14.29%). These results highlight a critical need for enhanced math instruction, targeted interventions, and improved support for struggling students, particularly those from historically underserved backgrounds.</p> <p>To address this challenge, MSA2 is implementing a multi-tiered improvement plan to strengthen math instruction and support student achievement. The school is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, fostering a supportive classroom environment that enhances student learning. MSA2 has also hired a full-time instructional coach to provide professional development, model best practices, and support teachers in implementing effective math instruction. Additionally, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and</p>

Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine specific areas where teachers need additional resources and strategies to improve student math proficiency.

To ensure a data-driven approach to improving math achievement, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This cycle will allow teachers and administrators to set specific growth targets, monitor student progress, and adjust instructional strategies throughout the 2024-25 school year. The school is also enhancing instructional feedback through Instructional Rounds, where MPS home office members will visit classrooms three times per year to observe and provide targeted feedback to teachers. Additionally, teachers will participate in a Teach Like a Champion book study, where they will analyze high-impact instructional strategies and present them to their colleagues to improve teaching effectiveness. To further strengthen collaboration, MSA2 will continue to support Professional Learning Communities (PLCs), where teachers from across all ten MPS schools share best practices in math instruction.

MSA2 is also expanding its targeted academic intervention programs to support struggling math learners. The school will implement weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide additional learning opportunities. Furthermore, the school is incorporating personalized learning software such as iXL, using data-driven adaptive tools to target students' specific areas of need. The math intervention pull-out program will continue

				<p>for struggling students, along with dedicated learning lab sessions for middle school and selected high school students. The school is also providing teachers with CHATS framework training to better support English Learners and students with disabilities in math instruction. Additionally, MSA2 has partnered with Relay Graduate School of Education to strengthen teacher development and is utilizing SchoolMint Grow to create individualized, data-driven professional development plans for teachers.</p> <p>Recognizing the importance of family and community engagement in student success, MSA2 is expanding its efforts to involve families in math learning. The school is increasing home visits to strengthen relationships between educators and families, ensuring that parents feel connected to their child's academic progress. Additionally, MSA2 is utilizing community support systems such as the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and implement strategies to better support students in math. The school will also provide bilingual learning resources and host family math nights to equip parents with tools to support math learning at home. Through these comprehensive initiatives, MSA2 is committed to closing the math achievement gap and ensuring that all student subgroups meet or exceed proficiency targets on the CAASPP assessment system.</p>
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 60.8 points below standard -English Learners: 96.8 points below standard 	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 15, which aimed to improve Distance from Standard (DFS) scores on the CAASPP-</p>

- Socioeconomically Disadvantaged: 65.6 points below standard
- Students with Disabilities: 119.6 points below standard
- Hispanic: 71.9 points below standard
- White: 21.8 points above standard

Desired Outcome for 2023–24:

- All Students: 54.0 points below standard
- English Learners: 86.0 points below standard
- Socioeconomically Disadvantaged: 58.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Hispanic: 64.0 points below standard
- White: 23.0 points above standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 68.4%
- English Learners: 66.0%
- Students with Disabilities: 68.1%
- Hispanic: 67.4%

Mathematics assessments as measured by the California School Dashboard. The desired DFS outcome for all students was 54.0 points below standard, but the actual results showed a significant decline: All Students (-110.4), English Learners (-161.3), Socioeconomically Disadvantaged (-115.0), Students with Disabilities (-147.9), Hispanic Students (-115.7), and White Students (-96.0). These trends indicate a critical need for targeted intervention strategies, enhanced instructional support, and an increased focus on foundational math skills.

To address this gap, MSA2 is implementing a multi-tiered improvement plan to strengthen math instruction and student achievement. The school is partnering with LACOE to provide teacher training on restorative practices, community circles, and inclusive teaching pedagogy to create more engaging and equitable learning environments. MSA2 has also hired a full-time instructional coach to provide teachers with individualized support, best-practice modeling, and collaborative coaching cycles to improve math instruction. Additionally, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to determine key areas where teachers require additional instructional resources and intervention strategies to enhance student performance in mathematics.

To ensure a data-driven approach, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to set measurable improvement goals, monitor student progress,

-White: 64.7%

Year 2 Outcome: 2022-23: (2023 Dashboard)

-All Students: 62.9 points below standard

-English Learners: 115.3 points below standard

-Socioeconomically Disadvantaged: 70.9 points below standard

-Students with Disabilities: 114.7 points below standard

-Asian: *

-Hispanic: 66.9 points below standard

-White: 51.2 points below standard

Year 3 Outcome: 2023-24: (2024 Dashboard)

-All Students: 110.4 points below standard

-English Learners: 161.3 points below standard

-Socioeconomically Disadvantaged: 115.0 points below standard

-Students with Disabilities: 147.9 points below standard

-Hispanic: 115.7 points below standard

-White: 96.0 points below standard

and refine instructional strategies over the 2024-25 school year. The school will also conduct Instructional Rounds, where MPS home office members will visit all classrooms three times per year to observe math instruction and provide targeted feedback to teachers. Additionally, MSA2 will implement a Teach Like a Champion book study in which teachers collaborate on best instructional practices and present findings to their peers, reinforcing a culture of continuous improvement. The school will also enhance Professional Learning Communities (PLCs) to encourage teachers to share effective math strategies across all ten MPS schools.

MSA2 is expanding targeted academic interventions to support struggling math learners. The school will provide weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to offer additional academic support. MSA2 is integrating personalized learning software, including iXL, to help students engage with targeted, data-driven instruction that aligns with their specific learning needs. The school will also expand its math intervention pull-out groups for students needing intensive support and continue utilizing the learning lab for middle school and select high school students. Furthermore, MSA2 is strengthening scaffolded instruction, explicit vocabulary instruction for English Learners, and structured support for students with disabilities. Additionally, MSA2 has partnered with Relay Graduate School of Education to refine teacher development and is utilizing SchoolMint Grow to provide differentiated coaching and professional learning opportunities for math instructors.

Recognizing the importance of family and

				community involvement in improving math outcomes, MSA2 is expanding its family engagement initiatives. The school will conduct home visits to strengthen school-family relationships and ensure that parents are equipped with strategies to support their child's learning at home. Additionally, MSA2 will work with community support systems such as the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and implement best practices for supporting math learners. The school will also provide bilingual learning resources, host family math nights, and develop parent workshops focused on supporting math instruction at home. Through these comprehensive initiatives, MSA2 is committed to closing the math achievement gap and ensuring that all student subgroups improve their Distance from Standard (DFS) scores on the CAASPP-Mathematics assessments as measured by the California School Dashboard.
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024: (Fall to Spring)</p> <p>-All Students: 48.8%</p> <p>-English Learners: 48.5%</p> <p>-Socioeconomically Disadvantaged: 49.6%</p>	During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 16, which aimed for all student subgroups to meet or exceed proficiency targets on the math section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment. The target proficiency level for all student groups was 55%, but actual results fell short: All Students (48.8%), English Learners (48.5%), Socioeconomically Disadvantaged Students (49.6%), Students with Disabilities (50.0%), and Hispanic Students (49.9%). While these scores indicate that some students are approaching the proficiency target, the school must implement additional instructional

-Students with Disabilities: 50.0%
 -Hispanic: 49.9%
 -White: *

supports and intervention strategies to close these gaps.

To improve student outcomes, MSA2 is partnering with LACOE to provide teachers with training on restorative practices, community circles, and inclusive teaching pedagogy, fostering a more equitable and engaging learning environment. Additionally, the school has hired a full-time instructional coach to provide direct instructional support, model best practices, and mentor teachers to improve classroom instruction. To further enhance academic achievement, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to gather data from teachers and students, ensuring that targeted interventions are implemented based on specific instructional needs.

To ensure continuous monitoring and data-driven decision-making, MSA2 is launching a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This structured approach will allow teachers to set measurable goals, analyze student progress, and adjust instructional strategies as needed throughout the 2024-25 school year. Additionally, Instructional Rounds will be conducted three times per year by MPS home office members, allowing for structured classroom observations and feedback sessions to improve teaching effectiveness. Teachers will also engage in a Teach Like a Champion book study, where they will explore high-impact instructional techniques and present findings to their colleagues,

promoting collaboration and professional growth. MSA2 will also continue to strengthen Professional Learning Communities (PLCs), where teachers work with their peers across all ten MPS schools to share best practices and effective strategies for math instruction.

In addition to refining instructional approaches, MSA2 is expanding targeted academic interventions to better support struggling math learners. The school will offer weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide students with additional learning opportunities. The school is also integrating personalized learning software, such as iXL, to provide data-driven, individualized math instruction. A math intervention pull-out program will continue for students needing additional support, along with the learning lab for middle school and select high school students. The school is also reinforcing scaffolded instruction, explicit vocabulary instruction for English Learners, and structured supports for students with disabilities, ensuring that all students receive tailored instructional support. Additionally, MSA2 is utilizing SchoolMint Grow to provide individualized teacher coaching, ensuring that professional development is aligned with the needs of math educators.

Recognizing the role of family and community engagement in student achievement, MSA2 is increasing its home visits to strengthen school-family partnerships and ensure that families feel connected to the school community. The school is also engaging with community support systems such as the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force

				(PTF) to gather feedback and refine instructional approaches to better support math learners. MSA2 will also host family math nights, provide bilingual learning resources, and implement parent workshops to equip families with strategies to support student learning at home. Through these comprehensive initiatives, MSA2 is committed to ensuring that all student subgroups meet or exceed proficiency targets on the math section of the internal, common-core aligned Measures of Academic Progress (MAP) assessment.
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2023 Dashboard) 32.4%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 17, which aimed for English Learner (EL) students to make annual progress in learning English as measured by the CELDT and/or ELPAC. The school's desired outcome for EL student progress was 75%, but the actual result, as reported in the 2023 Dashboard, was 32.4%, indicating a significant gap. Factors such as pandemic-related learning loss, language barriers, staffing shortages, and chronic absenteeism contributed to these challenges. To ensure EL students receive the necessary academic and linguistic support, MSA2 is implementing a comprehensive improvement plan to enhance instruction, intervention programs, and teacher professional development.</p> <p>To address these challenges, MSA2 is partnering with LACOE to provide teachers with training in restorative practices, community circles, and inclusive teaching pedagogy to create more engaging, student-centered classrooms. Additionally, the school has hired a full-time instructional coach to provide direct instructional support, mentor teachers, and model effective EL teaching strategies. To</p>

further strengthen EL student support, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify instructional gaps and areas where teachers need additional training to better support EL students. Furthermore, MSA2 continues to provide CHATS framework training through the MPS Director of EL/ELA Programs, ensuring that all teachers receive structured support on how to effectively teach English learners.

To ensure data-driven instructional improvements, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to set measurable goals, monitor student progress, and refine instructional strategies throughout the 2024-25 school year. Additionally, the school will conduct Instructional Rounds three times per year, where MPS home office members will observe EL instruction, provide feedback, and help refine teaching strategies. Teachers will also engage in a Teach Like a Champion book study, where they will analyze best practices for language acquisition and present their findings to peers. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), enabling teachers to collaborate across all ten MPS schools to share best practices and strategies that enhance EL instruction.

MSA2 is expanding its targeted academic intervention programs to provide EL students with weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions. The school has also

established a structured English Language Development (ELD) program within the learning lab, ensuring EL students receive direct, explicit instruction in reading, writing, listening, and speaking. Additionally, MSA2 is utilizing iXL software to provide personalized learning experiences that allow EL students to build proficiency in targeted skill areas. The school has also expanded the role of an EL paraprofessional to work with specific students in designated classrooms, ensuring they receive additional instructional support. Moreover, MSA2 has partnered with Relay Graduate School of Education to enhance teacher development, equipping educators with effective instructional strategies for EL students.

Recognizing the critical role of family and community engagement in student success, MSA2 is increasing home visits to strengthen relationships between educators and EL families, ensuring that parents feel connected to the school and supported in their child's academic journey. The school is also leveraging community advisory systems, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and refine school-wide EL strategies. MSA2 will host family literacy nights, provide bilingual learning resources, and develop parent workshops to equip families with the tools necessary to support their child's English language development at home. Through these initiatives, MSA2 is committed to ensuring that EL students make significant annual progress in learning English as measured by the CELDT and/or ELPAC and reach proficiency at an accelerated rate.

18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: 34%</p> <p>Outcome for 2023-2024: Annual Reclassification Rate: 3.7%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 18, which aimed for English Learner (EL) students to be reclassified annually. The school's desired reclassification rate for EL students was 34%, but the actual reclassification rate for the year was 3.7%, indicating a significant gap. Various challenges, including language barriers, chronic absenteeism, pandemic-related learning loss, staffing shortages, and foundational academic gaps, have impacted EL students' ability to meet reclassification criteria. To address this issue, MSA2 is implementing a comprehensive action plan to strengthen instructional practices, expand interventions, and enhance teacher professional development to ensure more EL students reach proficiency and reclassification.</p> <p>To support EL students' language development, MSA2 is partnering with LACOE to train teachers in restorative practices, community circles, and inclusive teaching pedagogy, which will help create more engaging, student-centered classrooms. Additionally, MSA2 has hired a full-time instructional coach to provide mentorship, instructional modeling, and targeted professional development for teachers, ensuring they are equipped to help EL students progress in English proficiency. The school has also strengthened its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to gather teacher and student feedback, ensuring that instructional and support strategies are aligned with EL students' specific needs.</p>
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To ensure continuous monitoring of student progress and instructional effectiveness, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This will allow educators to set measurable reclassification goals, track student progress on ELPAC performance, and refine instructional strategies throughout the 2024-25 school year. Additionally, Instructional Rounds will be conducted three times per year, where MPS home office members will observe EL instruction, provide structured feedback, and support teachers in refining their instructional methods. Teachers will also participate in a Teach Like a Champion book study, where they will explore research-based strategies for EL instruction and present findings to their colleagues. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), allowing teachers to collaborate across all ten MPS schools to share best practices for EL reclassification.

MSA2 is also expanding targeted academic interventions to support EL students in reaching reclassification criteria. The school will provide weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to reinforce EL students' academic skills. Additionally, MSA2 is enhancing structured English Language Development (ELD) courses in the learning lab to provide targeted instruction in reading, writing, listening, and speaking. The school is also utilizing personalized learning software, such as iXL, to ensure EL students receive differentiated instruction tailored to their language proficiency level. An EL paraprofessional will continue to work closely with specific EL students, providing additional

				<p>in-class support. Moreover, CHATS framework training will be provided to all teachers, ensuring that instructional strategies are aligned with EL students' academic and linguistic needs.</p> <p>Recognizing the critical role of family and community engagement in EL student success, MSA2 is increasing home visits to strengthen relationships between educators and EL families, ensuring parents are actively involved in their child's education. The school will continue working with community advisory systems, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) to gather stakeholder feedback and refine its approach to EL instruction and reclassification. MSA2 will host family literacy nights, provide bilingual learning resources, and implement parent workshops, equipping families with the knowledge and tools to support EL students' progress. Through these initiatives, MSA2 is committed to increasing the EL reclassification rate and ensuring that more students successfully transition to English proficiency each year.</p>
19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56% <p>Desired Outcome for 2023–24:</p> <ul style="list-style-type: none"> -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00% 	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 19, which aimed to increase the percentage of students meeting or exceeding the standard on the CAASPP-Science (CAST) assessments as measured by CDE DataQuest. The desired outcome for all students was 24%, yet the actual results fell short at 19.35%. Specific subgroups also demonstrated lower-than-expected outcomes: English Learners (0.00%), Socioeconomically Disadvantaged Students (18.49%), Students with Disabilities (2.86%), and Hispanic Students (16.43%).</p>

Year 1 Outcome: 2021-22:
CAST assessments were waived during the 2019-20 and 2020-21 school years.

Year 2 Outcome:2022-23:
-All Students: 24.00%
-English Learners: 0.00%
-Socioeconomically Disadvantaged: 20.77%
-Students with Disabilities: 7.41%
-Hispanic: 20.61%

Year 3 Outcome 2023-24:
-All Students: 19.35%
-English Learners: 0.00%
-Socioeconomically Disadvantaged: 18.49%
-Students with Disabilities: 2.86%
-Hispanic: 16.43%
-White: 0.00%

These results suggest a need for targeted interventions, enhanced instructional strategies, and expanded professional development for science teachers to improve student outcomes in science.

To improve performance, MSA2 is partnering with LACOE to train teachers on restorative practices, community circles, and inclusive teaching pedagogy to create more engaging, student-centered science instruction. The school has also hired a full-time instructional coach to provide direct support, mentor science teachers, and model best practices in science instruction, with the objective of increasing student proficiency on the CAASPP-Science assessment. Additionally, MSA2 has expanded its Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify challenges that science teachers and students face and implement tailored supports to address instructional gaps.

To ensure continuous monitoring and improvement of student outcomes, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in partnership with the Magnolia Public Schools (MPS) home office. This cycle will allow teachers and administrators to set measurable growth goals, track student progress, and adjust instructional strategies based on assessment data throughout the 2024-25 school year. Additionally, Instructional Rounds will be conducted three times per year, where MPS home office members will visit science classrooms to observe instruction, provide feedback, and support teachers in implementing best practices. Science teachers

will also participate in a Teach Like a Champion book study, where they will analyze effective teaching strategies and present findings to their peers. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), enabling science teachers to collaborate across all ten MPS schools to share innovative science teaching practices.

To provide additional support for students, MSA2 is expanding its targeted academic intervention programs. The school will offer weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to help struggling students improve their science skills. Science instruction will also be reinforced through personalized learning software, such as iXL, which provides students with interactive and data-driven learning experiences that strengthen science-related literacy and mathematical skills. The school is further integrating NGSS (Next Generation Science Standards) training for teachers during monthly MPS PLC meetings to ensure science instruction is aligned with state expectations. Additionally, science teachers will have the opportunity to attend science-focused workshops at MPS symposiums multiple times per year to explore the latest research-based instructional strategies.

Recognizing the importance of student engagement and family involvement in science education, MSA2 is continuing its STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative, where students participate in STEAM projects and showcase their work in the annual STEAM Festival and STEAM Expo. These events encourage students to engage in hands-on learning, problem-solving, and interdisciplinary thinking.

				MSA2 is also expanding home visits and working with community advisory groups, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF), to ensure parents are informed and involved in supporting science education at home. Additionally, MSA2 will provide bilingual learning resources to help EL families support their children's science learning. Through these initiatives, MSA2 is committed to increasing the percentage of students meeting or exceeding standards on the CAASPP-Science assessment and ensuring all students have the skills necessary for success in STEM fields.
21	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 21, which aimed to increase the percentage of Grade 11 students meeting or exceeding standards on the CAASPP-ELA/Literacy assessments. The school's desired outcome was 55.0%, but the actual results for the year were 52.63%, reflecting a decline from the previous year's performance of 74.47%. This indicates the need for enhanced instructional strategies, expanded interventions, and increased academic support to improve literacy skills and ensure all students reach proficiency in English Language Arts.</p> <p>To address these challenges, MSA2 is partnering with LACOE to provide teacher training in restorative practices, community circles, and inclusive teaching pedagogy, fostering a more student-centered approach to literacy instruction. Additionally, MSA2 has hired a full-time instructional coach to support English teachers by modeling best practices,</p>

IAB ELA Level 3 and 4 Projection (5/13/22):
-Grade 11 Students: 56.74%

Year 2 Outcome: 2022-23:
74.47%

Year 3 Outcome: 2023-24:
52.63%

facilitating lesson planning, and providing direct instructional feedback to enhance ELA instruction. To further support students, the school has expanded the Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify specific challenges faced by teachers and students and tailor interventions to meet their needs.

To ensure data-driven instructional improvements, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office to track Grade 11 student progress, set measurable goals, and adjust teaching strategies based on assessment results. Additionally, Instructional Rounds will take place three times per year, where MPS home office members will observe Grade 11 classrooms, provide structured feedback, and help refine instructional methods. Teachers will also engage in a Teach Like a Champion book study, where they will explore research-based instructional strategies and present best practices to their colleagues. Furthermore, MSA2 will continue to support Professional Learning Communities (PLCs), where English teachers collaborate across all ten MPS schools to share high-impact strategies for improving literacy outcomes.

To provide additional academic support, MSA2 is expanding targeted intervention programs. The school will offer weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to provide students with additional opportunities to

develop their reading comprehension and writing skills. Furthermore, MSA2 is integrating iXL software into the curriculum, which personalizes instruction by allowing students to practice key literacy skills at their own pace. The school is also reinforcing structured literacy instruction in the learning lab, where students receive small-group reading and writing support. Additionally, teachers will receive CHATS framework training, equipping them with strategies to support English Learners and students who need differentiated instruction. MSA2 will also utilize SchoolMint Grow, a platform that helps teachers create individualized instructional growth plans based on student data.

Recognizing the critical role of family and community involvement in student success, MSA2 is increasing home visits to strengthen relationships with families and ensure parents are engaged in their child's academic progress. The school will continue collaborating with community advisory systems, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF), to gather feedback and refine its literacy strategies. MSA2 will also host family literacy nights, provide bilingual learning resources, and implement parent workshops to equip families with tools to support reading at home. Additionally, MSA2 is supporting student engagement in literacy through STEAM projects, culminating in STEAM Festival and STEAM Expo events, which promote cross-disciplinary learning and higher-order thinking skills. Through these initiatives, MSA2 is committed to increasing the percentage of Grade 11 students meeting or exceeding standards on the CAASPP-ELA/Literacy assessment and ensuring all

				students graduate with strong literacy skills.
22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 24.32%</p> <p>Desired Outcome for 2023-24: 35.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%</p> <p>Year 2 Outcome: 2022-23: 51.06%</p> <p>Year 3 Outcome: 2023-24: 15.79%</p>	<p>During the 2023-24 school year, Magnolia Science Academy-2 (MSA2) did not meet its Local Control and Accountability Plan (LCAP) Goal 22, which aimed to increase the percentage of Grade 11 students meeting or exceeding standards on the CAASPP-Mathematics assessments. The school's desired outcome was 35.00%, but the actual performance was 15.79%, reflecting a sharp decline from 51.06% in 2022-23. This substantial drop indicates the need for comprehensive instructional enhancements, data-driven intervention strategies, and expanded student support programs to improve mathematics proficiency among Grade 11 students.</p> <p>To address these challenges, MSA2 is partnering with LACOE to provide teacher training in restorative practices, community circles, and inclusive teaching pedagogy to create a more engaging, student-centered approach to mathematics instruction. Additionally, MSA2 has hired a full-time instructional coach to mentor math teachers, provide feedback on instructional strategies, and facilitate lesson planning to improve student understanding of key mathematical concepts. The school has also expanded the Magnolia Engagement Team (MET) by adding a Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL). This team will conduct an Assets and Needs Assessment (ANA) to identify specific challenges that teachers and students face in mathematics instruction and implement targeted supports to address these needs.</p>

To ensure continuous improvement and accountability, MSA2 is implementing a PDSA (Plan-Do-Study-Act) cycle in collaboration with the Magnolia Public Schools (MPS) home office. This cycle will enable educators to set measurable student growth goals, analyze assessment data, and adjust instruction accordingly throughout the 2024-25 school year. Additionally, Instructional Rounds will take place three times per year, where MPS home office members will visit Grade 11 math classrooms, observe instruction, provide structured feedback, and support teachers in refining their teaching strategies. Math teachers will also participate in a Teach Like a Champion book study, where they will analyze and implement evidence-based teaching strategies and share their insights with colleagues. Furthermore, MSA2 will continue supporting Professional Learning Communities (PLCs), enabling math teachers to collaborate across all ten MPS schools to exchange best practices and data-driven instructional strategies.

To provide additional support for students, MSA2 is expanding its targeted academic intervention programs. The school will offer weekly before-school tutoring, Saturday School interventions, and Winter, Spring, and Summer intersessions to ensure students receive additional reinforcement in key mathematical concepts. Additionally, MSA2 is integrating iXL software into math instruction, which offers personalized, skill-based learning experiences tailored to each student's individual needs. The school is also reinforcing structured math instruction in the learning lab, where students receive small-group support focused on foundational math skills and problem-solving techniques. Moreover, math teachers will

				<p>receive training in the CHATS framework, equipping them with tools to support English Learners and students who require differentiated instruction. MSA2 will also utilize SchoolMint Grow, a platform designed to help teachers develop individualized growth plans that address key areas of improvement in their instruction.</p> <p>Recognizing the importance of parental involvement and student engagement in mathematics success, MSA2 is increasing home visits to strengthen family-school connections and ensure parents are informed about their child's academic progress. The school will continue working with community advisory groups, including the Community Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF), to gather feedback and refine its mathematics instruction strategies. Additionally, MSA2 is supporting student engagement through STEAM initiatives, where students develop real-world problem-solving skills through hands-on projects in science, technology, engineering, arts, and mathematics. Students will showcase their work during STEAM Festival and STEAM Expo events, promoting interdisciplinary learning and a deeper understanding of mathematical applications. Through these initiatives, MSA2 is committed to increasing the percentage of Grade 11 students meeting or exceeding standards on the CAASPP-Mathematics assessment and ensuring all students graduate with the quantitative reasoning skills needed for future academic and career success.</p>
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24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 38%</p> <p>Outcome for 2023-2024: 37.8%</p>	<p>For the 2023-2024 school year, 37.8% of graduating seniors passed an AP exam with a score of 3 or higher, just shy of the 38% target. While the school continues to encourage students to take and succeed in AP courses, there has also been a growing emphasis on dual enrollment opportunities, allowing students to earn college credit through community college courses while still in high school. Despite this shift, the school remains committed to supporting AP students through targeted interventions and structured academic support. This includes offering AP practice exams through Saturday school sessions, allowing students to familiarize themselves with the format and rigor of College Board assessments. Additionally, students are encouraged to utilize College Board's AP Google Classroom resources, where they can access official course materials, practice questions, and instructional videos to reinforce their learning. By maintaining strong AP support while expanding dual enrollment options, the school ensures that students have multiple pathways to earn college credit, preparing them for success in higher education.</p>
27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 29.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1%</p>	<p>For the 2023-2024 school year, 23.8% of cohort graduates earned the Seal of Biliteracy, falling short of the 30% target. While the goal was not fully met, the school remains committed to supporting students in achieving biliteracy recognition through advanced language course offerings, targeted test preparation, and personalized academic planning. A key factor impacting the Seal of Biliteracy rate was student performance on the SBAC, which is one of the eligibility requirements. The school's lower SBAC scores had a direct effect on the number of students qualifying for the distinction. To address this, the school is</p>

			<p>Year 3 Outcome: 2023-24 (CDE DataQuest): 23.8%</p>	<p>increasing support for SBAC preparation, particularly in ELA proficiency, to help more students meet the necessary criteria for biliteracy recognition.</p> <p>Additionally, to support students enrolled in AP language courses, the school has introduced Saturday school sessions dedicated to AP practice tests to help students strengthen their proficiency and test-taking strategies. Students will also receive summer packets to ensure they are better prepared for their AP exams in the upcoming school year.</p> <p>To further improve outcomes, the school is prioritizing individual meetings with students and families to provide tailored guidance on the requirements for earning the Seal of Biliteracy. These one-on-one discussions will help students track their progress, understand their eligibility, and receive personalized support in meeting the necessary criteria.</p> <p>Despite not reaching the target, the school remains committed to expanding language learning opportunities, strengthening SBAC and AP preparation, and providing individualized support, ensuring that more students achieve the Seal of Biliteracy in future graduating classes.</p>
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29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 47.7%</p>	<p>For the 2023-2024 school year, 47.7% of cohort graduates earned an Advanced or Honors MPS Diploma, just shy of the 50% target. While the goal was not fully met, the school remained committed to supporting students in meeting as many of the advanced diploma requirements as possible.</p> <p>To help students stay on track, the school provided opportunities to enroll in additional science and math courses, as well as dual enrollment college courses. The academic team worked closely with students to identify pathways to fulfill advanced diploma requirements, ensuring they had the guidance and resources needed to take on more rigorous coursework.</p> <p>Even though the final percentage did not reach the desired outcome, the school continues to prioritize academic rigor, college readiness, and personalized student support to help more students earn an Advanced or Honors MPS Diploma in future years.</p>
32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p> <p>Year 3 Outcome: Class of 2021 51.2%</p>	<p>For the Class of 2021, the school's college-going rate was 51.2%, falling short of the 70% target. However, this cohort faced unique challenges due to the pandemic and distance learning, which significantly impacted postsecondary decisions. Many students chose to delay college enrollment due to uncertainty, financial concerns, and a preference for alternative career paths.</p> <p>One key factor affecting college enrollment was the limited access to in-person college visits and college fairs, which were restricted to virtual formats due to pandemic-related closures. While these virtual events provided information, they lacked the in-person experience that often helps students connect with campuses, visualize themselves in a college environment, and build excitement for higher education. This</p>

				<p>absence of first hand exposure contributed to some students feeling disconnected from the college-going process.</p> <p>Despite these challenges, the school made every effort to support students in their post-high school transitions. The college counselor, senior advisor and other support staff provided individualized college application assistance, financial aid guidance, and virtual workshops to help students explore their options. While some students opted for four-year or community colleges, others pursued trade schools, workforce opportunities, or alternative career paths, all of which were fully supported by the school.</p> <p>Recognizing that postsecondary success takes various forms, the school remains committed to guiding students toward pathways that align with their goals, whether through college, vocational training, or direct career entry. Future efforts will continue to focus on early college awareness, career exploration, and expanding access to resources, including more robust in-person college visit opportunities, to ensure that students can make informed decisions about their futures.</p>
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: $\geq 25\%$</p> <p>Outcome for 2023-2024: (As of 5/24/24) 4.4%</p>	<p>During the 2023-2024 school year, MSA-2 did not meet its goal of 25% home visits, with only 4.4% of students receiving a visit. Recognizing this gap, the school has taken steps to strengthen and restructure the home visit process to ensure more students and families benefit from these engagements in the coming year.</p> <p>This year, the Family Success Coordinator (FSC) is leading the home visit initiative, providing training to staff on the purpose, process, and benefits of home visits. Through presentations and collaboration with grade-level chairs, the school is working to identify students</p>

who would benefit most from these visits. Home visits are not only conducted for academic concerns but also for students transitioning from middle to high school, those struggling with attendance, and families needing additional resources and support.

To further improve home visit participation and effectiveness, the FSC is working closely with the Magnolia Engagement Team (MET), particularly the Community Schools Liaison (CSL), to build stronger relationships with families and provide personalized support based on their needs. This collaborative approach ensures that home visits serve as a meaningful bridge between school and home, fostering trust, engagement, and student success.

With these structured efforts in place, the school aims to significantly increase home visit participation and meet its goal in the upcoming school year.

MSA2 is partnering with LACOE to train teachers on restorative practices, community circles, and inclusive teaching pedagogy, fostering stronger relationships between staff and families to enhance home visit participation. Additionally, MSA2 has hired a full-time instructional coach to support teachers in feeling more confident and prepared for home visits. The Magnolia Engagement Team (MET), consisting of the Community Schools Coordinator (CSC), Family Success Coordinator (FSC), and Community Schools Liaison (CSL), will conduct an Assets and Needs Assessment (ANA) to identify specific teacher concerns and provide bilingual support, cultural competency training, and structured guidelines for engaging with families effectively. To ensure continuous improvement, MSA2 will implement a PDSA (Plan-Do-Study-Act) cycle

and monitor teacher participation and effectiveness in home visits throughout the 2024-25 school year.

To further support this initiative, MSA2 will incorporate home visit training into Professional Learning Communities (PLCs), where teachers collaborate across all ten Magnolia Public Schools (MPS) sites to share best practices. Workshops on home visit strategies will be provided to equip staff with the necessary tools to navigate cultural and linguistic barriers. Additionally, MSA2 will increase family engagement through bilingual learning resources, community events, and student-centered activities, such as the STEAM Festival and STEAM Expo. By integrating home visits into broader family engagement efforts, MSA2 aims to build trust with parents and improve participation in the program—ultimately ensuring the school meets its home visit goal in the coming school year.

41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 97\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 93.30%</p>	<p>For the 2023-2024 school year, the school aimed to maintain an ADA rate of 97% but achieved 93.30% at the P-2 ADA reporting period. While efforts were made to address attendance challenges, the school recognizes the need for additional strategies to improve student attendance and engagement.</p> <p>To strengthen attendance efforts this year, the school is continuing its truancy and chronic absentee meetings with students and families when the second attendance letter is issued. Additionally, attendance incentives will remain a priority, with monthly recognition of the grade level with the highest ADA to encourage healthy competition and student engagement.</p> <p>A key addition to this year's approach is the implementation of home visits for families who are unresponsive to school outreach. By personally engaging with parents and guardians, the school aims to address barriers to attendance and provide direct support where needed. These home visits will supplement existing communication efforts, ensuring that families receive timely intervention and guidance. Through these enhanced strategies, the school is committed to increasing ADA rates and reducing chronic absenteeism, reinforcing the importance of regular attendance for student success.</p>
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42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: 20.7%</p>	<p>For the 2023-2024 school year, the school aimed to maintain a chronic absenteeism rate of 1% or lower but recorded a rate of 20.7%, highlighting the need for stronger intervention efforts. While previous strategies focused on outreach and incentives, additional steps are being taken this year to further reduce absenteeism.</p> <p>A key part of this year's approach is direct communication and outreach to families of chronically absent students. In addition to sending attendance letters, the school is now conducting daily calls to notify parents when their child is absent. This frequent contact ensures that families are consistently aware of attendance concerns and can work with the school to address any barriers. When families are unresponsive to calls and letters, the school is also conducting home visits to engage directly with parents, identify challenges, and provide solutions.</p> <p>Additionally, the school is working closely with the engagement team to provide families with resources that help remove obstacles to attendance. This includes bus passes for students with transportation challenges, as well as referrals to community support programs, school supplies, and access to technology for students who may be struggling with personal or logistical barriers. The school is also continuing to recognize and incentivize strong attendance, with monthly awards for the grade levels with the highest ADA, encouraging students to prioritize being present.</p> <p>By combining proactive outreach, direct family support, and incentives, the school is working to significantly reduce chronic absenteeism and ensure that students have the resources and support they need to attend regularly.</p>
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45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 97.8%</p>	<p>For the 2023-2024 school year, the school aimed for a 100% four-year cohort graduation rate and achieved 97.8% based on the 2024 Dashboard. While this does not meet the intended target, the school remains committed to ensuring that 100% of seniors graduate, whether in four or five years.</p> <p>Some students enter the school having been retained in prior years or with significantly low credits, making it difficult to graduate within the traditional four-year timeframe. To support these students, the school utilizes multiple pathways to graduation, including credit recovery programs tailored to individual needs. These flexible options allow students to make up missing coursework while staying on track for a diploma.</p> <p>By offering personalized academic plans, credit recovery opportunities, and continuous academic support, the school ensures that every student, regardless of their starting point, has the resources and guidance needed to achieve a high school diploma. The focus remains on student success beyond a strict four-year timeline, prioritizing graduation for all.</p>
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49	6	<p>Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.</p>	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 57.0% Families: 90.0% Staff: 69.0%</p>	<p>For the 2023-2024 school year, the school aimed to achieve at least an 80% approval rating on school experience surveys from students, parents, and staff. While the family approval rating exceeded this goal at 90%, the ratings for students (57%) and staff (69%) fell short, highlighting areas for improvement in school culture and climate.</p> <p>To address this, the school is implementing new initiatives to strengthen student and staff engagement. A key addition is the creation of a student council with representatives from each grade level, ensuring that student voices are heard in planning schoolwide events, activities, and improvements. This initiative fosters a stronger sense of belonging and student leadership, giving students a direct role in shaping their school experience.</p> <p>For staff, the school has conducted additional opinion surveys to gather their input on improvements for the following school year. This ensures that teachers and staff have a voice in shaping policies, programs, and workplace culture. Additionally, the school has placed a stronger focus on team-building efforts, designating bi-monthly team-building days to foster collaboration, morale, and a positive work environment.</p> <p>To further improve overall satisfaction, the school continues to analyze survey data with school leaders and educational partners to make data-driven adjustments that directly address concerns from students and staff. These collective efforts, including increased student leadership, structured staff feedback opportunities, and team-building initiatives, demonstrate the school's commitment to creating a more supportive and engaged school community.</p>
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Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
1. Differentiated Assistance (DA)	No	
2. Comprehensive Support and Improvement (CSI)	No	
3. Targeted Support and Improvement (TSI)	No	
4. Additional Targeted Support & Improvement (ATSI)	No	
5. Targeted Assistance School (TAS)	No	
6. Williams Complaint (Williams)	No	
7. Federal Program Monitoring (FPM)	No	
8. Performance Indicator Review (PIR)	No	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2024)		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	95	204.6	12.9	10	211.4	15.6	9	7	1.1	7.6	-0.34	37	95	40	42	37
Asian	1	*			*			*					*			
Black, not Hispanic	1	*			*			*					*			
Caucasian	1	*			*			*					*			
Hispanic	91	204.4	13.0	9	211.4	15.9	9	7	1.1	7.5	-0.25	40	91	40	44	38
Multi-ethnic	1	*			*			*					*			
7	99	208.6	15.8	9	214.6	16.6	9	6	0.7	6.0	-0.01	50	99	48	48	41
Asian	2	*			*			*					*			
Black, not Hispanic	6	*			*			*					*			
Caucasian	6	*			*			*					*			
Hispanic	85	207.3	15.0	7	213.6	16.0	8	6	0.8	6.0	0.16	56	85	43	51	47
8	91	211.7	17.1	9	215.9	19.1	8	4	1.2	5.2	-0.40	34	91	29	32	35
Asian	2	*			*			*					*			
Black, not Hispanic	2	*			*			*					*			
Caucasian	2	*			*			*					*			
Hispanic	85	211.1	17.4	8	215.1	19.5	7	4	1.3	5.2	-0.48	31	85	26	31	33
9	65	218.5	20.6	21	222.9	21.5	24	4	1.4	3.6	0.41	66	65	31	48	45
Asian	2	*			*			*					*			
Black, not Hispanic	4	*			*			*					*			
Hispanic	59	217.5	20.1	19	222.3	21.5	22	5	1.5	3.6	0.62	73	59	29	49	46
10	46	218.1	18.5	14	227.5	18.7	32	9	1.7	3.2	3.05	99	46	36	78	64
Asian	1	*			*			*					*			
Hispanic	45	218.0	18.7	14	227.6	18.9	32	10	1.7	3.2	3.15	99	45	36	80	64
11	55	223.5	18.8	22	230.8	22.6	37	7	1.6	2.5	2.39	99	55	36	65	65

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

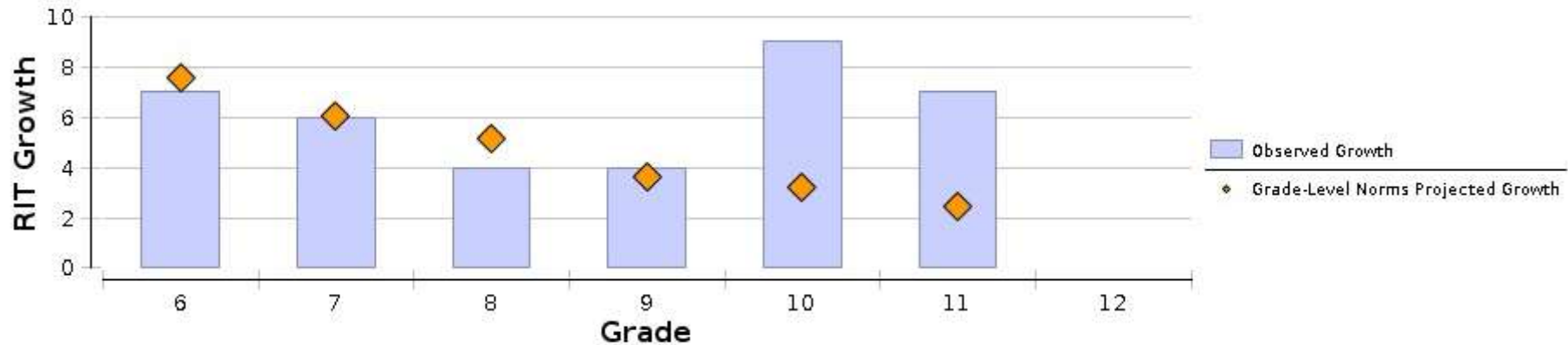
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	4	*			*			*					*			
Black, not Hispanic	1	*			*			*					*			
Caucasian	4	*			*			*					*			
Hispanic	46	220.0	17.4	13	226.4	20.0	23	6	1.6	2.5	1.95	97	46	31	67	65
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 2

Language Arts:
Reading

			Comparison Periods							Growth Evaluated Against							
			Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	92		203.2	14.5	17	207.4	15.2	13	4	0.9	5.6	-0.81	21	92	41	45	45
Asian	1		*			*			*					*			
Black, not Hispanic	1		*			*			*					*			
Caucasian	1		*			*			*					*			
Hispanic	88		202.9	14.7	15	207.3	15.5	12	4	0.9	5.6	-0.70	24	88	40	45	45
Multi-ethnic	1		*			*			*					*			
7	99		207.3	14.7	17	210.4	14.6	13	3	0.7	4.5	-0.78	22	99	39	39	38
Asian	2		*			*			*					*			
Black, not Hispanic	6		*			*			*					*			
Caucasian	6		*			*			*					*			
Hispanic	85		206.7	14.7	15	209.8	14.8	12	3	0.7	4.5	-0.79	21	85	32	38	38
8	90		208.2	17.7	11	212.5	16.0	12	4	0.8	4.1	0.08	53	90	43	48	45
Asian	2		*			*			*					*			
Black, not Hispanic	2		*			*			*					*			
Caucasian	2		*			*			*					*			
Hispanic	84		207.6	18.0	9	212.1	16.4	11	5	0.9	4.2	0.16	56	84	41	49	46
9	67		210.2	17.7	18	211.7	17.5	15	2	0.9	2.9	-0.72	24	67	30	45	45
Asian	2		*			*			*					*			
Black, not Hispanic	4		*			*			*					*			
Hispanic	61		209.3	17.2	16	210.9	17.5	13	2	1.0	3.0	-0.69	25	61	28	46	45
10	42		215.2	18.2	23	220.5	17.0	36	5	1.7	2.3	1.83	97	42	26	62	65
Asian	1		*			*			*					*			
Hispanic	41		215.3	18.4	23	220.3	17.1	35	5	1.7	2.3	1.65	95	41	25	61	63

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

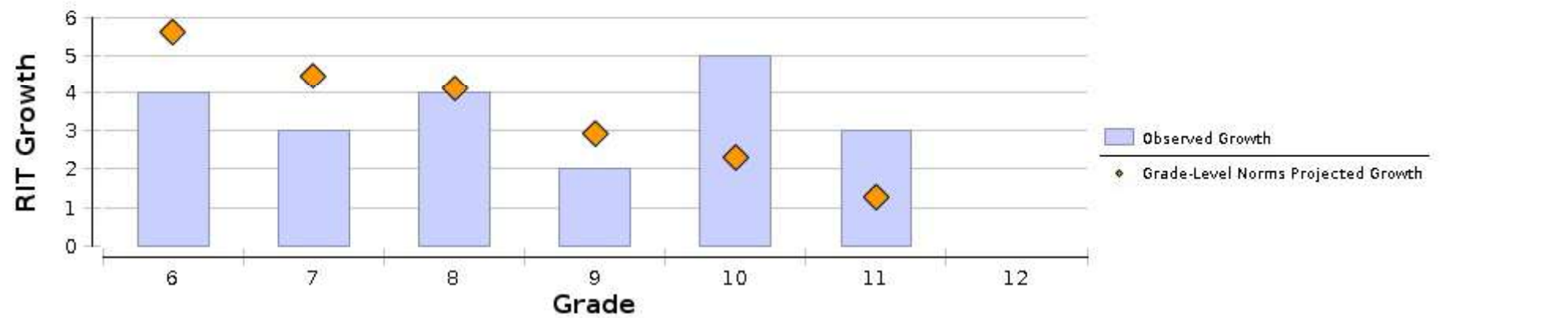
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
11	54	217.9	14.5	25	221.0	10.9	33	3	1.3	1.3	0.83	80	54	33	61	62	
Asian	4	*			*			*					*				
Black, not Hispanic	1	*			*			*					*				
Caucasian	4	*			*			*					*				
Hispanic	45	215.1	14.1	15	219.4	11.1	26	4	1.4	1.3	1.36	91	45	30	67	64	
12	0	**			**			**					**				

Language Arts: Reading



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	12	192.9	10.8	1	205.4	20.3	2	13	5.2	6.9	2.55	99	12	5	42	41	
Free and Reduced Lunch (FRL)	89	204.5	12.8	9	211.5	15.7	9	7	1.1	7.6	-0.25	40	89	38	43	38	
Special Education (SPED)	15	193.9	14.0	1	197.1	16.1	1	3	1.7	7.0	-1.71	4	15	4	27	32	
7		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	15	192.8	12.7	1	198.7	12.7	1	6	1.1	5.3	0.27	61	15	7	47	41	
Free and Reduced Lunch (FRL)	90	207.8	15.0	8	213.8	16.0	8	6	0.8	6.0	0.01	50	90	44	49	41	
Special Education (SPED)	14	192.7	12.4	1	197.0	12.0	1	4	1.3	5.3	-0.51	31	14	6	43	41	
8		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	15	193.9	14.7	1	194.5	13.2	1	1	1.3	4.9	-1.78	4	15	2	13	29	
Free and Reduced Lunch (FRL)	84	210.7	16.8	7	214.9	19.1	6	4	1.3	5.2	-0.40	35	84	27	32	34	
Special Education (SPED)	21	203.9	15.7	2	209.2	16.1	2	5	2.4	5.1	0.10	54	21	9	43	35	
9		Statistics cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
English Language Learner (ELL)	11	200.0	12.7	1	203.7	8.4	1	4	2.4	3.6	0.04	52	11	7	64	51	
Free and Reduced Lunch (FRL)	58	218.3	20.3	21	222.8	21.6	24	5	1.5	3.6	0.46	68	58	28	48	46	
Special Education (SPED)	17	207.2	18.7	3	212.6	21.7	4	5	2.1	3.6	0.92	82	17	10	59	56	
10	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	6	*			*			*					*				
Free and Reduced Lunch (FRL)	43	217.7	19.0	13	227.6	19.3	32	10	1.7	3.2	3.30	99	43	35	81	67	
Special Education (SPED)	13	209.2	18.5	3	214.8	13.3	5	6	1.9	3.1	1.21	89	13	10	77	53	
11	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	7	*			*			*					*				
Free and Reduced Lunch (FRL)	49	223.2	19.4	21	229.6	21.1	33	7	1.5	2.5	1.94	97	49	33	67	65	
Special Education (SPED)	14	209.5	12.9	2	213.1	12.3	2	4	2.5	2.4	0.59	72	14	8	57	56	
12	Statistics cannot be aggregated above the program level																

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	12	183.1	14.0	1	193.2	15.3	1	10	1.7	6.8	1.91	97	12	7	58	63
Free and Reduced Lunch (FRL)	86	202.8	14.5	15	207.4	15.3	13	5	0.9	5.6	-0.59	28	86	40	47	46
Special Education (SPED)	15	187.3	13.9	1	190.5	14.9	1	3	2.6	6.5	-1.92	3	15	5	33	28
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	15	190.1	12.6	1	194.3	13.3	1	4	1.9	5.2	-0.58	28	15	4	27	32
Free and Reduced Lunch (FRL)	90	206.3	14.5	14	209.6	14.1	11	3	0.7	4.5	-0.69	25	90	34	38	38
Special Education (SPED)	14	194.5	10.3	1	198.2	11.8	1	4	1.7	5.0	-0.76	22	14	5	36	43
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	13	183.5	13.2	1	187.2	12.3	1	4	2.0	5.4	-0.83	20	13	2	15	26
Free and Reduced Lunch (FRL)	82	207.1	18.0	8	211.9	16.5	10	5	0.9	4.2	0.30	62	82	41	50	48
Special Education (SPED)	21	199.8	14.6	1	203.9	13.3	1	4	1.7	4.6	-0.23	41	21	9	43	39
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 2

Language Arts:
 Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	12	187.0	11.2	1	192.2	10.6	1	5	2.6	4.0	0.58	72	12	5	42	42
Free and Reduced Lunch (FRL)	60	210.3	17.2	18	211.7	17.6	15	1	1.0	2.9	-0.77	22	60	27	45	45
Special Education (SPED)	18	203.7	14.9	6	203.8	16.7	3	0	2.3	3.2	-1.58	6	18	6	33	35
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	6	*			*			*					*			
Free and Reduced Lunch (FRL)	39	214.5	18.5	21	220.0	17.5	34	6	1.7	2.3	1.93	97	39	25	64	66
Special Education (SPED)	12	209.7	19.9	8	216.0	18.9	18	6	3.7	2.5	2.30	99	12	7	58	58
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	7	*			*			*					*			
Free and Reduced Lunch (FRL)	48	216.4	14.5	19	220.7	11.2	31	4	1.3	1.3	1.37	91	48	32	67	63
Special Education (SPED)	13	211.6	14.5	7	215.9	12.2	14	4	2.8	1.4	1.33	91	13	7	54	52
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

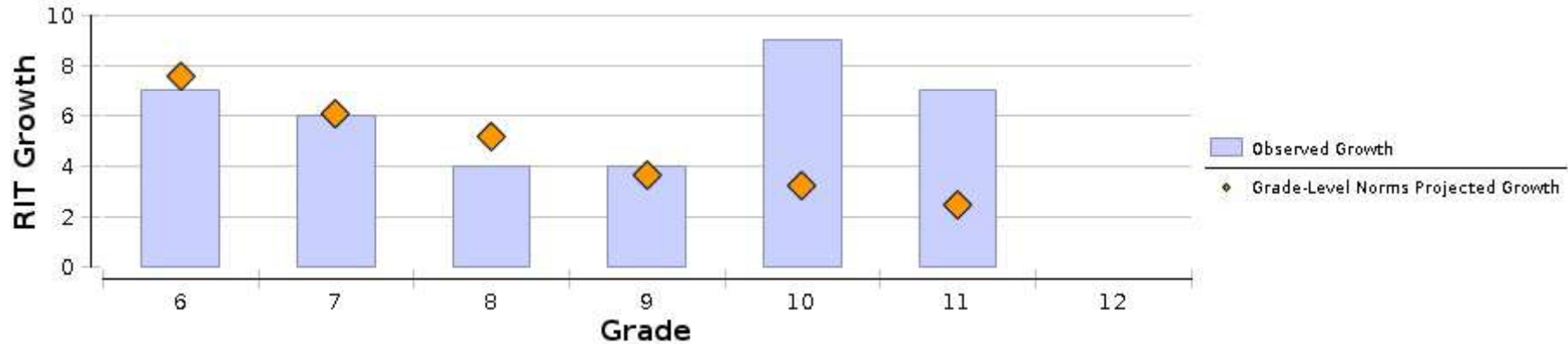
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	95	204.6	12.9	10	211.4	15.6	9	7	1.1	7.6	-0.34	37	95	40	42	37
7	99	208.6	15.8	9	214.6	16.6	9	6	0.7	6.0	-0.01	50	99	48	48	41
8	91	211.7	17.1	9	215.9	19.1	8	4	1.2	5.2	-0.40	34	91	29	32	35
9	65	218.5	20.6	21	222.9	21.5	24	4	1.4	3.6	0.41	66	65	31	48	45
10	46	218.1	18.5	14	227.5	18.7	32	9	1.7	3.2	3.05	99	46	36	78	64
11	55	223.5	18.8	22	230.8	22.6	37	7	1.6	2.5	2.39	99	55	36	65	65
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

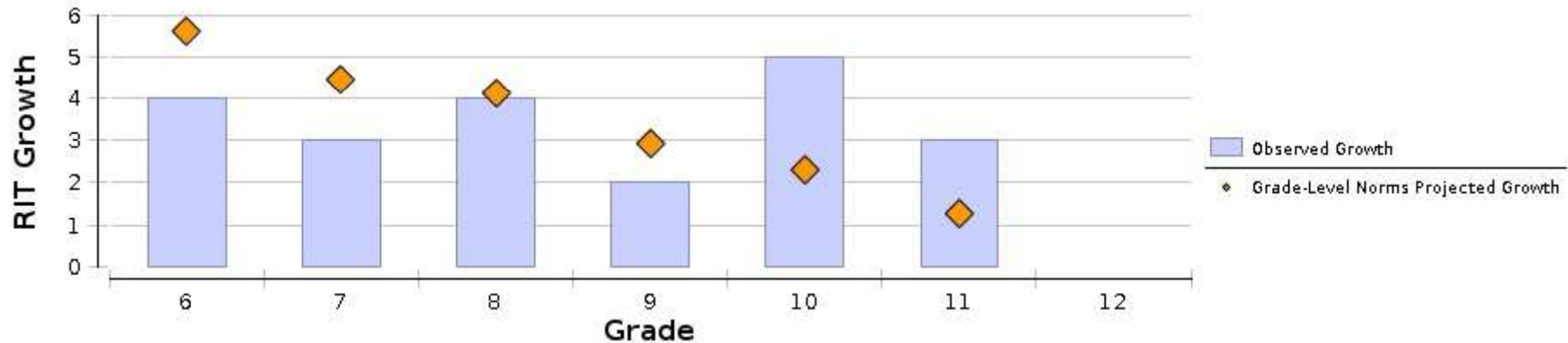
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 2

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	92	203.2	14.5	17	207.4	15.2	13	4	0.9	5.6	-0.81	21	92	41	45	45
7	99	207.3	14.7	17	210.4	14.6	13	3	0.7	4.5	-0.78	22	99	39	39	38
8	90	208.2	17.7	11	212.5	16.0	12	4	0.8	4.1	0.08	53	90	43	48	45
9	67	210.2	17.7	18	211.7	17.5	15	2	0.9	2.9	-0.72	24	67	30	45	45
10	42	215.2	18.2	23	220.5	17.0	36	5	1.7	2.3	1.83	97	42	26	62	65
11	54	217.9	14.5	25	221.0	10.9	33	3	1.3	1.3	0.83	80	54	33	61	62
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT
2024-2025 Annual Report to the
Los Angeles County Board of Education
Report Period: 2023-2024
Magnolia Science Academy 3

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I. Status Update for 2023-2024

Our Vipers are Ready for College and Beyond

ELA School Wide: 36.37%

Math Schoolwide: 17.19 %

Suspension Rate: 2.2 %

Dual Enrollment: 20 Courses offered by LAHC

A-G Completion Rate:

2024 - 75.6%

Dashboard Graduation Rate:

2023 - 94%

2024- 93.9%

CCI Dashboard Data:

2023 - 44%

2024- 47.9 %

MSA-3 outperformed the State with college going rate 4 out of the 5 years.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2023-2024, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes

2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: ≥90% Outcome for 2023-24: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 85%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: ≥80% Outcome for 2023-24: (Second semester): 79%	No

11	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 36.37%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 30.92%</p> <p>-Students with Disabilities: 8.00%</p> <p>-African American: 32.67%</p> <p>-Hispanic: 36.61%</p> <p>-White: *</p>	No
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13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 61.3% -English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0% 	No
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14	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>-All Students: 17.19%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 15.03%</p> <p>-Students with Disabilities: 3.70%</p> <p>-African American: 15.84%</p> <p>-Hispanic: 16.81%</p> <p>-White: *</p>	No
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16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 55.4%</p> <p>-English Learners: 64.3%</p> <p>-Socioeconomically Disadvantaged: 57.6%</p> <p>-Students with Disabilities: 58.5%</p> <p>-African American: 46.2%</p> <p>-Hispanic: 61.8%</p>	No
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-24:</p> <p>(2024 Dashboard): 38.9%</p>	No
18	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2023-2024: Maintain</p> <p>2021 ELPAC Percentage of Students Level 4: 16.6%</p> <p>2022 ELPAC Percentage of Students Level 4: 16.00%</p> <p>2023 ELPAC Percentage of Students Level 4: 17.86%</p> <p>2024 ELPAC Percentage of Students Level 4: 16.67%</p>	Yes

24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2023-2024: 40% Outcome for 2023-2024: 8.5%	No
26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 69.4%	No
33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: $\geq 5\%$ Outcome for 2022-2023: (As of 5/12/23) 10% Year 3 Outcome: 2023-24: (As of 5/24/24) 9%	Yes
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 94.0%	No
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 99.0%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 2	No
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 7	Yes

38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: (As of 5/24/24) 22	Yes
39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 13.6%	No
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 97\%$ Outcome for 2023-2024: (P-2 ADA) 91.95%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 25.3%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (As of 6/3/24) 2.5%	No
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 4.4%	No

45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 93.9%	No
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 2.2%	No
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 98.4% Families: 70.5% Staff: 100.0%	No
49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2023-2024 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2023-2024: Students: 63.0% Families: 96.0% Staff: 74.0%	No
51	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2023-2024: $\geq 90\%$ Outcome for 2023-2024: N/A	Yes

52	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2023-2024: 40% Outcome for 2023-2024: N/A	Yes
53	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2023-2024: Daily Outcome for 2023-2024: Daily	Yes
54	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes
55	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: TBD - 5	Yes
56	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2023-2024: 50% Outcome for 2023-2024: ELA: 57% Math: 6%	Yes
57	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-2024: 100%	Yes
58	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 100%	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2023-2024, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2023-2024 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
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1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: ≥90% Outcome for 2023-24: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 74% Year 3 Outcome: 2023-24: (Fall 2023 to Fall 2024): 87%	Yes
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023-24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8% Year 3 Outcome: 2023-24: (As of 5/15/24): 92.2%	No
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 85%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes

9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023–24: 100% Year 1 Outcome: (As of 5/13/22): 41% Year 2 Outcome: 2022-23: (As of 5/12/23) 83% Year 3 Outcome: 2023-24: (As of 5/24/24) 69%	No
10	8	Outcome #17: Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: ≥80% Outcome for 2023-24: (Second semester): 79%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 59% White Students: 55% Outcome for 2023-24: -All Students: 36.37% -English Learners: * -Socioeconomically Disadvantaged: 30.92% -Students with Disabilities: 8.00% -African American: 32.67% -Hispanic: 36.61% -White: *	No
12	4	Distance from Standard (DFS) on the CAASPP-	Baseline:	No

ELA/Literacy assessments (Source: CA School Dashboard)

2018-19: (2019 Dashboard)

- All Students: 40.6 points below standard
- English Learners: 87.6 points below standard
- Socioeconomically Disadvantaged: 37.4 points below standard
- Students with Disabilities: 139.3 points below standard
- Homeless: 31.9 points below standard
- African American: 47.6 points below standard
- Hispanic: 34.1 points below standard

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 34.0 points below standard
- English Learners: 76.0 points below standard
- Socioeconomically Disadvantaged: 30.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Homeless: 24.0 points below standard
- African American: 40.0 points below standard
- Hispanic: 27.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 60.1%
- English Learners: 76.9%
- Students with Disabilities: 50.0%
- Hispanic: 65.0%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

			<ul style="list-style-type: none">-All Students: 40.2 points below standard-English Learners: 117.8 points below standard-Socioeconomically Disadvantaged: 41.8 points below standard-Students with Disabilities: 119.4 points below standard-African American: 37.9 points below standard-Hispanic: 47.6 points below standard-White: *	
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Year 3 Outcome: 2023-24: (2024 Dashboard)

			<ul style="list-style-type: none">-All Students: 38.4 points below standard-English Learners: 90.9 points below standard-Socioeconomically Disadvantaged: 48.1 points below standard-Students with Disabilities: 137.4 points below standard-African American: 47.2 points below standard-Hispanic: 36.2 points below standard-White: *	
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13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 61.3% -English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0% 	No
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14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>-All Students: 17.19%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 15.03%</p> <p>-Students with Disabilities: 3.70%</p> <p>-African American: 15.84%</p> <p>-Hispanic: 16.81%</p> <p>-White: *</p>	No
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 89.6 points below standard</p> <p>-English Learners: 129.5 points below standard</p> <p>-Socioeconomically Disadvantaged: 87.1 points below standard</p> <p>-Students with Disabilities: 184.4 points below standard</p> <p>-Homeless: 86.0 points below standard</p> <p>-African American: 99.8 points below standard</p> <p>-Hispanic: 81.0 points below standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p>	No

- All Students: 81.0 points below standard
- English Learners: 110.0 points below standard
- Socioeconomically Disadvantaged: 79.0 points below standard
- Students with Disabilities: 125.0 points below standard
- Homeless: 79.0 points below standard
- African American: 90.0 points below standard
- Hispanic: 73.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 60.7%
- English Learners: 50.0%
- Students with Disabilities: 65.0%
- Hispanic: 64.4%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 109.5 points below standard
- English Learners: 156.8 points below standard
- Socioeconomically Disadvantaged: 106.8 points below standard
- Students with Disabilities: 175.1 points below standard
- African American: 120.7 points below standard
- Hispanic: 104.2 points below standard
- White: *

Year 3 Outcome: 2023-24: (2024 Dashboard)

- All Students: 92.6 points below standard
- English Learners: 104.0 points below standard

			<ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 95.5 points below standard -Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: * 	
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8% 	No
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-24:</p> <p>(2024 Dashboard): 38.9%</p>	No

18	4	Outcome #11: EL students will be reclassified annually.	Desired Outcome for 2023-2024: Maintain 2021 ELPAC Percentage of Students Level 4: 16.6% 2022 ELPAC Percentage of Students Level 4: 16.00% 2023 ELPAC Percentage of Students Level 4: 17.86% 2024 ELPAC Percentage of Students Level 4: 16.67%	Yes
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19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53% <p>Desired Outcome for 2023-24:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0% <p>Year 1 Outcome: 2021-22:</p> <p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00 <p>Year 3 Outcome: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 16.00% -English Learners: * -Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: * 	No
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20	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0% 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p> <p>Year 3 Outcome: 2023-24: (2024 Dashboard) 47.9%</p>	No
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21	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p> <p>Year 2 Outcome: 2022-23: 48.0%</p> <p>Year 3 Outcome: 2023-24: 56.60%</p>	Yes
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p> <p>Year 3 Outcome: 2023-24: 5.45%</p>	No
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23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p> <p>Year 3 Outcome: 2023-24: N/A</p>	No
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024: 8.5%</p>	No
25	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 15.6%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 28%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 14.3%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 34.0%</p>	Yes

26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 69.4%	No
27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 13.6% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4% Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3% Year 3 Outcome: 2023-24 (CDE DataQuest): 4.4%	No
28	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 27.3% Desired Outcome for 2023-24: 30.0% Year 1 Outcome:2021-22: (As of 5/13/22) 36% Year 2 Outcome: 2022-23 (CDE DataQuest): 38.3% Year 3 Outcome: 2023-24 (CDE DataQuest): 26.7%	No

29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 27.3%</p>	No
30	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 68.0%</p>	No

31	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 55.0%</p>	No
32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 62.8%</p> <p>Desired Outcome for 2023-24: Class of 2021: 75.0%</p> <p>Year 1 Outcome: Class of 2019 76.1%</p> <p>Class of 2020: 54.7% Class of 2021: 77.3% Class of 2022: 78.0%</p>	Yes
33	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2022-2023: $\geq 5\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 10%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 9%</p>	Yes

34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 94.0%	No
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 99.0%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 2	No
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 7	Yes
38	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2023-2024: ≥ 5 Outcome for 2023-2024: (As of 5/24/24) 22	Yes
39	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2023-2024: ≥ 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: $\geq 25\%$ Outcome for 2023-2024: (As of 5/24/24) 13.6%	No

41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: $\geq 97\%$ Outcome for 2023-2024: (P-2 ADA) 91.95%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 25.3%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (As of 6/3/24) 2.5%	No
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 4.4%	No
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (2024 Dashboard) 93.9%	No
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (2024 Dashboard) 2.2%	No
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes

48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 98.4% Families: 70.5% Staff: 100.0%</p>	No
49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 63.0% Families: 96.0% Staff: 74.0%</p>	No
50	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0%</p> <p>Year 3 Outcome: 2023-24: (Spring 2023 to Fall 2023) 85.0%</p>	Yes

Summary of Improvement Plan for 2023-2024 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2024-2025 school year to address unmet MPO's and unmet LCAP goals from the 2023-2024 school year.

2023-2024 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2023-2024	2024-2025 Improvement Plan and Current Status
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 85%	We've transitioned towards offering more college courses, with a selection of 20 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings. In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 79%	We are just 1 percentage point away from meeting this goal. This year, we implemented a three-week grade check system to increase parent meetings. With this added support, we are confident we will achieve this goal in the upcoming year.

11	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2023-24:</p> <p>-All Students: 36.37%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 30.92%</p> <p>-Students with Disabilities: 8.00%</p> <p>-African American: 32.67%</p> <p>-Hispanic: 36.61%</p> <p>-White: *</p>	<p>Despite improving with the ELA score, we were unable to achieve the desired outcome of 55 % proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs. We will continue to implement the same strategies that got us the results to improve ELA proficiency.</p>
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13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 61.3%</p> <p>-English Learners: 69.2%</p> <p>-Socioeconomically Disadvantaged: 66.2%</p> <p>-Students with Disabilities: 48.8%</p> <p>-African American: 53.8%</p> <p>-Hispanic: 65.0%</p>	<p>All groups met their goals except the following two sub groups.</p> <p>-Students with Disabilities: 48.8%</p> <p>-African American: 53.8%</p> <p>We have worked on Action Plan for Success to meet the goal for African American students. For students with disabilities, principal is meeting with the sped coordinator on a weekly basis to check on systems of support for students with disabilities.</p>
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14	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>-All Students: 17.19%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 15.03%</p> <p>-Students with Disabilities: 3.70%</p> <p>-African American: 15.84%</p> <p>-Hispanic: 16.81%</p> <p>-White: *</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance. In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department. This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness. MPS has recently adopted a new Math curriculum, currently utilizing HMH materials. Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills. With this ongoing systems, we will continue to improve our scores.</p>
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16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 55.4%</p> <p>-English Learners: 64.3%</p> <p>-Socioeconomically Disadvantaged: 57.6%</p> <p>-Students with Disabilities: 58.5%</p> <p>-African American: 46.2%</p> <p>-Hispanic: 61.8%</p>	<p>We made metrics in all areas except the following.</p> <p>-African American: 46.2%</p> <p>We created an action plan for success specifically for African American students to improve the student outcomes.</p>
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-24: (2024 Dashboard): 38.9%</p>	<p>We could not make the progress. This year, we are testing the students in small groups and one test a time to allow students to focus on one test at a time and in a focused environment.</p>

24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2023-2024: 40% Outcome for 2023-2024: 8.5%	We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests. Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising.
26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 69.4%	We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans.
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 94.0%	We had a few seniors join us in their final year, which impacted our ability to meet the metric. To address this, the metric has been adjusted to ensure new seniors are not required to take a computer class while they focus on completing their graduation requirements.
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: ≥ 4 Outcome for 2023-2024: (As of 5/24/24) 2	We strategically planned for ELAC meetings to meet this goal.

40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: $\geq 25\%$</p> <p>Outcome for 2023-2024: (As of 5/24/24) 13.6%</p>	<p>Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises. In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering grea</p>
41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 97\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 91.95%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences. As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year." We are making concerted effort to improve the ADA rate. Immigration related issues might impact ADA for 24-25 school year.</p>
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 25.3%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives. Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (As of 6/3/24) 2.5%</p>	<p>We have faced challenges in supporting students from vulnerable groups. To strengthen our efforts, we added a Restorative Justice Coordinator to provide targeted support. We are confident that these interventions will lead to improved outcomes.</p>

44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (CDE DataQuest) 4.4%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 93.9%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>

46	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 2.2%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2023-2024</p> <p>Students: $\geq 80\%$</p> <p>Parents: $\geq 80\%$</p> <p>Staff: $\geq 80\%$</p> <p>Outcome for 2023-2024:</p> <p>Students: 98.4%</p> <p>Families: 70.5%</p> <p>Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2023-2024: Students: 63.0% Families: 96.0% Staff: 74.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe. To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
#	State Priority	Unmet LCAP	Data 2023-2024	2024-2025 Improvement Plan and Current Status

5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023-24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8% Year 3 Outcome: 2023-24: (As of 5/15/24): 92.2%	The administrative team is actively increasing their presence in classrooms to offer support to our teachers. We've strategically crafted the academic calendar to incorporate minimum days before major holidays, aiming to minimize staff absences. MPS is currently planning to offer additional compensation for unused sick days during the 2024-2025 school year. We anticipate that this incentive will encourage teachers to take fewer sick days.
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 85%	We've transitioned towards offering more college courses, with a selection of 20 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings. In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023-24: 100% Year 1 Outcome: (As of 5/13/22): 41% Year 2 Outcome: 2022-23: (As of 5/12/23) 83% Year 3 Outcome: 2023-24: (As of 5/24/24) 69%	We missed this goal due to competing priorities, such as SBAC and MAP testing. This year, we are collaborating with our home office to strategically plan informal observations and instructional rounds, ensuring we stay focused and meet this goal.
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 79%	We are just 1 percentage point away from meeting this goal. This year, we implemented a three-week grade check system to increase parent meetings. With this added support, we are confident we will achieve this goal in the upcoming year.

11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p>	<p>Despite improving wit the ELA score, we were unable to achieve the desired outcome of 55 % proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs. We will continue to implement the same strategies that got us the results to improve ELA proficiency.</p>
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 40.6 points below standard</p> <p>-English Learners: 87.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 37.4 points below standard</p> <p>-Students with Disabilities: 139.3 points below standard</p> <p>-Homeless: 31.9 points below standard</p> <p>-African American: 47.6 points below standard</p> <p>-Hispanic: 34.1 points below standard</p>	<p>Despite improving wit the ELA DFS, we were unable to achieve the desired DFS goal last year.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been</p>

Desired Outcome for 2023–24:
 2022-23: (2023 Dashboard)
 -All Students: 34.0 points below standard
 -English Learners: 76.0 points below standard
 -Socioeconomically Disadvantaged: 30.0 points below standard
 -Students with Disabilities: 100.0 points below standard
 -Homeless: 24.0 points below standard
 -African American: 40.0 points below standard
 -Hispanic: 27.0 points below standard

Year 1 Outcome: 2021-22:
 CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:
 -All Students: 60.1%
 -English Learners: 76.9%
 -Students with Disabilities: 50.0%
 -Hispanic: 65.0%
 -White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)
 -All Students: 40.2 points below standard
 -English Learners: 117.8 points below standard

made within the English department to enhance its functionality and effectiveness in addressing student needs. We will continue to implement the same strategies that got us the results to improve ELA DFS.

			<ul style="list-style-type: none">-Socioeconomically Disadvantaged: 41.8 points below standard-Students with Disabilities: 119.4 points below standard-African American: 37.9 points below standard-Hispanic: 47.6 points below standard-White: *
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			<p>Year 3 Outcome: 2023-24: (2024 Dashboard)</p> <ul style="list-style-type: none">-All Students: 38.4 points below standard-English Learners: 90.9 points below standard-Socioeconomically Disadvantaged: 48.1 points below standard-Students with Disabilities: 137.4 points below standard-African American: 47.2 points below standard-Hispanic: 36.2 points below standard-White: *
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13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 61.3%</p> <p>-English Learners: 69.2%</p> <p>-Socioeconomically Disadvantaged: 66.2%</p> <p>-Students with Disabilities: 48.8%</p> <p>-African American: 53.8%</p> <p>-Hispanic: 65.0%</p>	<p>All groups met their goals except the following two sub groups.</p> <p>-Students with Disabilities: 48.8%</p> <p>-African American: 53.8%</p> <p>We have worked on Action Plan for Success to meet the goal for African American students. For students with disabilities, principal is meeting with the sped coordinator on a weekly basis to check on systems of support for students with disabilities.</p>
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14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2023-2024:</p> <p>-All Students: 17.19%</p> <p>-English Learners: *</p> <p>-Socioeconomically Disadvantaged: 15.03%</p> <p>-Students with Disabilities: 3.70%</p> <p>-African American: 15.84%</p> <p>-Hispanic: 16.81%</p> <p>-White: *</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance. In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department. This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness. MPS has recently adopted a new Math curriculum, currently utilizing HMH materials. Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills. With this ongoing systems, we will continue to improve our scores.</p>
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 89.6 points below standard</p> <p>-English Learners: 129.5 points below standard</p> <p>-Socioeconomically Disadvantaged: 87.1 points below standard</p> <p>-Students with Disabilities: 184.4 points below standard</p> <p>-Homeless: 86.0 points below standard</p> <p>-African American: 99.8 points below standard</p> <p>-Hispanic: 81.0 points below standard</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance. In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department. This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness. MPS has recently adopted a new Math curriculum, currently utilizing HMH materials. Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills. With</p>

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 81.0 points below standard
- English Learners: 110.0 points below standard
- Socioeconomically Disadvantaged: 79.0 points below standard
- Students with Disabilities: 125.0 points below standard
- Homeless: 79.0 points below standard
- African American: 90.0 points below standard
- Hispanic: 73.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics -
Percent Met Growth Projection:

- All Students: 60.7%
- English Learners: 50.0%
- Students with Disabilities: 65.0%
- Hispanic: 64.4%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 109.5 points below standard
- English Learners: 156.8 points below standard

the continued effort, we received positive results in 23-24 and will continue with these strategies in 24-25.

			<ul style="list-style-type: none">-Socioeconomically Disadvantaged: 106.8 points below standard-Students with Disabilities: 175.1 points below standard-African American: 120.7 points below standard-Hispanic: 104.2 points below standard-White: *	
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			<p>Year 3 Outcome: 2023-24: (2024 Dashboard)</p> <ul style="list-style-type: none">-All Students: 92.6 points below standard-English Learners: 104.0 points below standard-Socioeconomically Disadvantaged: 95.5 points below standard-Students with Disabilities: 149.9 points below standard-African American: 94.2 points below standard-Hispanic: 93.6 points below standard-White: *	
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16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p>	<p>We made metrics in all areas except the following.</p> <p>-African American: 46.2%</p> <p>We created an action plan for success specifically for African American students to improve the student outcomes.</p>
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-24: (2024 Dashboard): 38.9%</p>	<p>We could not make the progress. This year, we are testing the students in small groups and one test a time to allow students to focus on one test at a time and in a focused environment.</p>

19	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00</p> <p>Year 3 Outcome: 2023-24: -All Students: 16.00% -English Learners: * -Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *</p>	<p>We met the metrics for all student groups except the following. -African American: 2.33%</p> <p>We have created an Action Plan for success for African American students to improve the student outcomes.</p>
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20	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0% 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p> <p>Year 3 Outcome: 2023-24: (2024 Dashboard) 47.9%</p>	MSA-3 improved its CCI scores last year, better than the state. We are offering 20 dual enrollment classes and we are confident our CCI will improve.
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p> <p>Year 3 Outcome: 2023-24: 5.45%</p>	We have made structural changes within Math department. We are confident with this change, we will get results with 11th grade Math scores.
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23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p> <p>Year 3 Outcome: 2023-24: N/A</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests. Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising. Nevertheless, we're exploring the possibility of adding AP classes. 24-25 school year, we added AP Pre Calculus.</p>
24	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024: 8.5%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests. Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p>
26	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: 69.4%</p>	<p>We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans.</p>

27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 13.6%</p> <p>Desired Outcome for 2023-24: 20.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 4%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3%</p> <p>Year 3 Outcome: 2023-24 (CDE DataQuest): 4.4%</p>	<p>AP was a challenge because we had a small number of Spanish classes that we can't group them with their Spanish levels.</p> <p>To overcome this challenge, We are offering College level Spanish for more students to be eligible for SSB.</p> <p>80% of students who took the college level Spanish class passed the class.</p>
28	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 27.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 36%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 38.3%</p> <p>Year 3 Outcome: 2023-24 (CDE DataQuest): 26.7%</p>	<p>We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans. We are confident our students will improve with the GSMD.</p>

29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 27.3%</p>	We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans. We are confident this will improve our Advanced and Honors Diploma %.
30	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 68.0%</p>	We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans. We are confident our 2 year and 4 year college acceptance will go up to meet the metric.

31	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 55.0%</p>	We hired a full-time college counselor to work closely with students, helping them stay on track and better prepare for their A-G classes. The counselor will support students through three key strategies: conducting one-on-one academic advising sessions, hosting workshops on college readiness and A-G requirements, and collaborating with parents to create personalized academic plans. With this plan, we are expecting more students to get accepted to 4-year college.
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (As of 5/24/24) 94.0%</p>	We had a few seniors join us in their final year, which impacted our ability to meet the metric. To address this, the metric has been adjusted to ensure new seniors are not required to take a computer class while they focus on completing their graduation requirements.
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	<p>Desired Outcome for 2023-2024: ≥ 4</p> <p>Outcome for 2023-2024: (As of 5/24/24) 2</p>	We strategically planned for ELAC meetings to meet this goal.
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2023-2024: $\geq 25\%$</p> <p>Outcome for 2023-2024: (As of 5/24/24) 13.6%</p>	Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises. In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering greater

41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: $\geq 97\%$</p> <p>Outcome for 2023-2024: (P-2 ADA) 91.95%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences. As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year." We are making concerted effort to improve the ADA rate. Immigration related issues might impact ADA for 24-25 school year.</p>
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 25.3%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives. Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (As of 6/3/24) 2.5%</p>	<p>We have faced challenges in supporting students from vulnerable groups. To strengthen our efforts, we added a Restorative Justice Coordinator to provide targeted support. We are confident that these interventions will lead to improved outcomes.</p>

44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (CDE DataQuest) 4.4%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 93.9%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>

46	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2023-2024: $\leq 1\%$</p> <p>Outcome for 2023-2024: (2024 Dashboard) 2.2%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
48	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2023-2024</p> <p>Students: $\geq 80\%$</p> <p>Parents: $\geq 80\%$</p> <p>Staff: $\geq 80\%$</p> <p>Outcome for 2023-2024:</p> <p>Students: 98.4%</p> <p>Families: 70.5%</p> <p>Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

49	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2023-2024</p> <p>Students: ≥80%</p> <p>Parents: ≥80%</p> <p>Staff: ≥80%</p> <p>Outcome for 2023-2024:</p> <p>Students: 63.0%</p> <p>Families: 96.0%</p> <p>Staff: 74.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe. To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
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Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
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III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 3

Math: Math K-12

			Comparison Periods							Growth Evaluated Against							
			Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	42		207.0	12.4	16	211.5	13.7	9	5	1.0	7.7	-1.45	7	42	14	33	32
Black, not Hispanic	25		205.2	13.8	11	208.6	15.5	5	3	1.3	7.6	-1.91	3	25	7	28	27
Hispanic	16		209.1	9.4	23	214.9	8.8	17	6	1.6	7.8	-0.92	18	16	6	38	35
Multi-ethnic	1		*			*			*					*			
7	38		204.8	13.5	4	211.5	18.4	5	7	1.6	5.9	0.41	66	38	22	58	50
Black, not Hispanic	19		205.3	15.3	4	211.4	21.1	5	6	2.7	5.9	0.11	54	19	10	53	65
Caucasian	1		*			*			*					*			
Hispanic	17		204.0	12.3	3	211.5	16.6	5	8	1.8	5.8	0.82	79	17	11	65	47
Multi-ethnic	1		*			*			*					*			
8	70		214.1	14.7	13	218.6	16.2	12	5	1.2	5.2	-0.30	38	70	28	40	41
Black, not Hispanic	29		212.9	11.7	11	215.8	15.3	8	3	2.4	5.2	-0.95	17	29	10	34	32
Hispanic	39		214.1	16.4	13	219.6	16.5	15	6	1.3	5.2	0.12	55	39	17	44	42
Multi-ethnic	2		*			*			*					*			
9	46		215.1	17.1	13	222.7	21.7	23	8	2.1	3.6	2.07	98	46	31	67	57
Black, not Hispanic	12		208.3	13.8	3	209.3	15.6	2	1	2.0	3.6	-1.35	9	12	7	58	51
Caucasian	1		*			*			*					*			
Hispanic	33		217.2	17.8	18	227.5	22.0	40	10	2.6	3.6	3.46	99	33	24	73	72
10	53		221.5	16.7	23	232.1	19.0	49	11	1.8	3.3	3.63	99	53	37	70	72
Black, not Hispanic	15		219.9	13.6	19	227.5	13.0	32	8	3.1	3.3	2.15	98	15	11	73	58
Hispanic	38		222.2	17.8	25	233.9	20.8	56	12	2.2	3.3	4.17	99	38	26	68	76
11	54		215.8	15.2	6	223.8	17.9	16	8	1.6	2.4	2.76	99	54	36	67	63

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

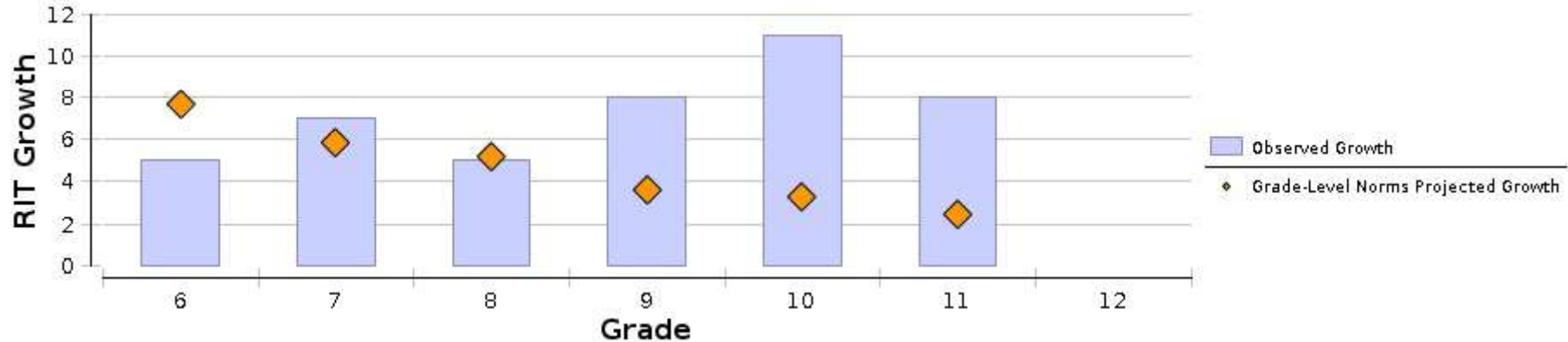
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 3

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
Black, not Hispanic	17	210.2	13.1	2	216.1	13.9	4	6	2.1	2.4	1.73	96	17	9	53	50	
Hispanic	35	218.4	15.9	10	227.7	18.9	27	9	2.3	2.5	3.40	99	35	26	74	63	
Multi-ethnic	2	*			*			*					*				
12	0	**			**			**					**				

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 3

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	43	207.1	13.5	33	208.9	13.8	18	2	1.6	5.4	-2.06	2	43	20	47	45	
Black, not Hispanic	26	204.8	14.7	23	205.9	14.4	9	1	2.5	5.5	-2.54	1	26	11	42	43	
Hispanic	16	209.5	10.4	46	212.3	11.0	33	3	1.9	5.2	-1.40	8	16	8	50	48	
Multi-ethnic	1	*			*			*					*				
7	39	206.7	16.1	15	209.5	15.9	11	3	1.6	4.5	-0.96	17	39	17	44	42	
Black, not Hispanic	20	209.3	16.2	25	207.8	18.6	7	-1	2.2	4.4	-3.35	1	20	5	25	30	
Caucasian	1	*			*			*					*				
Hispanic	17	204.6	15.4	9	211.4	12.8	17	7	2.0	4.6	1.27	90	17	10	59	57	
Multi-ethnic	1	*			*			*					*				
8	68	212.9	16.5	26	216.5	14.9	25	4	1.0	3.9	-0.15	44	68	35	51	48	
Black, not Hispanic	28	212.9	15.3	26	215.9	14.0	23	3	1.9	3.9	-0.45	33	28	14	50	47	
Hispanic	38	211.8	17.1	22	216.0	15.4	23	4	1.2	4.0	0.12	55	38	20	53	50	
Multi-ethnic	2	*			*			*					*				
9	46	213.0	15.4	27	218.0	16.9	36	5	1.4	2.8	1.12	87	46	32	70	61	
Black, not Hispanic	11	212.1	13.3	24	214.7	12.7	24	3	1.4	2.8	-0.12	45	11	6	55	54	
Caucasian	1	*			*			*					*				
Hispanic	34	212.9	16.1	26	218.6	18.1	38	6	1.8	2.8	1.47	93	34	25	74	61	
10	54	218.9	15.6	38	226.8	12.7	65	8	1.3	2.1	3.49	99	54	43	80	73	
Black, not Hispanic	15	213.4	16.7	17	224.4	11.4	54	11	3.2	2.4	5.24	99	15	13	87	78	
Hispanic	39	221.0	14.9	48	227.7	13.2	69	7	1.4	2.1	2.82	99	39	30	77	72	
11	55	214.2	15.5	13	223.9	12.2	46	10	1.5	1.4	3.82	99	55	40	73	79	

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

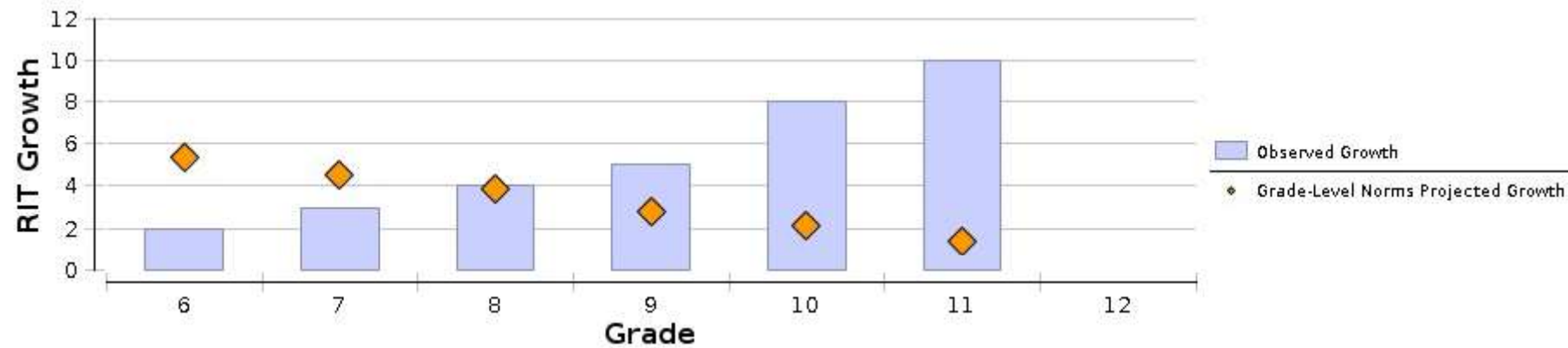
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 3

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
Black, not Hispanic	17	212.6	12.3	9	223.4	11.5	44	11	2.2	1.4	4.31	99	17	14	82	82	
Hispanic	36	214.4	17.1	13	223.7	12.7	45	9	2.1	1.4	3.64	99	36	24	67	75	
Multi-ethnic	2	*			*			*					*				
12	0	**			**			**					**				

Language Arts: Reading



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 3

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	18	203.1	14.1	7	207.8	14.4	4	5	1.8	7.5	-1.26	10	18	6	33	35
Special Education (SPED)	5	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	*			*			*					*			
Free and Reduced Lunch (FRL)	30	204.0	11.7	3	209.6	16.3	3	6	1.7	5.8	-0.11	46	30	17	57	47
Special Education (SPED)	8	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	5	*			*			*					*			
Free and Reduced Lunch (FRL)	45	214.4	15.2	14	219.2	16.5	14	5	1.7	5.2	-0.17	43	45	16	36	40
Special Education (SPED)	8	*			*			*					*			
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 3

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	29	218.0	17.5	20	226.3	21.0	36	8	2.8	3.6	2.43	99	29	20	69	58
Special Education (SPED)	9	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	40	223.0	17.4	28	234.8	19.1	59	12	2.1	3.3	4.21	99	40	30	75	76
Special Education (SPED)	6	*			*			*					*			
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	36	216.3	13.3	7	225.2	16.9	20	9	2.2	2.5	3.20	99	36	25	69	69
Special Education (SPED)	5	*			*			*					*			
12		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 3

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	19	201.4	13.0	11	206.3	13.8	10	5	2.2	5.7	-0.47	32	19	12	63	64
Special Education (SPED)	5	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	*			*			*					*			
Free and Reduced Lunch (FRL)	31	204.0	14.2	8	207.0	14.1	6	3	1.8	4.6	-0.92	18	31	13	42	42
Special Education (SPED)	8	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	4	*			*			*					*			
Free and Reduced Lunch (FRL)	42	215.1	15.8	36	217.7	13.9	30	3	1.3	3.8	-0.59	28	42	20	48	47
Special Education (SPED)	7	*			*			*					*			
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 3

Language Arts:
 Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	29	214.9	15.3	34	221.6	14.6	51	7	1.1	2.7	2.02	98	29	24	83	65
Special Education (SPED)	10	197.7	15.9	1	199.1	21.0	1	1	4.8	3.5	-1.07	14	10	5	50	51
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	40	219.7	14.4	42	227.3	11.9	68	8	1.5	2.1	3.33	99	40	33	83	72
Special Education (SPED)	6	*			*			*					*			
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	2	*			*			*					*			
Free and Reduced Lunch (FRL)	37	213.1	16.2	10	224.5	12.5	49	11	2.0	1.4	4.59	99	37	29	78	80
Special Education (SPED)	5	*			*			*					*			
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

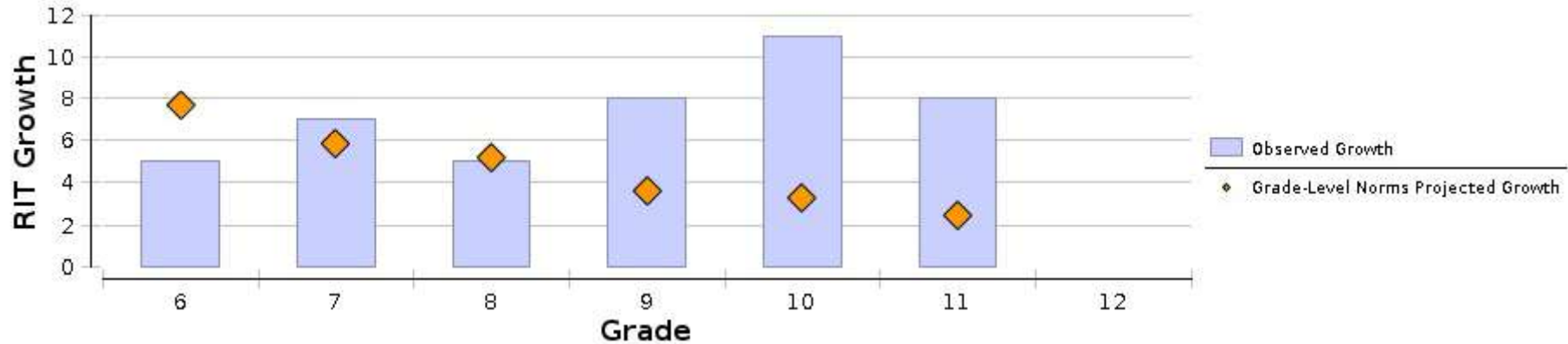
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	42	207.0	12.4	16	211.5	13.7	9	5	1.0	7.7	-1.45	7	42	14	33	32
7	38	204.8	13.5	4	211.5	18.4	5	7	1.6	5.9	0.41	66	38	22	58	50
8	70	214.1	14.7	13	218.6	16.2	12	5	1.2	5.2	-0.30	38	70	28	40	41
9	46	215.1	17.1	13	222.7	21.7	23	8	2.1	3.6	2.07	98	46	31	67	57
10	53	221.5	16.7	23	232.1	19.0	49	11	1.8	3.3	3.63	99	53	37	70	72
11	54	215.8	15.2	6	223.8	17.9	16	8	1.6	2.4	2.76	99	54	36	67	63
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

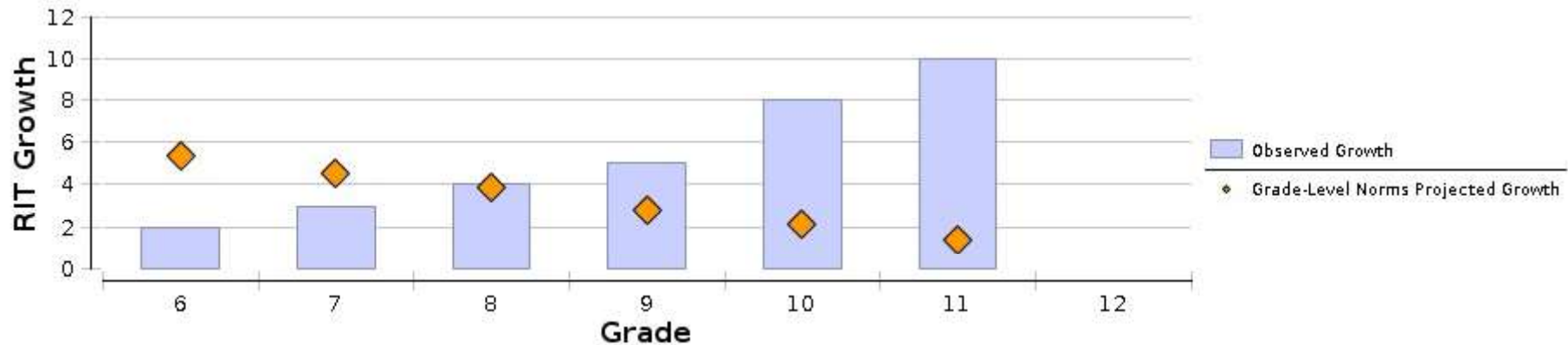
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 3

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	43	207.1	13.5	33	208.9	13.8	18	2	1.6	5.4	-2.06	2	43	20	47	45
7	39	206.7	16.1	15	209.5	15.9	11	3	1.6	4.5	-0.96	17	39	17	44	42
8	68	212.9	16.5	26	216.5	14.9	25	4	1.0	3.9	-0.15	44	68	35	51	48
9	46	213.0	15.4	27	218.0	16.9	36	5	1.4	2.8	1.12	87	46	32	70	61
10	54	218.9	15.6	38	226.8	12.7	65	8	1.3	2.1	3.49	99	54	43	80	73
11	55	214.2	15.5	13	223.9	12.2	46	10	1.5	1.4	3.82	99	55	40	73	79
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT
2024-2025 Annual Report to the
Los Angeles County Board of Education
Report Period: 2023-2024
Magnolia Science Academy 5

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- c. **Compliance and Technical Assistance**

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I. Status Update for 2023-2024

MSA-5 has finalized the new site plans and hopes to move in by August 2026.

MSA-5 is part of the California Engagement Initiative, aiming to strengthen connections with the community at a more robust level.

MSA-5 has maintained a steady enrollment trend despite co-locating with a sister school serving the same grade span.

MSA-5's Dual Enrollment pathway, IGETC, in partnership with Pierce College, had a successful launch, achieving a 90% passage rate.

MSA-5 began the school year with a fully staffed teaching team.

MSA-5 supports teachers with permits by encouraging enrollment in credential programs to obtain proper certification.

MSA-5 successfully reduced chronic absenteeism, improving from the red level to the orange level on the CA Dashboard.

MSA-5's ELA and Math performance levels declined due to long-term teacher absences.

MSA-5 conducted a variety of extended learning activities, including field trips, overnight camps, and an international expedition

MSA-5 received PBIS Gold Recognition second year in a row

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2023-2024, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes

3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: 90% Outcome for 2023-24: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24): 95%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: ≥80% Outcome for 2023-24: (Second semester): 65%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:	No

		<p>-All Students: 47.02%</p> <p>-English Learners: 9.09%</p> <p>-Students with Disabilities: 37.50%</p> <p>-Hispanic: 45.11%</p> <p>-White: 50.00%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 45.04%</p> <p>-English Learners: 12.0%</p> <p>-Socioeconomically Disadvantaged: 42.86%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 23.53%</p> <p>-Asian: *</p> <p>-Hispanic: 43.36%</p> <p>-White: *</p> <p>Outcome for 2023-24:</p> <p>-All Students: 37.98%</p> <p>-English Learners: 2.70%</p> <p>-Socioeconomically Disadvantaged: 38.60%</p> <p>-Students with Disabilities: 39.13%</p> <p>-Hispanic: 34.51%</p> <p>-White: *</p>	
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13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2023-2024</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 85.5%</p> <p>-English Learners: 86.0%</p> <p>-Socioeconomically Disadvantaged: 79.3%</p> <p>-Students with Disabilities: 93.1%</p> <p>-Hispanic: 85.3%</p> <p>-White: *</p>	Yes
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the</p>	No

percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.

Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:

- All Students: 14.47%
- English Learners: 1.92%
- Students with Disabilities: 4.17%
- Hispanic: 13.48%
- White: 12.50%

Outcome for 2022-2023:

- All Students: 34.29%
- English Learners: 26.47%
- Socioeconomically Disadvantaged: 35.20%
- Foster Youth: *
- Students with Disabilities: 23.53%
- Asian: *
- Hispanic: 34.17%
- White: *

Outcome for 2023-24:

- All Students: 22.83%
- English Learners: 5.56%
- Socioeconomically Disadvantaged: 23.43%
- Students with Disabilities: 22.32%
- Hispanic: 20.29%
- White: *

16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 86.6%</p> <p>-English Learners: 86.2%</p> <p>-Socioeconomically Disadvantaged: 87.4%</p> <p>-Students with Disabilities: 82.8%</p> <p>-Hispanic: 85.3%</p> <p>-White: *</p>	Yes
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard)</p> <p>53.0%</p>	No
18	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p> <p>Outcome for 2023-2024: Annual RFEP Rate: 20.3% (Internal)</p>	Yes
24	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024:</p> <p>36.0%</p>	Yes

34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: (As of 5/24/24) 100.0%	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2023-2024: 90% Outcome for 2023-2024: (As of 5/24/24) 97.0%	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2023-2024: 4 Outcome for 2023-2024: (As of 5/24/24) 4	Yes
37	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2023-2024: 4 Outcome for 2023-2024: (As of 5/24/24) 6	Yes
38	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2023-2024: 4 Outcome for 2023-2024: (As of 5/24/24) 18	Yes
39	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2023-2024: 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: 25% Outcome for 2023-2024: (As of 5/24/24) 29.2%	Yes
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: 95% Outcome for 2023-2024: (P-2 ADA) 91.93%	No

42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: 1% Outcome for 2023-2024: (2024 Dashboard) 30.1%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: 0% Outcome for 2023-2024: (As of 6/3/24) 5.1%	No
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: 0% Outcome for 2023-2024: (CDE DataQuest) 4.0%	No
45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 95% Outcome for 2023-2024: (2024 Dashboard) 96.2%	Yes
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: $\leq 3\%$ Outcome for 2023-2024: (2024 Dashboard) 1.3%	Yes
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: $\leq 1\%$ Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes

48	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: 85% Parents: 55% Staff: 85% Outcome for 2023-2024: Students: 100.0% Families: 100.0% Staff: 96.3%	Yes
49	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	Desired Outcome for 2023-2024 Students: 65% Parents: 90% Staff: 85% Outcome for 2023-2024: Students: 67.0% Families: 96.0% Staff: 80.0%	Yes
51	4	Outcome #12: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: N/A	Yes
52	4	Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2023-2024: 20% Outcome for 2023-2024: N/A	Yes
53	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2023-2024: Daily Outcome for 2023-2024: Daily	Yes
54	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2023-2024: 4 Outcome for 2023-2024: 8	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2023-2024, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2023-2024 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2023-2024: 90% Outcome for 2023-24: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 93.0% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60% Year 3 Outcome: 2023-24: (Fall 2023 to Fall 2024): 71%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.0% Desired Outcome for 2023-24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8% Year 3 Outcome: 2023-24: (As of 5/15/24): 93.1%	No
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24): 95%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes
8	2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Desired Outcome for 2023-2024: 100% Outcome for 2023-24: (As of 5/24/24) 100%	Yes

9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 98% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/12/23): 100% Year 3 Outcome: 2023-24: (As of 5/24/24) 88%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 65%	No
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11%	No

			<p>-White: 50.00%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 45.04%</p> <p>-English Learners: 12.0%</p> <p>-Socioeconomically Disadvantaged: 42.86%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 23.53%</p> <p>-Asian: *</p> <p>-Hispanic: 43.36%</p> <p>-White: *</p> <p>Outcome for 2023-24:</p> <p>-All Students: 37.98%</p> <p>-English Learners: 2.70%</p> <p>-Socioeconomically Disadvantaged: 38.60%</p> <p>-Students with Disabilities: 39.13%</p> <p>-Hispanic: 34.51%</p> <p>-White: *</p>	
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <p>-All Students: 11.5 points below standard</p> <p>-English Learners: 43.3 points below standard</p> <p>-Socioeconomically Disadvantaged: 13.1 points below standard</p> <p>-Students with Disabilities: 72.7points below standard</p> <p>-Homeless: 23.7 points below standard</p> <p>-Hispanic: 13.1 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)</p> <p>-All Students: 5.0 points below standard</p> <p>-English Learners: 37.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 7.0 points below standard</p> <p>-Students with Disabilities: 66.0 points below standard</p> <p>-Homeless: 17.0 points below standard</p> <p>-Hispanic: 7.0 points below standard</p>	No

Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 85.0%
- English Learners: 88.4%
- Students with Disabilities: 86.7%
- Hispanic: 86.9%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 0.5 points above standard
- English Learners: 54.2 points below standard
- Socioeconomically Disadvantaged: 3.4 points below standard
- Students with Disabilities: 35.9 points below standard
- Asian: *
- Hispanic: 2.7 points below standard
- White: *

Year 3 Outcome: 2023-24: (2024 Dashboard)

- All Students: 27.9 points below standard
- English Learners: 66.0 points below standard
- Socioeconomically Disadvantaged: 28.3 points below standard
- Students with Disabilities: 46.8 points below standard
- Hispanic: 31.2 points below standard
- White: *

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2023-2024</p> <p>Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 85.5%</p> <p>-English Learners: 86.0%</p> <p>-Socioeconomically Disadvantaged: 79.3%</p> <p>-Students with Disabilities: 93.1%</p> <p>-Hispanic: 85.3%</p> <p>-White: *</p>	Yes
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the</p>	No

			<p>percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <p>-All Students: 14.47%</p> <p>-English Learners: 1.92%</p> <p>-Students with Disabilities: 4.17%</p> <p>-Hispanic: 13.48%</p> <p>-White: 12.50%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 34.29%</p> <p>-English Learners: 26.47%</p> <p>-Socioeconomically Disadvantaged: 35.20%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 23.53%</p> <p>-Asian: *</p> <p>-Hispanic: 34.17%</p> <p>-White: *</p> <p>Outcome for 2023-24:</p> <p>-All Students: 22.83%</p> <p>-English Learners: 5.56%</p> <p>-Socioeconomically Disadvantaged: 23.43%</p> <p>-Students with Disabilities: 22.32%</p> <p>-Hispanic: 20.29%</p> <p>-White: *</p>	
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <p>-All Students: 17.9 points below standard</p> <p>-English Learners: 43.5 points below standard</p> <p>-Socioeconomically Disadvantaged: 18.6 points below standard</p> <p>-Students with Disabilities: 58.0 points below standard</p> <p>-Homeless: 26.2 points below standard</p> <p>-Hispanic: 21.6 points below standard</p>	No

Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)

- All Students: 11.0 points below standard
- English Learners: 37.0 points below standard
- Socioeconomically Disadvantaged: 12.0 points below standard
- Students with Disabilities: 50.0 points below standard
- Homeless: 20.0 points below standard
- Hispanic: 15.0 points below standard

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 81.5%
- English Learners: 86.2%
- Students with Disabilities: 87.1%
- Hispanic: 79.8%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 49.4 points below standard
- English Learners: 52.1 points below standard
- Socioeconomically Disadvantaged: 49.4 points below standard
- Students with Disabilities: 69.8 points below standard
- Asian: *
- Hispanic: 53.3 points below standard
- White: *

Year 3 Outcome: 2023-24: (2024 Dashboard)

- All Students: 79.6 points below standard

			<ul style="list-style-type: none"> -English Learners: 92.4 points below standard -Socioeconomically Disadvantaged: 81.6 points below standard -Students with Disabilities: 97.7 points below standard -Hispanic: 82.6 points below standard -White: * 	
16	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2023-2024:</p> <p>Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 86.6% -English Learners: 86.2% -Socioeconomically Disadvantaged: 87.4% -Students with Disabilities: 82.8% -Hispanic: 85.3% -White: * 	Yes
17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard)</p> <p>53.0%</p>	No
18	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p> <p>Outcome for 2023-2024: Annual RFEP Rate: 20.3% (Internal)</p>	Yes

19	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30% <p>Desired Outcome for 2023-24: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 16.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00% <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33% <p>Year 3 Outcome: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 30.88% -English Learners: 16.67% -Socioeconomically Disadvantaged: 31.67% -Students with Disabilities: * -Hispanic: 30.35% -White: * 	Yes
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20	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5%</p> <p>Year 3 Outcome: 2023-24: (2024 Dashboard) 80.8%</p>	Yes
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21	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22: 68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%</p> <p>Year 2 Outcome: 2022-23: 73.08%</p> <p>Year 3 Outcome: 2023-24: 59.09%</p>	No
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 54.54%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p> <p>Year 2 Outcome: 2022-23: 62.96%</p> <p>Year 3 Outcome: 2023-24: 18.18%</p>	No
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23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p> <p>Year 3 Outcome: 2023-24: 52.0%</p>	No
24	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2023-2024: 40%</p> <p>Outcome for 2023-2024: 36.0%</p>	Yes
25	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 8.7%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 55.6%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 68.0%</p>	Yes

26	4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Desired Outcome for 2023-2024: 100% Outcome for 2023-2024: 96.2%	Yes
27	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 34.8% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 33.3% Year 2 Outcome: 2022-23 (CDE DataQuest): 28.6% Year 3 Outcome: 2023-24 (CDE DataQuest): 68.0%	Yes
28	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 39.1% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2% Year 2 Outcome: 2022-23 (CDE DataQuest): 48.6% Year 3 Outcome: 2023-24 (CDE DataQuest): 40.0%	Yes

29	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 34.8%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 50.0%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 56.0%</p>	Yes
30	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 78.0%</p> <p>Desired Outcome for 2023-24: 95.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 93%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 100%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 100.0%</p>	Yes

31	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 39.0%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 81%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 94%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 100.0%</p>	Yes
32	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: 2020-21: N/A</p> <p>Desired Outcome for 2023-24: Class of 2021: 50.0%</p> <p>Class of 2019: N/A Class of 2020: * Class of 2021: 34.8% Class of 2022: 48.1%</p>	Yes

33	7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 6%</p> <p>Year 3 Outcome: 2023-24: (As of 5/24/24) 11.0%</p>	Yes
34	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-2024: (As of 5/24/24) 100.0%</p>	Yes
35	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	<p>Desired Outcome for 2023-2024: 90%</p> <p>Outcome for 2023-2024: (As of 5/24/24) 97.0%</p>	Yes
36	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	<p>Desired Outcome for 2023-2024: 4</p> <p>Outcome for 2023-2024: (As of 5/24/24) 4</p>	Yes
37	3	<p>Outcome #1: Charter School will hold quarterly SSC meetings*</p> <p>*SSC was replaced with PAC since 2022-23.</p>	<p>Desired Outcome for 2023-2024: 4</p> <p>Outcome for 2023-2024: (As of 5/24/24) 6</p>	Yes

38	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2023-2024: 4 Outcome for 2023-2024: (As of 5/24/24) 18	Yes
39	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2023-2024: 6 Outcome for 2023-2024: 6	Yes
40	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2023-2024: 25% Outcome for 2023-2024: (As of 5/24/24) 29.2%	Yes
41	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2023-2024: 95% Outcome for 2023-2024: (P-2 ADA) 91.93%	No
42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2023-2024: 1% Outcome for 2023-2024: (2024 Dashboard) 30.1%	No
43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2023-2024: 0% Outcome for 2023-2024: (As of 6/3/24) 5.1%	No
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2023-2024: 0% Outcome for 2023-2024: (CDE DataQuest) 4.0%	No

45	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2023-2024: 95% Outcome for 2023-2024: (2024 Dashboard) 96.2%	Yes
46	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2023-2024: ≤3% Outcome for 2023-2024: (2024 Dashboard) 1.3%	Yes
47	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2023-2024: ≤1% Outcome for 2023-2024: (CDE DataQuest) 0.00%	Yes
48	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	Desired Outcome for 2023-2024 Students: 85% Parents: 55% Staff: 85% Outcome for 2023-2024: Students: 100.0% Families: 100.0% Staff: 96.3%	Yes
49	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	Desired Outcome for 2023-2024 Students: 65% Parents: 90% Staff: 85% Outcome for 2023-2024: Students: 67.0% Families: 96.0% Staff: 80.0%	Yes

50	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 83%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 85%</p> <p>Year 3 Outcome: 2023-24: (Spring 2023 to Fall 2023) 83.0%</p>	Yes
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Summary of Improvement Plan for 2023-2024 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2024-2025 school year to address unmet MPO's and unmet LCAP goals from the 2023-2024 school year.

2023-2024 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2023-2024	2024-2025 Improvement Plan and Current Status
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-24: (As of 5/24/24): 95%</p>	Due to limited student interest and inadequate space, MSA-5 was unable to offer certain programs, such as robotics and math competitions.

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 65%	With a second-semester outcome of 65%, falling short of the 80% target, MSA-5 implemented targeted interventions to improve student performance. Strategies include enhanced academic support through tutoring and intervention programs, data-driven instruction to address learning gaps, and professional development for teachers to refine their grading strategies. Please also note that our failing student rate is correlated with 2023-24 NWEA and SBAC ELA/Math proficiency levels. These efforts aim to strengthen student proficiency in core subjects and electives, working toward the desired 80% outcome.
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to	With the 2023-24 CAASPP-ELA proficiency outcomes falling below the desired targets, MSA-5 will implement targeted interventions to support all student subgroups in achieving proficiency growth: Targeted Literacy Interventions – Implement intensive small-group and one-on-one support for struggling readers, with a focus on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Data-Driven Instruction – Use MAP and Smarter Balanced Interim Assessments (IAB) to track progress and tailor instruction based on identified learning gaps. English Learner (EL) Support – Strengthen designated and integrated ELD instruction, provide additional language acquisition resources, and offer after-school language support programs. Specialized Support for Students with Disabilities – Increase access to differentiated instruction, specialized reading programs, and co-teaching models to enhance learning outcomes. Parental and Community Engagement – Conduct literacy workshops and provide

			<p>project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * <p>Outcome for 2023-24:</p> <ul style="list-style-type: none"> -All Students: 37.98% -English Learners: 2.70% -Socioeconomically Disadvantaged: 38.60% -Students with Disabilities: 39.13% -Hispanic: 34.51% -White: * 	<p>multilingual resources to support at-home reading development, particularly for EL and socioeconomically disadvantaged families.</p> <p>Culturally Responsive Instruction – Integrate diverse texts and culturally relevant materials to engage Hispanic and other underrepresented student groups.</p> <p>Teacher Professional Development – Provide training on evidence-based literacy strategies, differentiated instruction, and culturally responsive teaching to better meet student needs.</p>
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p>	<p>To address the decline in CAASPP-Math proficiency, MSA-5 will implement targeted interventions, including small-group instruction, one-on-one tutoring, and increased in-class support with paraprofessionals to assist struggling students, particularly English</p>

<p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% 	<p>Learners, Socioeconomically Disadvantaged students, and Hispanic students. With overall math proficiency dropping from 34.29% in 2022-23 to 22.83% in 2023-24, a data-driven approach using quarterly IAB and IXL data reviews and action meetings will guide instruction, ensuring students receive timely intervention. English Learners, whose proficiency declined significantly from 26.47% to 5.56%, will receive additional support through ELD-infused math workshops and bilingual resources. Students with Disabilities, maintaining a relatively stable proficiency rate (22.32% in 2023-24), will benefit from differentiated instruction, adaptive technology, and targeted IEP interventions. Teachers will engage in weekly departmental meetings to collaborate on instructional strategies, while professional development will focus on effective math instruction and scaffolding techniques. Additionally, student achievement on SBAC will be recognized and celebrated to encourage motivation. Parents will have access to workshops and online math resources, and real-world math applications, competitions, and STEM projects will be introduced to increase engagement. These strategies aim to reverse the decline and drive measurable growth in math proficiency, with a goal of at least a five-point increase across all student subgroups in 2024-25.</p>
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-Asian: *

-Hispanic: 34.17%

-White: *

Outcome for 2023-24:

-All Students: 22.83%

-English Learners: 5.56%

-Socioeconomically Disadvantaged: 23.43%

-Students with Disabilities: 22.32%

-Hispanic: 20.29%

-White: *

17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 53.0%</p>	<p>English Learner (EL) Progress Improvement Plan (2024-25)</p> <p>With 53% of EL students making annual progress on the CELDT/ELPAC, MSA-5 fell short of the 75% target but still performed above the average for many schools. While this reflects strong foundational support, additional strategies are needed to accelerate English language acquisition and move more students toward proficiency.</p> <p>To improve EL progress, MSA-5 will implement targeted interventions including structured designated and integrated ELD instruction, small-group language interventions, and increased academic English exposure across all subjects. Quarterly ELPAC-aligned progress monitoring will identify students needing additional support, and ELD specialists and paraprofessionals will provide direct assistance. Teachers will receive professional development on embedding language support strategies into their content areas, and EL students will engage in academic vocabulary-building activities, writing workshops, and oral language development exercises. Additionally, family engagement initiatives will offer bilingual resources and literacy workshops to support English learning at home.</p> <p>These strategies aim to increase EL progress rates toward the 75% target in 2024-25, ensuring that more students advance proficiency levels on the ELPAC and successfully transition to reclassification.</p>
41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: 95%</p> <p>Outcome for 2023-2024: (P-2 ADA) 91.93%</p>	<p>With an ADA of 91.93 percent in 2023-24, falling short of the 95 percent target, MSA-5 will strengthen attendance interventions by integrating School Attendance Review Board (SARB) procedures and Positive Behavioral</p>

			<p>Interventions and Supports (PBIS) to address absenteeism effectively.</p> <p>A dedicated attendance team will continue to meet bi-weekly to identify attendance barriers and implement early intervention strategies. The SARB process will be utilized for students with chronic absenteeism, ensuring a structured support system that involves parents, counselors, and community resources to address underlying issues such as transportation, health concerns, and family challenges. PBIS strategies will be used to create a positive school climate by reinforcing attendance through incentives, recognition programs, and student engagement activities. Attendance tracking will be enhanced through data-driven monitoring, allowing for personalized attendance plans and targeted outreach, including home visits and parent meetings.</p> <p>Family engagement efforts will be expanded with attendance workshops, communication campaigns, and collaboration with SARB to provide intervention plans before legal consequences arise. Additionally, MSA-5 will align PBIS practices with attendance goals, using reward systems such as class-wide attendance challenges, positive reinforcement, and student recognition for consistent attendance. In addition, MSA-5 is hiring a social worker through the CSC grant to counsel students and support them with attendance struggles.</p> <p>By combining SARB's structured intervention model with PBIS's proactive engagement strategies, MSA-5 aims to reduce chronic absenteeism and increase ADA toward the 95 percent goal in 2024-25.</p>
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42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: 1%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 30.1%</p>	<p>With a chronic absenteeism rate of 30.1 percent in 2023-24, only a slight improvement from 30.3 percent in 2022-23, MSA-5 will implement targeted interventions using a combination of School Attendance Review Board (SARB) procedures and Positive Behavioral Interventions and Supports (PBIS) to reduce chronic absenteeism.</p> <p>A dedicated attendance team will continue to meet bi-weekly to analyze attendance data, identify at-risk students, and implement early interventions. The SARB process will be used for students with severe absenteeism, involving parent meetings, personalized attendance improvement plans, and connections to community resources to address underlying issues such as transportation, health concerns, and family challenges. PBIS strategies will reinforce positive attendance habits through incentive programs, student recognition, and class-wide attendance competitions to motivate students.</p> <p>Proactive family engagement will be expanded with workshops, personalized outreach, and home visits to support families in addressing attendance barriers. Attendance tracking will be strengthened through data monitoring and early-warning systems to provide timely interventions. By combining SARB's structured intervention framework with PBIS-driven positive reinforcement strategies, MSA-5 aims to significantly reduce chronic absenteeism and move closer to the 1 percent target in 2024-25.</p>
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43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	<p>Desired Outcome for 2023-2024: 0%</p> <p>Outcome for 2023-2024: (As of 6/3/24) 5.1%</p>	<p>MSA-5 will strengthen academic support by providing after-school tutoring, mentorship programs, and individualized learning plans for struggling students. Counselors and teachers will conduct regular check-ins with at-risk students to provide guidance and encouragement. Family engagement will be a key component, with workshops and home visits designed to address challenges that may contribute to disengagement. By combining early intervention strategies, academic support, PBIS-driven engagement, and SARB's structured attendance and behavioral intervention framework, MSA-5 aims to reduce the middle school dropout rate and ensure students remain on track for academic success.</p>
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2023-2024: 0%</p> <p>Outcome for 2023-2024: (CDE DataQuest) 4.0%</p>	<p>To reduce the high school dropout rate, MSA-5 will implement a multi-tiered intervention plan focused on early identification, academic and social-emotional support, and increased student engagement. Academic interventions will include credit recovery programs, after-school tutoring, and individualized graduation plans for students who are behind in credits. Career and college readiness programs, such as internships, dual enrollment opportunities, and workshops on postsecondary pathways, will be expanded to keep students motivated and focused on their future. School counselors and mentors will conduct regular check-ins with at-risk students, providing academic guidance and emotional support.</p>
#	State Priority	Unmet LCAP	Data 2023-2024	2024-2025 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: (Spring 2020 to Fall 2020): 93.0%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90.0%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93%</p> <p>Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60%</p> <p>Year 3 Outcome: 2023-24: (Fall 2023 to Fall 2024): 71%</p>	MSA-5 increased staff retention from 60% in 2022-23 to 71% in 2023-24. Given our small teaching staff of 14, even a few departures have a significant impact. Notably, those who left did so due to relocation out of town or state. We actively listen to our teachers, value their feedback, and are committed to improving retention through competitive salaries and enhanced school facilities. MSA-5 is dedicated to creating a more supportive and fulfilling workplace for educators.
5	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 99.0%</p> <p>Desired Outcome for 2023–24: 97.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%</p> <p>Year 3 Outcome: 2023-24: (As of 5/15/24): 93.1%</p>	Despite efforts to improve teacher attendance, the 2023-24 rate has declined to 93.1%, falling short of the 97.0% target. To address this, MSA-5 will enhance wellness support through mental health resources, introduce attendance-based incentives such as increasing the stipend for unused sick days, and optimize course load management to reduce burnout, while regular check-ins will help address staff concerns. These measures aim to foster a more supportive work environment and improve teacher attendance in the coming years.
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<p>Desired Outcome for 2023-2024: 100%</p> <p>Outcome for 2023-24: (As of 5/24/24): 95%</p>	Due to limited student interest and inadequate space, MSA-5 was unable to offer certain programs, such as robotics and math competitions.

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2023-2024: $\geq 80\%$ Outcome for 2023-24: (Second semester): 65%	With a second-semester outcome of 65%, falling short of the 80% target, MSA-5 implemented targeted interventions to improve student performance. Strategies include enhanced academic support through tutoring and intervention programs, data-driven instruction to address learning gaps, and professional development for teachers to refine their grading strategies. Please also note that our failing student rate is correlated with 2023-24 NWEA and SBAC ELA/Math proficiency levels. These efforts aim to strengthen student proficiency in core subjects and electives, working toward the desired 80% outcome.
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to	With the 2023-24 CAASPP-ELA proficiency outcomes falling below the desired targets, MSA-5 will implement targeted interventions to support all student subgroups in achieving proficiency growth: Targeted Literacy Interventions – Implement intensive small-group and one-on-one support for struggling readers, with a focus on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Data-Driven Instruction – Use MAP and Smarter Balanced Interim Assessments (IAB) to track progress and tailor instruction based on identified learning gaps. English Learner (EL) Support – Strengthen designated and integrated ELD instruction, provide additional language acquisition resources, and offer after-school language support programs. Specialized Support for Students with Disabilities – Increase access to differentiated instruction, specialized reading programs, and co-teaching models to enhance learning outcomes. Parental and Community Engagement – Conduct literacy workshops and provide

			<p>project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * <p>Outcome for 2023-24:</p> <ul style="list-style-type: none"> -All Students: 37.98% -English Learners: 2.70% -Socioeconomically Disadvantaged: 38.60% -Students with Disabilities: 39.13% -Hispanic: 34.51% -White: * 	<p>multilingual resources to support at-home reading development, particularly for EL and socioeconomically disadvantaged families.</p> <p>Culturally Responsive Instruction – Integrate diverse texts and culturally relevant materials to engage Hispanic and other underrepresented student groups.</p> <p>Teacher Professional Development – Provide training on evidence-based literacy strategies, differentiated instruction, and culturally responsive teaching to better meet student needs.</p>
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 11.5 points below standard -English Learners: 43.3 points below standard -Socioeconomically Disadvantaged: 13.1 points below standard 	<p>The 2023-24 CAASPP-ELA/Literacy results indicate a decline across most student subgroups, with all students scoring 27.9 points below standard, falling short of the 5.0 points below standard target. English Learners, Socioeconomically Disadvantaged students,</p>

<p>-Students with Disabilities: 72.7points below standard -Homeless: 23.7 points below standard -Hispanic: 13.1 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 5.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 7.0 points below standard -Students with Disabilities: 66.0 points below standard -Homeless: 17.0 points below standard -Hispanic: 7.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 85.0% -English Learners: 88.4% -Students with Disabilities: 86.7% -Hispanic: 86.9% -White: N/A</p>	<p>and Hispanic students saw significant declines, while Students with Disabilities showed improvement but remain below standard.To address the decline in CAASPP-ELA/Literacy performance, MSA-5 will implement targeted interventions focusing on data-driven instruction, enhanced English Learner (EL) support, and increased resources for Socioeconomically Disadvantaged and Hispanic students. Strategies include small-group instruction, tiered interventions, and culturally responsive teaching to close learning gaps. For Students with Disabilities, specialized reading programs, adaptive technology, and improved IEP alignment will be prioritized. Teachers will receive professional development on literacy strategies, differentiation, and universal design for learning (UDL) and weekly department meetings, analyzing IAB and iXL data quarterly. Progress will be monitored quarterly using formative assessments, with regular adjustments based on student data. Parental engagement will be strengthened through literacy workshops and bilingual resources. These efforts aim to close proficiency gaps and move toward the 5.0 points below standard target for 2024-25, ensuring all students receive the necessary support to improve ELA outcomes.</p>
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			<p>Year 2 Outcome: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 0.5 points above standard -English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard -Students with Disabilities: 35.9 points below standard -Asian: * -Hispanic: 2.7 points below standard -White: * <p>Year 3 Outcome: 2023-24: (2024 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 27.9 points below standard -English Learners: 66.0 points below standard -Socioeconomically Disadvantaged: 28.3 points below standard -Students with Disabilities: 46.8 points below standard -Hispanic: 31.2 points below standard -White: * 	
14	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system	<p>Desired Outcome for 2023-2024</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p>	<p>To address the decline in CAASPP-Math proficiency, MSA-5 will implement targeted interventions, including small-group instruction, one-on-one tutoring, and increased in-class support with paraprofessionals to assist struggling students, particularly English Learners, Socioeconomically Disadvantaged students, and Hispanic students. With overall math proficiency dropping from 34.29% in 2022-23 to 22.83% in 2023-24, a data-driven approach using quarterly IAB and IXL data reviews and action meetings will guide instruction, ensuring students receive timely intervention. English Learners, whose proficiency declined significantly from 26.47% to 5.56%, will receive additional support through ELD-infused math workshops and bilingual</p>

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.

Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:

- All Students: 14.47%
- English Learners: 1.92%
- Students with Disabilities: 4.17%
- Hispanic: 13.48%
- White: 12.50%

Outcome for 2022-2023:

- All Students: 34.29%
- English Learners: 26.47%
- Socioeconomically Disadvantaged: 35.20%
- Foster Youth: *
- Students with Disabilities: 23.53%
- Asian: *
- Hispanic: 34.17%
- White: *

Outcome for 2023-24:

- All Students: 22.83%
- English Learners: 5.56%
- Socioeconomically Disadvantaged: 23.43%
- Students with Disabilities: 22.32%

resources. Students with Disabilities, maintaining a relatively stable proficiency rate (22.32% in 2023-24), will benefit from differentiated instruction, adaptive technology, and targeted IEP interventions. Teachers will engage in weekly departmental meetings to collaborate on instructional strategies, while professional development will focus on effective math instruction and scaffolding techniques. Additionally, student achievement on SBAC will be recognized and celebrated to encourage motivation. Parents will have access to workshops and online math resources, and real-world math applications, competitions, and STEM projects will be introduced to increase engagement. These strategies aim to reverse the decline and drive measurable growth in math proficiency, with a goal of at least a five-point increase across all student subgroups in 2024-25.

			-Hispanic: 20.29% -White: *	
15	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points below standard -Students with Disabilities: 58.0 points below standard -Homeless: 26.2 points below standard -Hispanic: 21.6 points below standard <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 11.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 12.0 points below standard -Students with Disabilities: 50.0 points below standard -Homeless: 20.0 points below standard -Hispanic: 15.0 points below standard <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p>	<p>With all student subgroups experiencing a significant decline in CAASPP-Math Distance from Standard (DFS) scores in 2023-24, MSA-5 will implement targeted strategies to address learning gaps and improve math proficiency. The overall DFS dropped from 49.4 points below standard in 2022-23 to 79.6 points below standard in 2023-24, while English Learners declined from 52.1 to 92.4 points below standard and Students with Disabilities from 69.8 to 97.7 points below standard. To address these challenges, MSA-5 will implement intensive math interventions through small-group instruction, one-on-one tutoring, and push-in support with paraprofessionals. A data-driven approach will be used, with quarterly IAB and IXL assessments guiding instructional strategies. English Learners will receive ELD-infused math instruction, bilingual resources, and targeted after-school support, while Students with Disabilities will benefit from differentiated instruction, math-specific IEP goals, and adaptive technology. Teachers will participate in weekly math department meetings and receive professional development on intervention strategies and scaffolding techniques. Additionally, student motivation will be enhanced through SBAC achievement recognition, goal setting, and engaging real-world math applications, competitions, and STEM projects. These strategies aim to reverse the downward trend and achieve a measurable improvement, targeting at least a 10-point DFS reduction across all subgroups in 2024-25.</p>

Fall 2021 to Spring 2022 MAP Mathematics -
Percent Met Growth Projection:

- All Students: 81.5%
- English Learners: 86.2%
- Students with Disabilities: 87.1%
- Hispanic: 79.8%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 49.4 points below standard
- English Learners: 52.1 points below standard
- Socioeconomically Disadvantaged: 49.4 points below standard
- Students with Disabilities: 69.8 points below standard
- Asian: *
- Hispanic: 53.3 points below standard
- White: *

Year 3 Outcome: 2023-24: (2024 Dashboard)

- All Students: 79.6 points below standard
- English Learners: 92.4 points below standard
- Socioeconomically Disadvantaged: 81.6 points below standard
- Students with Disabilities: 97.7 points below standard
- Hispanic: 82.6 points below standard
- White: *

17	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2023-2024: 75%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 53.0%</p>	<p>English Learner (EL) Progress Improvement Plan (2024-25)</p> <p>With 53% of EL students making annual progress on the CELDT/ELPAC, MSA-5 fell short of the 75% target but still performed above the average for many schools. While this reflects strong foundational support, additional strategies are needed to accelerate English language acquisition and move more students toward proficiency.</p> <p>To improve EL progress, MSA-5 will implement targeted interventions including structured designated and integrated ELD instruction, small-group language interventions, and increased academic English exposure across all subjects. Quarterly ELPAC-aligned progress monitoring will identify students needing additional support, and ELD specialists and paraprofessionals will provide direct assistance. Teachers will receive professional development on embedding language support strategies into their content areas, and EL students will engage in academic vocabulary-building activities, writing workshops, and oral language development exercises. Additionally, family engagement initiatives will offer bilingual resources and literacy workshops to support English learning at home.</p> <p>These strategies aim to increase EL progress rates toward the 75% target in 2024-25, ensuring that more students advance proficiency levels on the ELPAC and successfully transition to reclassification.</p>
21	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22:</p>	<p>The target for 2023-24 was 68.00 percent, while the actual outcome was 59.09 percent, falling short by only 8.91 percentage points but still surpassing the state by 12.05 percentage.</p> <p>Grade 11 ELA Improvement Plan (2024-25)</p>

			<p>68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%</p> <p>Year 2 Outcome: 2022-23: 73.08%</p> <p>Year 3 Outcome: 2023-24: 59.09%</p>	<p>With Grade 11 CAASPP-ELA scores declining from 73.08 percent in 2022-23 to 59.09 percent in 2023-24, MSA-5 will implement targeted strategies to improve literacy outcomes and ensure students are meeting proficiency standards before graduation.</p> <p>To strengthen student performance, MSA-5 will provide structured reading and writing interventions, including small-group instruction, individualized tutoring, and academic support embedded in English classes. Data-driven instruction will be emphasized, utilizing Smarter Balanced Interim Assessments (IAB) and Measures of Academic Progress (MAP) data to identify specific areas where students need additional support. Writing instruction will be enhanced through structured essay-writing workshops, increased practice with text-based analysis, and real-world writing applications to improve comprehension and critical thinking skills. Teachers will participate in professional development focused on evidence-based literacy strategies, differentiation techniques, and targeted support for struggling students.</p> <p>Additionally, MSA-5 will integrate more college-readiness-focused literacy support, such as UC Personal Insight college essay preparation, to ensure students develop strong academic writing and reading skills. Parental involvement will be increased through family literacy nights and workshops that provide strategies for supporting reading and writing at home. These efforts aim to reverse the decline in CAASPP-ELA performance and move toward the desired proficiency targets in 2024-25.</p>
22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-	<p>Baseline: 2018-19: 54.54%</p>	Grade 11 Mathematics Improvement Plan (2024-25)

	<p>Mathematics assessments (Source: CDE DataQuest)</p>	<p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p> <p>Year 2 Outcome: 2022-23: 62.96%</p> <p>Year 3 Outcome: 2023-24: 18.18%</p>	<p>With Grade 11 CAASPP-Mathematics scores declining from 62.96 percent in 2022-23 to 18.18 percent in 2023-24, MSA-5 will implement targeted strategies to address gaps in math proficiency and ensure students are adequately prepared for post-secondary education.</p> <p>To improve student performance, MSA-5 will provide structured math interventions, including small-group instruction, individualized tutoring, and in-class support from paraprofessionals. A data-driven approach will be used, incorporating Smarter Balanced Interim Assessments and Measures of Academic Progress assessments to monitor progress and adjust instruction accordingly. Teachers will receive professional development focused on effective math instruction, problem-solving strategies, and scaffolding techniques to support students at different proficiency levels.</p> <p>Additional support will be provided for struggling students through after-school math labs, peer tutoring programs, and real-world application projects to make learning more engaging. Emphasis will be placed on improving algebraic reasoning, data analysis, and problem-solving skills, which are critical for success on the CAASPP assessment. College-readiness initiatives will also be integrated, including SAT math preparation and workshops on applying mathematical concepts to future careers.</p> <p>Parental involvement will be encouraged through informational sessions on how to support math learning at home and access online resources. These combined efforts aim to reverse the decline in performance and move toward the desired proficiency targets in 2024-25.</p>
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23	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p> <p>Year 3 Outcome: 2023-24: 52.0%</p>	<p>With 52.0 percent of AP exam takers scoring a 3 or higher in 2023-24, falling short of the 70.0 percent target, MSA-5 will implement targeted strategies to strengthen AP performance.</p> <p>MSA-5 will provide structured AP support, including after-school and weekend AP review sessions, peer tutoring, and expanded access to AP prep resources such as College Board practice exams and study guides. Teachers will receive professional development focused on AP-specific instructional strategies, test-taking skills, and data-driven interventions to address student weaknesses. A structured AP progress monitoring system will track student readiness through periodic assessments, allowing for targeted remediation. Students will also benefit from increased practice with free-response questions, time management strategies, and exam simulations.</p> <p>Parental engagement will be strengthened through informational workshops on AP expectations and study planning. These efforts aim to improve AP exam readiness and increase the percentage of students scoring a 3 or higher in 2024-25.</p>
41	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2023-2024: 95%</p> <p>Outcome for 2023-2024: (P-2 ADA) 91.93%</p>	<p>With an ADA of 91.93 percent in 2023-24, falling short of the 95 percent target, MSA-5 will strengthen attendance interventions by integrating School Attendance Review Board (SARB) procedures and Positive Behavioral Interventions and Supports (PBIS) to address absenteeism effectively.</p> <p>A dedicated attendance team will continue to meet bi-weekly to identify attendance barriers and implement early intervention strategies. The SARB process will be utilized for students with chronic absenteeism, ensuring a structured support system that involves parents, counselors, and community resources to</p>

			<p>address underlying issues such as transportation, health concerns, and family challenges. PBIS strategies will be used to create a positive school climate by reinforcing attendance through incentives, recognition programs, and student engagement activities. Attendance tracking will be enhanced through data-driven monitoring, allowing for personalized attendance plans and targeted outreach, including home visits and parent meetings.</p> <p>Family engagement efforts will be expanded with attendance workshops, communication campaigns, and collaboration with SARB to provide intervention plans before legal consequences arise. Additionally, MSA-5 will align PBIS practices with attendance goals, using reward systems such as class-wide attendance challenges, positive reinforcement, and student recognition for consistent attendance. In addition, MSA-5 is hiring a social worker through the CSC grant to counsel students and support them with attendance struggles.</p> <p>By combining SARB's structured intervention model with PBIS's proactive engagement strategies, MSA-5 aims to reduce chronic absenteeism and increase ADA toward the 95 percent goal in 2024-25.</p>
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42	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2023-2024: 1%</p> <p>Outcome for 2023-2024: (2024 Dashboard) 30.1%</p>	<p>With a chronic absenteeism rate of 30.1 percent in 2023-24, only a slight improvement from 30.3 percent in 2022-23, MSA-5 will implement targeted interventions using a combination of School Attendance Review Board (SARB) procedures and Positive Behavioral Interventions and Supports (PBIS) to reduce chronic absenteeism.</p> <p>A dedicated attendance team will continue to meet bi-weekly to analyze attendance data, identify at-risk students, and implement early interventions. The SARB process will be used for students with severe absenteeism, involving parent meetings, personalized attendance improvement plans, and connections to community resources to address underlying issues such as transportation, health concerns, and family challenges. PBIS strategies will reinforce positive attendance habits through incentive programs, student recognition, and class-wide attendance competitions to motivate students.</p> <p>Proactive family engagement will be expanded with workshops, personalized outreach, and home visits to support families in addressing attendance barriers. Attendance tracking will be strengthened through data monitoring and early-warning systems to provide timely interventions. By combining SARB's structured intervention framework with PBIS-driven positive reinforcement strategies, MSA-5 aims to significantly reduce chronic absenteeism and move closer to the 1 percent target in 2024-25.</p>
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43	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	<p>Desired Outcome for 2023-2024: 0%</p> <p>Outcome for 2023-2024: (As of 6/3/24) 5.1%</p>	<p>MSA-5 will strengthen academic support by providing after-school tutoring, mentorship programs, and individualized learning plans for struggling students. Counselors and teachers will conduct regular check-ins with at-risk students to provide guidance and encouragement. Family engagement will be a key component, with workshops and home visits designed to address challenges that may contribute to disengagement. By combining early intervention strategies, academic support, PBIS-driven engagement, and SARB's structured attendance and behavioral intervention framework, MSA-5 aims to reduce the middle school dropout rate and ensure students remain on track for academic success.</p>
44	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2023-2024: 0%</p> <p>Outcome for 2023-2024: (CDE DataQuest) 4.0%</p>	<p>To reduce the high school dropout rate, MSA-5 will implement a multi-tiered intervention plan focused on early identification, academic and social-emotional support, and increased student engagement. Academic interventions will include credit recovery programs, after-school tutoring, and individualized graduation plans for students who are behind in credits. Career and college readiness programs, such as internships, dual enrollment opportunities, and workshops on postsecondary pathways, will be expanded to keep students motivated and focused on their future. School counselors and mentors will conduct regular check-ins with at-risk students, providing academic guidance and emotional support.</p>

Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
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III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 5

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	30	203.0	15.3	7	215.9	14.4	21	13	2.0	7.5	2.48	99	30	25	83	67
Hispanic	30	203.0	15.3	7	215.9	14.4	21	13	2.0	7.5	2.48	99	30	25	83	67
7	25	201.0	16.7	1	213.8	17.1	8	13	2.4	5.7	3.47	99	25	20	80	87
Black, not Hispanic	1	*			*			*					*			
Caucasian	1	*			*			*					*			
Hispanic	23	201.2	15.0	1	214.0	15.6	8	13	2.6	5.7	3.46	99	23	18	78	88
8	38	211.3	14.9	8	226.2	14.9	34	15	1.8	5.2	4.03	99	38	34	89	86
American Indian	2	*			*			*					*			
Asian	3	*			*			*					*			
Caucasian	4	*			*			*					*			
Hispanic	29	210.6	14.0	7	225.8	13.1	33	15	2.3	5.2	4.16	99	29	25	86	87
9	34	218.5	14.5	21	238.2	19.6	79	20	3.3	3.6	8.33	99	34	30	88	90
Asian	2	*			*			*					*			
Caucasian	1	*			*			*					*			
Hispanic	31	217.8	14.4	19	236.6	19.1	74	19	3.5	3.6	7.86	99	31	27	87	86
10	25	215.0	14.1	8	226.4	15.7	28	11	2.4	3.2	4.05	99	25	20	80	79
Hispanic	25	215.0	14.1	8	226.4	15.7	28	11	2.4	3.2	4.05	99	25	20	80	79
11	20	214.9	10.6	5	246.1	23.5	87	31	5.3	2.4	14.28	99	20	20	100	99
Asian	1	*			*			*					*			
Caucasian	1	*			*			*					*			
Hispanic	18	215.8	10.5	6	244.5	24.2	83	29	5.5	2.4	13.04	99	18	18	100	98
12	0	**			**			**					**			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

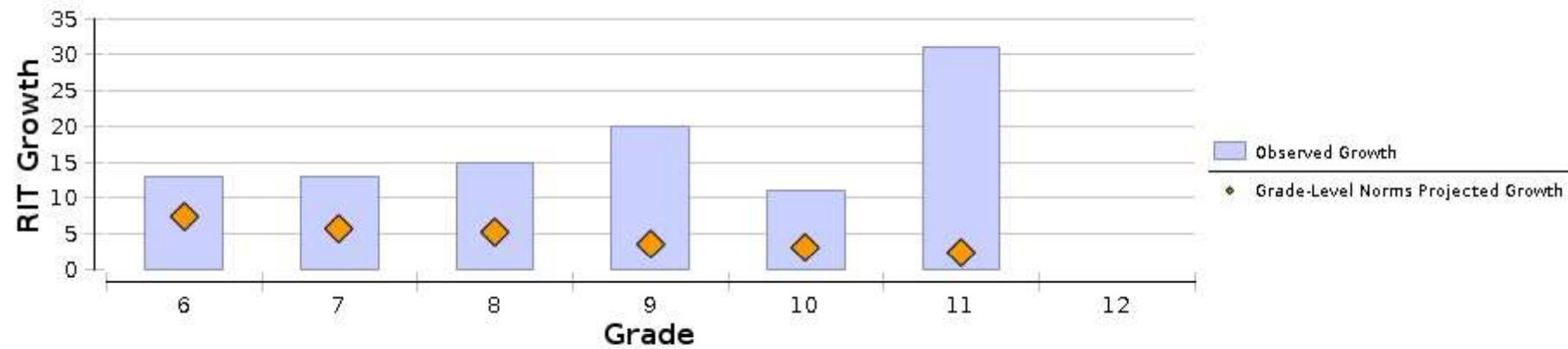
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2024)		Comparison Periods									Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile				Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Total Number of Growth Events‡																	

Math: Math K-12



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 5

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	30	201.3	16.5	11	211.6	12.5	29	10	1.5	5.7	2.64	99	30	24	80	70	
Hispanic	30	201.3	16.5	11	211.6	12.5	29	10	1.5	5.7	2.64	99	30	24	80	70	
7	24	194.1	16.9	1	206.3	15.8	5	12	1.6	5.0	4.08	99	24	21	88	75	
Black, not Hispanic	1	*			*			*					*				
Caucasian	1	*			*			*					*				
Hispanic	22	193.5	15.5	1	206.3	15.5	5	13	1.6	5.1	4.41	99	22	20	91	78	
8	38	208.2	15.5	11	219.8	12.0	41	12	1.8	4.1	3.70	99	38	31	82	72	
American Indian	2	*			*			*					*				
Asian	3	*			*			*					*				
Caucasian	4	*			*			*					*				
Hispanic	29	208.1	14.1	10	219.7	10.7	40	12	2.2	4.1	3.69	99	29	23	79	66	
9	35	210.5	17.5	19	223.4	14.5	59	13	1.9	2.9	5.04	99	35	32	91	83	
Asian	2	*			*			*					*				
Caucasian	1	*			*			*					*				
Hispanic	32	210.1	17.9	18	222.8	14.2	56	13	2.0	2.9	4.93	99	32	29	91	83	
10	25	202.6	18.1	1	215.0	18.8	15	12	2.6	2.8	5.82	99	25	22	88	82	
Hispanic	25	202.6	18.1	1	215.0	18.8	15	12	2.6	2.8	5.82	99	25	22	88	82	
11	20	209.5	17.4	4	223.9	17.0	46	14	3.3	1.4	5.93	99	20	17	85	90	
Asian	1	*			*			*					*				
Caucasian	1	*			*			*					*				
Hispanic	18	209.0	16.9	4	221.2	15.7	34	12	2.8	1.4	4.92	99	18	15	83	88	
12	0	**			**			**					**				

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

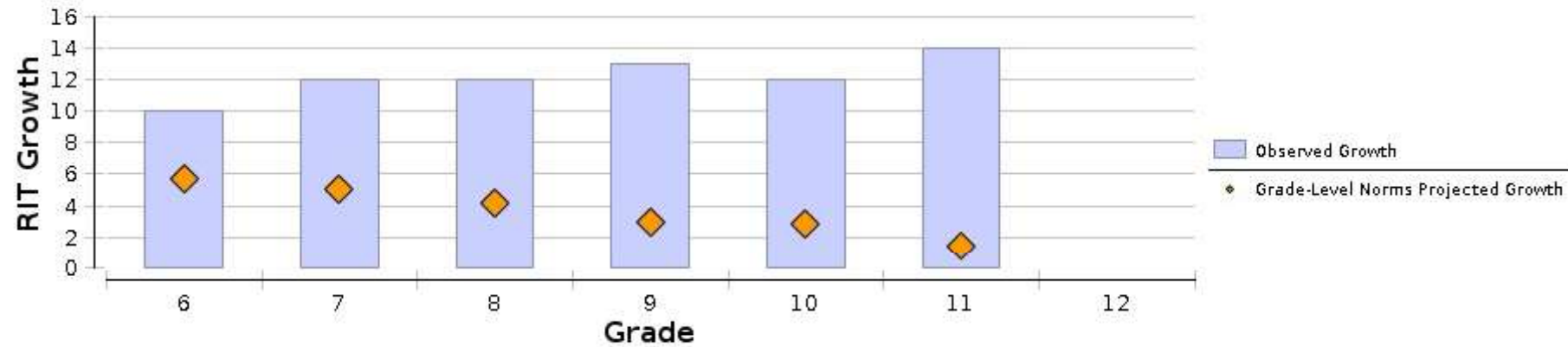
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: No

Magnolia Science Academy 5

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Reading



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 5

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	12	197.3	11.2	1	215.3	15.2	19	18	4.5	7.1	4.95	99	12	11	92	88
Free and Reduced Lunch (FRL)	25	203.3	16.0	7	216.3	15.3	22	13	2.4	7.5	2.51	99	25	21	84	67
Special Education (SPED)	5	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	13	191.4	12.7	1	201.7	12.1	1	10	2.3	5.3	2.45	99	13	9	69	76
Free and Reduced Lunch (FRL)	22	203.4	15.9	3	215.9	16.7	12	13	2.7	5.8	3.27	99	22	17	77	81
Special Education (SPED)	6	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	10	201.0	11.3	1	213.9	10.1	5	13	1.5	5.0	3.27	99	10	10	100	89
Free and Reduced Lunch (FRL)	34	210.3	14.9	7	225.9	15.0	33	16	2.0	5.2	4.33	99	34	30	88	88
Special Education (SPED)	6	*			*			*					*			
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 5

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	3	*			*			*					*			
Free and Reduced Lunch (FRL)	29	217.2	14.2	18	238.3	19.2	79	21	3.6	3.6	9.05	99	29	26	90	94
Special Education (SPED)	2	*			*			*					*			
10		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	11	203.5	7.5	1	217.4	16.2	8	14	4.9	3.1	5.35	99	11	8	73	86
Free and Reduced Lunch (FRL)	22	214.0	12.8	7	226.8	14.4	30	13	2.5	3.2	4.75	99	22	19	86	85
Special Education (SPED)	6	*			*			*					*			
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	9	*			*			*					*			
Free and Reduced Lunch (FRL)	19	215.1	10.8	6	246.7	23.9	88	32	5.5	2.4	14.48	99	19	19	100	99
Special Education (SPED)	4	*			*			*					*			
12		Statistics cannot be aggregated above the program level														

Explanatory Notes

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 5

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	12	195.6	13.1	2	207.4	11.7	13	12	2.3	6.1	3.31	99	12	10	83	74
Free and Reduced Lunch (FRL)	25	202.7	15.7	15	213.6	11.5	40	11	1.7	5.6	3.03	99	25	21	84	73
Special Education (SPED)	5	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	12	183.3	12.6	1	196.2	13.3	1	13	1.7	5.5	4.21	99	12	11	92	72
Free and Reduced Lunch (FRL)	21	195.3	17.3	1	206.6	15.7	5	11	1.6	5.0	3.60	99	21	18	86	74
Special Education (SPED)	6	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	10	195.1	15.8	1	216.5	14.3	25	21	4.8	4.8	8.23	99	10	9	90	94
Free and Reduced Lunch (FRL)	34	207.5	16.0	9	219.2	12.3	38	12	2.0	4.2	3.73	99	34	27	79	65
Special Education (SPED)	6	*			*			*					*			
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: Program
Small Group Display: No

Magnolia Science Academy 5

Language Arts:
 Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	3	*			*			*					*			
Free and Reduced Lunch (FRL)	29	208.2	17.8	13	222.5	15.3	55	14	2.1	3.0	5.69	99	29	27	93	87
Special Education (SPED)	2	*			*			*					*			
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	11	189.9	15.9	1	199.6	16.8	1	10	4.7	3.3	3.88	99	11	8	73	78
Free and Reduced Lunch (FRL)	22	200.8	17.7	1	213.5	18.7	11	13	2.9	2.9	5.96	99	22	19	86	82
Special Education (SPED)	6	*			*			*					*			
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	9	*			*			*					*			
Free and Reduced Lunch (FRL)	19	209.6	17.8	4	224.8	16.9	50	15	3.3	1.4	6.30	99	19	17	89	91
Special Education (SPED)	4	*			*			*					*			
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

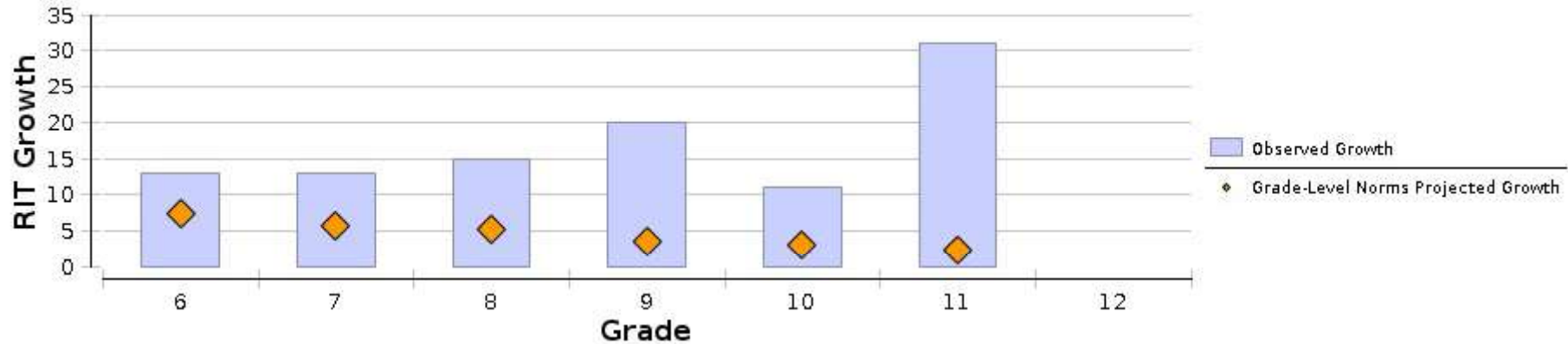
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	30	203.0	15.3	7	215.9	14.4	21	13	2.0	7.5	2.48	99	30	25	83	67
7	25	201.0	16.7	1	213.8	17.1	8	13	2.4	5.7	3.47	99	25	20	80	87
8	38	211.3	14.9	8	226.2	14.9	34	15	1.8	5.2	4.03	99	38	34	89	86
9	34	218.5	14.5	21	238.2	19.6	79	20	3.3	3.6	8.33	99	34	30	88	90
10	25	215.0	14.1	8	226.4	15.7	28	11	2.4	3.2	4.05	99	25	20	80	79
11	20	214.9	10.6	5	246.1	23.5	87	31	5.3	2.4	14.28	99	20	20	100	99
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Magnolia Public Schools

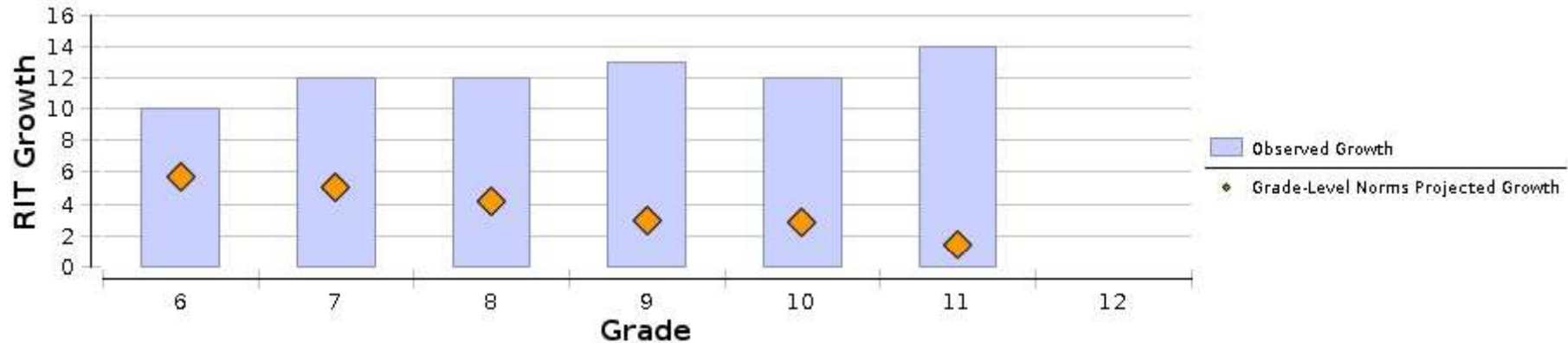
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Magnolia Science Academy 5

Language Arts:
 Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	30	201.3	16.5	11	211.6	12.5	29	10	1.5	5.7	2.64	99	30	24	80	70
7	24	194.1	16.9	1	206.3	15.8	5	12	1.6	5.0	4.08	99	24	21	88	75
8	38	208.2	15.5	11	219.8	12.0	41	12	1.8	4.1	3.70	99	38	31	82	72
9	35	210.5	17.5	19	223.4	14.5	59	13	1.9	2.9	5.04	99	35	32	91	83
10	25	202.6	18.1	1	215.0	18.8	15	12	2.6	2.8	5.82	99	25	22	88	82
11	20	209.5	17.4	4	223.9	17.0	46	14	3.3	1.4	5.93	99	20	17	85	90
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Coversheet

Approval of Resolutions Related to the Acquisition and Lease of 412 W Carl Karcher Way, Anaheim, CA 92801 (Including Acquisition Loan)

Section: IV. Action Items
Item: A. Approval of Resolutions Related to the Acquisition and Lease of 412 W
Carl Karcher Way, Anaheim, CA 92801 (Including Acquisition Loan)
Purpose: Vote
Submitted by:
Related Material: IV_A_Acquisition of 412 W Carl Karcher Way.pdf



Agenda Item #: IV A: Action Item

Date: March 13, 2025

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**")
Board of Directors (the "**Board**")

From: Alfredo Rubalcava, CEO & Superintendent

Patrick Ontiveros, General Counsel & Director of Facilities

Staff Lead: Mustafa Sahin, Project Manager
Katrina Jimenez, Assistant Project Manager

RE: Approval of Resolutions Related to Acquisition of 412 W Carl Karcher Way, Anaheim,
CA 92801 (aka 1180 N La Palma Parkway) Including Seller Financing and
Reimbursement Resolutions

I. Proposed Recommendations

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 412 W Carl Karcher Way, Anaheim, CA 92801 (APN: 267-131-04) aka 1180 N La Palma Parkway (the "**Anaheim Property**") from Anaheim Facilities LLC ("**Seller**") for a purchase price of Three Million Five Hundred Thousand Dollars (\$3,500,000) plus closing costs and expenses;
- (2) using financing in the form of a carryback note in the amount of Two Million Dollars (\$2,000,000) (the "**Loan**") from the Seller for a portion of the purchase price pursuant to the terms and conditions set forth in the promissory note attached as Exhibit A;
- (3) using approximately One Million Seven Hundred Fifty Thousand Dollars (\$1,750,000) of MPS funds to apply to the purchase price and closing costs and expenses;
- (4) 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 Promissory Note, Deed of Trust, and such other documents as shall be necessary to secure the Loan (the "**Loan Documents**");
- (5) adoption of the reimbursement resolution attached as Exhibit B; and
- (6) 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.

March 13, 2025

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II. Background

MSA-OC

The Magnolia Science Academy Orange County ("**MSA-OC**") charter petition was approved by the Orange County Board of Education on May 1, 2024. Staff expects that it will approve a material revision to allow MPS to operate a school in the City of Anaheim during the first week of April 2025.

Purchase & Sale Agreement

At its January 16, 2025 meeting, the Board approved the execution by MPS of a purchase and sale agreement ("**PSA**") for the acquisition of the Property and approved MPS to engage in due diligence activities. MPS Staff has completed several due diligence studies related to the Anaheim Property and is comfortable that it is a suitable location for MSA-OC. Several other studies are still in process, MPS Staff will not close escrow unless they all return results to the satisfaction of MPS Staff.

MPS proposes to purchase the Property with a combination of (1) cash and (2) seller financing according to the terms set forth in the promissory note attached as **Exhibit A**. The cash component will be obtained by MPS through an intra-organization loan from Magnolia Science Academy—8 subject to approval by the Board under Agenda Item IV.B.

III. Purpose

The purpose of the proposed action is to proceed with the acquisition of the Anaheim Property for the benefit of MSA-OC.

Current Requested Actions

Payment of Purchase Price and Closing Costs in Conjunction with Acquisition of Anaheim Property

MPS Staff will use a combination of seller financing (in the form of a carryback promissory note) and cash to pay the purchase price for the Anaheim Property and pay all related closing costs and expenses in order to close escrow for the purchase.

March 13, 2025

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Signature of Loan Documents by MPS

MPS's CEO, CFO or such other appropriate officer will be required to sign the promissory note and deed of trust for the seller financing.

Reimbursement Resolutions

MPS recommends that the Board approve the reimbursement resolutions attached as Exhibit B. These resolutions allow MPS to reimburse itself for any out of pocket costs related to the acquisition and development of the Anaheim Property.

IV. Conclusion / Budget Impact

Based on the MPS Finance Department's projections, MPS Staff believes that the purchase and development of the Property for the benefit of MSA-OC will be in MPS and MSA-OC's best interest and is affordable. The Anaheim Property is largely move in ready and no material tenant improvements are needed or required. Significantly, the conditional use permit already attached to the Anaheim Property runs with the land so that MPS will not need to apply for any other ones to start operations. MPS plans to utilize existing funds to pay for the \$1.5 million costs of the purchase. The remaining \$2 million plus anticipated \$350,000 worth of closing costs will be paid for using seller financing at a proposed rate of six percent annual interest over a term of five years.

Exhibits

Exhibit A Promissory Note

Exhibit B Reimbursement Resolutions



Exhibit A

Seller Promissory Note

PROMISSORY NOTE

Principal	Loan Date	Maturity
\$2,000,000.00	00-00-2025	00-00-2030

Borrower: **MAGNOLIA EDUCATIONAL
& RESEARCH FOUNDATION,**
a California nonprofit public
benefit corporation
250 E. 1st Street, 15th Floor
Los Angeles, CA 90012
Attn: General Counsel

Lender: **ANAHEIM FACILITIES LLC, a**
California limited liability company
1170 N. La Palma Park Way
Anaheim, CA 92801
Attn: David T. Wilk

Principal Amount: \$2,000,000.00

Date of Note: _____, 2025

PROMISE TO PAY. Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation ("Borrower"), promises to pay to Anaheim Facilities LLC, a California limited liability company ("Lender"), or order, in lawful money of the United States of America, the principal amount of Two Million and No/100 Dollars (\$2,000,000.00), together with interest on the unpaid principal balance from _____, 2025, calculated as described in the "INTEREST CALCULATION METHOD" paragraph using an interest rate of 6.000%, until paid in full. The interest rate may change under the terms and conditions of the "INTEREST AFTER DEFAULT" section.

PAYMENT. Borrower will pay this loan in 59 regular payments of Eleven Thousand Nine Hundred Ninety-One and 01/100 Dollars (\$11,991.01) each and one irregular last payment of One Million Eight Hundred Sixty-One Thousand Eighty-Seven and 14/100 Dollars (\$1,861,087.14). Borrower's first payment is due May 1, 2025, and all subsequent payments are due on the first day of each month after that. Borrower's final payment will be due on April 1, 2030, and will be for all principal and all accrued interest not yet paid. Payments include principal and interest. Unless otherwise agreed or required by applicable law, payments will be applied first to any accrued unpaid interest; then to principal; then to any late charges; and then to any unpaid collection costs.

INTEREST CALCULATION METHOD. Interest on this Note is computed on a 365/366 basis; that is, by applying the ratio of the interest rate over a year of 365/366 days, multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. All interest payable under this Note is computed using this method. This calculation method results in a higher effective interest rate than the numeric interest rate stated in this Note.

RECEIPT OF PAYMENTS. All payments must be made in U.S. dollars and must be received by Lender at:

Anaheim Facilities LLC
Attn: David T. Wilk
1170 N. La Palma Park Way
Anaheim, CA 92801

Payments must be received consistent with the following payment instructions: This address is to be used only if the loan is not set up for automatic payments with Lender or another lender. Lender may modify these payment instructions, including changing the address for payments, by providing updated payment instructions to Borrower in writing. If a payment is made consistent with Lender's payment instructions but received after 5:00 PM Pacific Time on a business day, Lender will credit Borrower's payment on the next business day.

MINIMUM INTEREST CHARGE. Upon prepayment of this Note, Lender is entitled to the following prepayment interest fee: The Borrower may not prepay the Loan for a period of twelve (12) months following the closing of the Loan (the "Lock-Out Period"). In the event the Borrower prepays during the Lock-Out Period, Lender is entitled to a fee in an amount equal to all interest that would have accrued during the Lock-Out Period. After the Lock-Out Period and as long as no event of default exists, the Loan is fully pre-payable at any time in whole or in part without premium or penalty up to and including the Maturity Date. Other than Borrower's obligation to pay any minimum interest charge, Borrower may pay all or a portion of the amount owed earlier than it is due. Early payments will not, unless agreed to by Lender in writing, relieve Borrower of Borrower's obligation to continue to make payments under the payment schedule. Rather, early payments will reduce the principal balance due. Borrower agrees not to send Lender payments marked "paid in full", "without recourse", or similar language. If Borrower sends such a payment, Lender may accept it without losing any of Lender's rights under this Note, and Borrower will remain obligated to pay any further amount owed to Lender. All written communications concerning disputed amounts, including any check or other payment instrument that indicates that the payment constitutes "payment in full" of the amount owed or that is tendered with other conditions or limitations or as full satisfaction of a disputed amount must be mailed or delivered to:

Anaheim Facilities LLC: Attn: David T. Wilk, 1170 N. La Palma Park Way, Anaheim, CA 92801

LATE CHARGE. If a payment is made more than 10 days late (which 10-day period shall be referred to as the "Grace Period"), Borrower will be charged 5.000% of the unpaid portion of the regularly scheduled payment or \$100.00, whichever is greater.

INTEREST AFTER DEFAULT. Upon default, the interest rate on this Note shall, if permitted under applicable law, immediately increase by 4.000 percentage points.

DEFAULT. Each of the following shall constitute an event of default ("Event of Default") under this Note:

Payment Default. Borrower fails to make any payment when due under this Note, including the Grace Period.

Other Defaults. Borrower fails to comply with or to perform any other term, obligation, covenant or condition contained in this Note or in any of the related documents or to comply with or to perform any term, obligation, covenant or condition contained in any other agreement between Lender and Borrower.

False Statements. Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Note or the related documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

Insolvency. The dissolution or termination of Borrower's existence as a going business, the insolvency of Borrower, the appointment of a receiver for any part of Borrower's property, any assignment for the benefit of creditors, any type of creditor workout, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

Creditor or Forfeiture Proceedings. Commencement of foreclosure or forfeiture proceedings, whether by judicial proceeding, self-help, repossession or any other method, by any creditor of Borrower or by any governmental agency against any collateral securing the loan. This includes a garnishment of any of Borrower's accounts, including deposit accounts, with Lender. However, this Event of Default shall not apply if there is a good faith dispute by Borrower as to the validity or reasonableness of the claim which is the basis of the creditor or forfeiture proceeding and if Borrower gives Lender written notice of the creditor or forfeiture proceeding and deposits with Lender monies or a surety bond for the creditor or forfeiture proceeding, in an amount determined by Lender, in its sole discretion, as being an adequate reserve or bond for the dispute.

Cure Provisions. If any default, other than a default in payment, is curable and if Borrower has not been given a notice of a breach of the same provision of this Note within the preceding twelve (12) months, it may be cured

if Borrower, after Lender sends written notice to Borrower demanding cure of such default: (1) cures the default within thirty (30) days; or (2) if the cure requires more than thirty (30) days, immediately initiates steps which Lender deems in Lender's reasonable discretion to be sufficient to cure the default and thereafter continues and completes all reasonable and necessary steps sufficient to produce compliance as soon as reasonably practical.

LENDER'S RIGHTS. Upon default, Lender may declare the entire unpaid principal balance under this Note and all accrued unpaid interest immediately due, and then Borrower will pay that amount.

ATTORNEYS' FEES; EXPENSES. Lender may hire or pay someone else to help collect this Note if Borrower does not pay. Borrower will pay Lender that amount. This includes, subject to any limits under applicable law, Lender's attorneys' fees and Lender's legal expenses, expenses for bankruptcy proceedings (including efforts to modify or vacate any automatic stay or injunction), and appeals. Borrower also will pay any court costs, in addition to all other sums provided by law.

GOVERNING LAW. This Note will be governed by the laws of the State of California without regard to its conflicts of law provisions.

CHOICE OF VENUE. If there is a lawsuit, Borrower agrees upon Lender's request to submit to the jurisdiction of the courts of Orange County, State of California.

DISHONORED ITEM FEE. Borrower will pay a fee to Lender of \$50.00 if Borrower makes a payment on Borrower's loan and the check or preauthorized charge with which Borrower pays is later dishonored.

COLLATERAL. Borrower acknowledges this Note is secured by the property located at 412 W. Carl Karcher Way, Anaheim, CA 92801, as more particularly described in a Deed of Trust dated _____, 2025, to a trustee in favor of Lender on real property located in Orange County, State of California. That agreement contains the following due on sale provision: Lender may, at Lender's option, declare immediately due and payable all sums secured by the Deed of Trust upon the sale or transfer, without Lender's prior written consent, of all or any part of the Real Property, or any interest in the Real Property. A "sale or transfer" means the conveyance of Real Property or any right, title or interest in the Real Property; whether legal, beneficial or equitable; whether voluntary or involuntary; whether by outright sale, deed, installment sale contract, land contract, contract for deed, or by sale, assignment, or transfer of any beneficial interest in or to any land trust holding title to the Real Property, or by any other method of conveyance of an interest in the Real Property. However, this option shall not be exercised by Lender if such exercise is prohibited by applicable law.

SUCCESSOR INTERESTS. The terms of this Note shall be binding upon Borrower, its successors and assigns, and shall inure to the benefit of Lender and its successors and assigns.

GENERAL PROVISIONS. If any part of this Note cannot be enforced, this fact will not affect the rest of the Note. Lender may delay or forgo enforcing any of its rights or remedies under this Note without losing them. Borrower and any other person who signs, guarantees or endorses this Note, to the extent allowed by law, waive any applicable statute of limitations, presentment, demand for payment, and notice of dishonor. Upon any change in the terms of this Note, and unless otherwise expressly stated in writing, no party who signs this Note, whether as maker, guarantor, accommodation maker or endorser, shall be released from liability. All such parties agree that Lender may renew or extend (repeatedly and for any length of time) this loan or release any party, partner, or guarantor or collateral; or impair, fail to realize upon or perfect Lender's security interest in the collateral; and take any other action deemed necessary by Lender without the consent of or notice to anyone. All such parties also agree that Lender may modify this loan without the consent of or notice to anyone other than the party with whom the modification is made.

(Signature on following page)

PRIOR TO SIGNING THIS NOTE, BORROWER READ AND UNDERSTOOD ALL THE PROVISIONS OF THIS NOTE. BORROWER AGREES TO THE TERMS OF THE NOTE. BORROWER ACKNOWLEDGES RECEIPT OF A COMPLETED COPY OF THIS PROMISSORY NOTE.

BORROWER:

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a nonprofit public benefit corporation

By: _____
Alfredo Rubalcava, CEO and Superintendent

EXHIBIT A -
AMORTIZATION SCHEDULE

Year	Payment	Principal	Interest	Balance
1	\$11,991.01	\$1,991.01	\$10,000.00	\$1,998,008.99
2	\$11,991.01	\$2,000.97	\$9,990.04	\$1,996,008.02
3	\$11,991.01	\$2,010.97	\$9,980.04	\$1,993,997.05
4	\$11,991.01	\$2,021.03	\$9,969.99	\$1,991,976.03
5	\$11,991.01	\$2,031.13	\$9,959.88	\$1,989,944.90
6	\$11,991.01	\$2,041.29	\$9,949.72	\$1,987,903.61
7	\$11,991.01	\$2,051.49	\$9,939.52	\$1,985,852.12
8	\$11,991.01	\$2,061.75	\$9,929.26	\$1,983,790.37
9	\$11,991.01	\$2,072.06	\$9,918.95	\$1,981,718.31
10	\$11,991.01	\$2,082.42	\$9,908.59	\$1,979,635.89
11	\$11,991.01	\$2,092.83	\$9,898.18	\$1,977,543.06
12	\$11,991.01	\$2,103.30	\$9,887.72	\$1,975,439.77
1	\$11,991.01	\$2,113.81	\$9,877.20	\$1,973,325.95
2	\$11,991.01	\$2,124.38	\$9,866.63	\$1,971,201.57
3	\$11,991.01	\$2,135.00	\$9,856.01	\$1,969,066.57
4	\$11,991.01	\$2,145.68	\$9,845.33	\$1,966,920.89
5	\$11,991.01	\$2,156.41	\$9,834.60	\$1,964,764.49
6	\$11,991.01	\$2,167.19	\$9,823.82	\$1,962,597.30
7	\$11,991.01	\$2,178.02	\$9,812.99	\$1,960,419.27
8	\$11,991.01	\$2,188.91	\$9,802.10	\$1,958,230.36
9	\$11,991.01	\$2,199.86	\$9,791.15	\$1,956,030.50
10	\$11,991.01	\$2,210.86	\$9,780.15	\$1,953,819.64
11	\$11,991.01	\$2,221.91	\$9,769.10	\$1,951,597.73
12	\$11,991.01	\$2,233.02	\$9,757.99	\$1,949,364.71
1	\$11,991.01	\$2,244.19	\$9,746.82	\$1,947,120.52
2	\$11,991.01	\$2,255.41	\$9,735.60	\$1,944,865.12
3	\$11,991.01	\$2,266.68	\$9,724.33	\$1,942,598.43
4	\$11,991.01	\$2,278.02	\$9,712.99	\$1,940,320.41
5	\$11,991.01	\$2,289.41	\$9,701.60	\$1,938,031.00
6	\$11,991.01	\$2,300.86	\$9,690.16	\$1,935,730.15
7	\$11,991.01	\$2,312.36	\$9,678.65	\$1,933,417.79
8	\$11,991.01	\$2,323.92	\$9,667.09	\$1,931,093.87
9	\$11,991.01	\$2,335.54	\$9,655.47	\$1,928,758.33
10	\$11,991.01	\$2,347.22	\$9,643.79	\$1,926,411.11
11	\$11,991.01	\$2,358.95	\$9,632.06	\$1,924,052.15
12	\$11,991.01	\$2,370.75	\$9,620.26	\$1,921,681.40
1	\$11,991.01	\$2,382.60	\$9,608.41	\$1,919,298.80
2	\$11,991.01	\$2,394.52	\$9,596.49	\$1,916,904.28
3	\$11,991.01	\$2,406.49	\$9,584.52	\$1,914,497.79
4	\$11,991.01	\$2,418.52	\$9,572.49	\$1,912,079.27
5	\$11,991.01	\$2,430.61	\$9,560.40	\$1,909,648.66
6	\$11,991.01	\$2,442.77	\$9,548.24	\$1,907,205.89
7	\$11,991.01	\$2,454.98	\$9,536.03	\$1,904,750.91
8	\$11,991.01	\$2,467.26	\$9,523.75	\$1,902,283.65
9	\$11,991.01	\$2,479.59	\$9,511.42	\$1,899,804.06
10	\$11,991.01	\$2,491.99	\$9,499.02	\$1,897,312.07
11	\$11,991.01	\$2,504.45	\$9,486.56	\$1,894,807.62
12	\$11,991.01	\$2,516.97	\$9,474.04	\$1,892,290.65
1	\$11,991.01	\$2,529.56	\$9,461.45	\$1,889,761.09
2	\$11,991.01	\$2,542.21	\$9,448.81	\$1,887,218.89
3	\$11,991.01	\$2,554.92	\$9,436.09	\$1,884,663.97
4	\$11,991.01	\$2,567.69	\$9,423.32	\$1,882,096.28
5	\$11,991.01	\$2,580.53	\$9,410.48	\$1,879,515.75
6	\$11,991.01	\$2,593.43	\$9,397.58	\$1,876,922.32
7	\$11,991.01	\$2,606.40	\$9,384.61	\$1,874,315.92
8	\$11,991.01	\$2,619.43	\$9,371.58	\$1,871,696.49
9	\$11,991.01	\$2,632.53	\$9,358.48	\$1,869,063.96
10	\$11,991.01	\$2,645.69	\$9,345.32	\$1,866,418.27
11	\$11,991.01	\$2,658.92	\$9,332.09	\$1,863,759.35
12	\$11,991.01	\$2,672.21	\$9,318.80	\$1,861,087.14



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 dba Magnolia Public Schools (the “Corporation”), is organized for charitable purposes;

WHEREAS, the Corporation operates public charter schools;

WHEREAS, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (“Support Corporation”), was formed and is operated exclusively to support Charter School;

WHEREAS, Support Corporation was formed and is the sole member of MPM 412 Carl Karcher 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 described in Appendix A attached hereto (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 Twenty Million Dollars (\$20,000,000) 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 Twenty Million Dollars (\$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.

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 present at a meeting of the board of directors of the Corporation duly held on such date in compliance with the bylaws of the Corporation and 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 13th day of March 2025.

Jennifer Lara, Board Secretary

APPENDIX A
(Project Description)

Charter school educational facilities located at 412 W Carl Karcher Way, Anaheim, CA.

Coversheet

Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation

Section: IV. Action Items
Item: B. Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation
Purpose: Vote
Submitted by:
Related Material: IV_B_Intra Company Loans between MSA-8 & MERF.pdf



Agenda Item:	IV B: Action Item
Date:	March 13, 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 & Magnolia Educational & Research Foundation (MERF)

Action Proposed:

I move for the Board to approve the Resolution for Intra Company Loans between Magnolia Science Academy Bell & Magnolia Educational & Research Foundation (MERF).

Purpose:

The purpose of this Intra Company Loan is to facilitate the purchase of the property located at 412 W Carl Karcher Way Anaheim, California in order to develop a charter school facility on the Property for use by MERF in the operation of the MSA-Orange County. MERF finance this transaction through a combination of existing cash of \$1.5 million and a loan of \$2.0 million through seller financing.

Background:

MPS plans to purchase a property located 412 W Carl Karcher Way Anaheim, California for the benefit of Magnolia Science Academy Orange County and plans to utilize a combination of seller 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 in a timely manner.



Analysis:

This transaction allows for MERF to utilize up to \$1.5 million in order to secure the acquisition of Carl Karcher 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

(Intraorganization Loan re Acquisition of 412 Carl Karcher 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 a charter public school tentatively to be known as Magnolia Science Academy - Orange County (“MSA-OC”) in part on the real property (the “Property”) located in the City of Anaheim, County of Orange, State of California commonly known as 412 Carl Karcher Way, Anaheim, CA 92801 and currently owned by Anaheim Facilities LLC, a California limited liability company (the “Seller”);

WHEREAS, MERF proposes that MERF or its designee MPM Carl Karcher Way LLC, a California limited liability company owned by MERF, will purchase the Property from Seller for the purchase price of \$3,500,000, of which \$1,500,000 will be paid in cash and the balance will be financed by the Seller;

WHEREAS, MERF operates the charter public school currently known as Magnolia Science Academy – Bell (“MSA-Bell”), and MSA-Bell currently holds in excess of \$1,500,000 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 \$1,500,000 to assist MERF in funding the purchase of the Property, that the Intracompany Loan will bear interest at the rate of 4.00% per annum, calculated on the basis of a 360-day year and a 30-day month, and that the Intracompany Loan will be repayable on or before March 12, 2026, in accordance with the terms of an Intraorganizational Loan Agreement by and between MSA-Bell and MERF;

WHEREAS, the Board finds that the terms of the Intracompany Loan are fair and reasonable as to MERF and MSA-Bell under the circumstances, in the best interest of MERF, MSA-OC, 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;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the Intracompany Loan 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;

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;

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 March 13, 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 13th day of March 2025.

Jennifer Lara
Secretary

Coversheet

Approval of Second Interim Reports for the 2024-25 Fiscal Year

Section:	IV. Action Items
Item:	C. Approval of Second Interim Reports for the 2024-25 Fiscal Year
Purpose:	Vote
Submitted by:	
Related Material:	IV_C_Second Interim Reports 2024-25.pdf



Agenda Item:	IV C: Action Item
Date:	March 13, 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 Magnolia Public Schools Second Interim Reports for the 2024-25 fiscal year

Action Proposed:

I move for the Board to approve the Second Interim Reports for 2024-25 for all MSA schools and the Home Office.

Purpose:

The purpose of the Second Interim report is to provide a snapshot of our 2024-25 Adopted Budget that was approved by the MPS Governing Board on June 17, 2024. The Report provides updated information on school enrollment, revenues, expenditures and fund balances for MPS Schools and the Home Office.

Background:

Local Education Agencies (LEAs) are required to file two interim reports during the fiscal year as an update of their financial condition under Education Code (EC) Sections 35035(g), 42130 and 42131. The Second Interim Report represents actuals data from July 1, 2024 through January 31, 2025 for the current fiscal year.

Analysis:

As noted in the Second Interim Report, there are three of ten schools that are projecting budget deficits for the 2024-25 School Year. The remaining seven school sites are projecting net surpluses for the year. The Finance Department is working closely with the school sites that are deficit



spending or order to mitigate the projected shortfall. This includes the development and implementation of fiscal stabilization plans to address deficit spending and maintain a balanced budget. The updated information will be incorporated into the schools' 2025-26 Adopted Budget that will be presented to the Board in June 2025.

Exhibits:

- 2024-25 Second Interim Budget presentation along with detailed financial data on individual MPS school and the Home Office



2024-25 Second Interim Budget

March 13th, 2025

2024-25 Second Interim Budget: Executive Summary

- The 2024-25 Second Interim Budget updates the First Interim Budget and reflects adjustments to address changes in enrollment and other local factors.
- Based on these latest updates, below are the results compared with First Interim projections:
 - **Average Daily Attendance of 3,561 which is an overall increase of 29 ADA from First Interim Budget**
 - **Revenues of \$81.9 million, decrease of \$38k from First Interim Budget**
 - **Expenditures of \$83.2 million, decrease of \$954k from First Interim Budget**
 - **Net operating deficit of \$1.2 million, net revenues up \$916k from First Interim Budget**
- MPS's overall cash position remains positive with a projected cash balance of \$35.08 million as of June 30, 2025.

2024-25 Second Interim Budget		Annual Budget		
CONSOLIDATED	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:		3,531	3,561	29
SUMMARY				
Revenue				
LCFF Entitlement	25,537,000	51,907,870	52,298,015	390,145
Federal Revenue	1,328,340	3,634,190	3,665,807	31,617
Other State Revenues	5,403,997	16,763,796	17,054,255	290,459
Other Local Revenues	5,480,527	9,731,106	8,980,906	(750,200)
Total Revenue	37,749,863	82,036,962	81,998,983	(37,979)
Expenditures				
Certificated Salaries	13,203,603	24,853,287	24,614,715	(238,572)
Classified Salaries	8,073,844	14,521,518	14,255,116	(266,402)
Benefits	7,356,675	14,524,419	14,140,904	(383,515)
Books and Supplies	2,831,163	3,181,533	3,231,852	50,319
Services and Operating Exp.	14,035,805	25,336,291	25,220,243	(116,048)
Depreciation & Cap Outlay	649,339	1,213,938	1,213,938	(0)
Other Outflows	285,282	533,403	533,403	-
Total Expenditures	46,435,712	84,164,388	83,210,171	(954,217)
Net Revenues	(8,685,848)	(2,127,426)	(1,211,189)	916,238
Fund Balance				
Beginning Balance (Unaud.)			57,035,338	
Net Revenues			(1,211,189)	
Ending Fund Balance			55,824,150	
Components of Fund Bal.				
Available For Econ. Uncert.			33,440,617	40.2% of Exp
Restricted Balances (Est.)			1,225,562	1.5% of Exp
Net Fixed Assets			21,157,970	25.4% of Exp
Ending Fund Balance			55,824,150	67.1% of Exp

The 2024-25 Second Interim Budget allows MPS to end this fiscal year with a fund balance of \$55.8m, which is 67% of annual expenditures. This projected fund balance has increased by \$916k from the First Interim Budget projections.

2024-25 Second Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	745	513	412	135	217	129	269	383	525	461		3,789.00
Attendance (P-2 ADA)	693.30	481.91	383.65	125.60	200.49	123.59	252.70	359.45	500.54	439.33		3,560.56
ADA %	93.06%	93.94%	93.12%	93.04%	92.39%	95.81%	93.94%	93.85%	95.34%	95.30%		93.97%
Revenue												
LCFF Entitlement	10,868,537	7,455,743	5,524,060	2,076,171	3,181,886	1,783,774	3,772,463	5,066,319	7,671,712	4,897,350	-	52,298,015
Federal Revenue	582,624	554,588	236,708	109,791	406,108	346,796	229,413	268,895	450,016	480,868	-	3,665,807
Other State Revenues	3,778,208	2,402,792	1,261,129	339,003	1,348,392	536,013	1,829,620	1,418,697	2,327,295	1,813,107	-	17,054,255
Other Local Revenues	200,601	71,000	33,952	133,444	32,597	121,138	280,822	367,278	201,673	120,000	7,418,401	8,980,906
Total Revenue	15,429,970	10,484,123	7,055,849	2,658,409	4,968,984	2,787,721	6,112,317	7,121,188	10,650,695	7,311,325	7,418,401	81,998,983
Expenses												
Certificated Salaries	4,759,610	2,881,883	2,871,021	1,137,366	1,743,382	978,146	1,723,826	2,473,131	3,525,945	2,520,405	-	24,614,715
Classified Salaries	1,742,532	1,289,204	854,063	241,147	747,820	394,313	940,706	945,106	1,383,597	397,767	5,318,863	14,255,116
Benefits	2,386,651	1,434,636	1,427,738	523,727	877,448	525,968	986,985	1,356,754	1,820,544	967,824	1,832,629	14,140,904
Books and Supplies	537,611	518,869	230,036	105,156	269,814	119,541	227,149	189,422	503,840	385,983	144,431	3,231,852
Services and Operations	5,053,112	4,218,862	1,881,814	827,157	1,182,146	765,433	2,108,054	2,096,076	2,334,376	2,352,769	2,400,445	25,220,243
Depreciation / Cap Outlay	257,444	51,482	48,651	10,910	24,179	2,838	68,247	54,940	645,178	49,553	515	1,213,938
Other Outflows	15,000	-	-	-	-	-	-	-	515,223	3,180	-	533,403
Total Expenses	14,751,960	10,394,935	7,313,323	2,845,463	4,844,788	2,786,239	6,054,968	7,115,429	10,728,702	6,677,481	9,696,883	83,210,171
Net Revenue	678,010	89,188	(257,474)	(187,054)	124,195	1,482	57,350	5,759	(78,006)	633,843	(2,278,482)	(1,211,189)
Fund Balance												
Beginning Balance	11,249,876	5,753,136	3,295,457	1,322,121	7,632,612	2,666,531	3,328,936	7,675,302	9,554,186	1,604,541	2,952,643	57,035,338
Net Revenue	678,010	89,188	(257,474)	(187,054)	124,195	1,482	57,350	5,759	(78,006)	633,843	(2,278,482)	(1,211,189)
Projected Ending Balance	11,927,885	5,842,324	3,037,983	1,135,067	7,756,807	2,668,012	3,386,285	7,681,061	9,476,180	2,238,384	674,161	55,824,150
Ending Bal. as % of Exp.:	80.9%	56.2%	41.5%	39.9%	160.1%	95.8%	55.9%	107.9%	88.3%	33.5%	7.0%	67.1%

MSA-3,4,Santa Ana and Home Office are projecting a budget deficits for 2024-25 fiscal year resulting in a decrease of \$1.2 million in our overall fund balance.

2024-25 Year to Date Actuals - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Projected Avg. Daily Attendance	693.30	481.91	383.65	125.60	200.49	123.59	252.70	359.45	500.54	439.33		3,560.56
Revenue												
LCFF Entitlement	5,149,739	3,790,882	2,562,161	906,062	1,534,074	742,687	1,916,076	2,629,117	3,961,052	2,345,150	-	25,537,000
Federal Revenue	293,929	163,110	146,264	59,823	73,695	62,934	107,196	203,686	148,498	69,205	-	1,328,340
Other State Revenues	854,784	752,919	591,810	56,152	463,128	254,262	678,264	431,472	967,443	353,763	-	5,403,997
Other Local Revenues	353,414	108,969	18,131	62,683	41,446	55,621	142,333	194,351	124,654	114,477	4,264,449	5,480,527
Total Revenue	6,651,866	4,815,880	3,318,366	1,084,720	2,112,342	1,115,504	2,843,869	3,458,625	5,201,646	2,882,595	4,264,449	37,749,863
Expenses												
Certificated Salaries	2,643,027	1,481,479	1,427,734	582,258	907,443	537,287	925,888	1,337,088	2,049,107	1,288,230	24,063	13,203,603
Classified Salaries	938,049	743,239	540,685	140,497	352,124	178,345	489,699	495,978	835,149	258,749	3,101,330	8,073,844
Benefits	1,320,421	795,470	738,034	236,139	443,906	233,368	530,504	666,112	1,006,181	507,478	879,061	7,356,675
Books and Supplies	349,406	412,350	188,207	114,763	204,438	78,545	149,431	303,927	497,387	198,346	334,362	2,831,163
Services and Operations	2,873,875	2,336,653	1,071,979	591,412	516,020	499,406	1,138,971	1,173,786	1,347,622	1,241,573	1,244,508	14,035,805
Depreciation / Cap Outlay	155,535	37,458	37,058	8,092	18,557	1,768	18,124	34,512	324,140	13,968	129	649,339
Other Outflows	-	-	-	-	-	-	-	-	283,692	1,590	-	285,282
Total Expenses	8,280,313	5,806,649	4,003,697	1,673,161	2,442,489	1,528,719	3,252,617	4,011,402	6,343,278	3,509,934	5,583,453	46,435,712
Net Revenue	(1,628,447)	(990,769)	(685,331)	(588,441)	(330,147)	(413,216)	(408,748)	(552,777)	(1,141,632)	(627,339)	(1,319,004)	(8,685,848)
Fund Balance												
Beginning Balance	11,249,876	5,753,136	3,295,457	1,322,121	7,632,612	2,666,531	3,328,936	7,675,302	9,554,186	1,604,541	2,952,643	57,035,338
Net Revenue	(1,628,447)	(990,769)	(685,331)	(588,441)	(330,147)	(413,216)	(408,748)	(552,777)	(1,141,632)	(627,339)	(1,319,004)	(8,685,848)
Current Net Asset Balance	9,621,429	4,762,367	2,610,126	733,680	7,302,465	2,253,315	2,920,188	7,122,525	8,412,555	977,202	1,633,639	48,349,490

Given that nearly 58% of the fiscal year has been completed, revenues are trailing with approx. 46% received year to date. These YTD actuals are not a valuable measure of the financial performance as several state and federal categorical programs do not have a reliable cash flow schedule. We will continue to monitor the expenditure trends to track the viability of the cash flow as the year progresses.

2024-25 Monthly Cash Flow (Actuals + Projections)

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	43,201,247	41,165,835	38,441,625	36,110,111	35,466,871	33,138,181	33,783,156	34,498,042	34,329,610	34,237,637	35,284,929	35,892,641		
Revenue														
LCFF Entitlement	979,020	2,990,093	2,404,137	6,002,775	3,166,148	4,773,497	5,221,330	4,326,820	4,389,063	4,711,032	5,211,403	3,296,749	4,825,948	52,298,015
Federal Revenue	12,973	24,412	-	72,643	365,858	46,356	806,097	15,980	90,928	697,722	15,980	95,233	1,421,623	3,665,807
Other State Revenues	240,463	316,295	395,764	321,656	656,516	683,391	2,789,912	1,999,705	1,752,994	1,767,268	1,595,350	1,595,350	2,939,591	17,054,255
Other Local Revenues	430,109	200,385	1,981,004	704,815	663,025	897,383	603,806	572,276	569,994	570,139	569,765	569,431	648,775	8,980,906
Total Revenue	1,662,565	3,531,185	4,780,905	7,101,889	4,851,547	6,400,627	9,421,145	6,914,781	6,802,979	7,746,161	7,392,499	5,556,763	9,835,936	81,998,983
Expenses														
Certificated Salaries	707,702	1,995,230	2,033,460	2,074,308	2,127,421	2,135,048	2,130,435	1,961,053	1,961,053	1,961,053	1,961,053	1,961,053	1,605,849	24,614,715
Classified Salaries	970,805	1,122,944	1,136,978	1,203,654	1,173,907	1,151,749	1,313,807	1,127,344	1,127,344	1,127,344	1,127,344	905,590	766,307	14,255,116
Benefits	768,770	1,189,530	1,207,555	1,199,516	939,774	792,984	1,258,547	1,166,634	1,166,634	1,166,634	1,166,634	1,071,277	1,046,417	14,140,904
Books and Supplies	345,825	252,488	425,695	681,951	409,320	325,987	389,896	77,936	77,936	77,936	77,936	77,936	11,007	3,231,852
Services and Operations	983,018	1,473,925	2,398,271	2,177,898	2,210,190	2,109,406	2,683,097	1,951,435	1,881,834	1,881,834	1,951,435	1,847,725	1,670,174	25,220,243
Depreciation / Cap Outlay	34,042	33,859	253,254	35,837	36,505	219,303	36,539	110,426	110,426	110,426	110,426	110,393	12,503	1,213,938
Other Outflows	30,417	30,895	101,670	30,576	30,575	30,575	30,574	30,735	100,257	30,735	30,735	30,735	24,926	533,403
Total Expenses	3,840,579	6,098,871	7,556,883	7,403,740	6,927,692	6,765,052	7,842,895	6,425,562	6,425,483	6,355,960	6,425,562	6,004,710	5,137,183	83,210,171
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	7,224,038	132,139	604,587	682,553	402,831	473,269	(22,194)	341,818	341,818	341,818	325,502	325,502		11,173,680
Fixed Assets - Acquisitions	(31,759)	(176,258)	(95,964)	(667,177)	(64,731)	117,624	(325,272)	136,625	110,361	110,361	110,361	110,361		(665,468)
Accounts Payable - Current Year	1,758,674	(1,389,599)	18,522	(79,872)	(110,663)	(315,299)	1,174,781	(341,007)	-	-	-	-		715,538
Other	(8,808,352)	1,277,194	(82,682)	(276,892)	(479,982)	733,807	(1,690,679)	(795,088)	(921,649)	(795,088)	(795,088)	(795,088)		(13,429,585)
Total Other Transactions	142,601	(156,524)	444,463	(341,388)	(252,545)	1,009,400	(863,364)	(657,652)	(469,469)	(342,909)	(359,225)	(359,225)		(2,205,835)
Total Change in Cash	(2,035,412)	(2,724,210)	(2,331,515)	(643,240)	(2,328,690)	644,975	714,886	(168,432)	(91,973)	1,047,292	607,713	(807,171)		(3,417,024)
ENDING CASH	41,165,835	38,441,625	36,110,111	35,466,871	33,138,181	33,783,156	34,498,042	34,329,610	34,237,637	35,284,929	35,892,641	35,085,471	<<< = 154 days cash	

MPS's overall cash position is projected to remain positive with a projected cash balance of \$35.08 million, which represents 154 days of average operating costs. Despite the projected ending cash balance increasing by about \$2.2 million compared to the First Interim Budget projections, the overall cash has decreased since the beginning of the fiscal year primarily due to construction projects and the utilization of cash received in the prior year for one-time grants.

**Magnolia Public Schools
2017 Bonds
Debt Service Coverage**

	MSA-1	MSA-SA	MSA-SD
Net Income	\$678,010	(\$78,006)	\$633,843
Add Back: Depreciation	\$257,444	\$645,178	\$49,553
Add Back: Base Rent	\$1,729,960	\$515,223	\$756,992
Add Back: 50% of CMO Fee	\$553,116	\$276,558	\$224,703
Net Income Available For Debt Service	\$3,218,530	\$1,358,953	\$1,665,091
Debt Service/Base Rent	\$1,729,960	\$515,223	\$756,992
Debt Service Coverage	1.86	2.64	2.20
Limit	1.10	1.10	1.10
Compliance	Yes	Yes	Yes
Days Cash on Hand	148	84	83
Limit	45	45	45
Compliance	Yes	Yes	Yes

Second Interim Budget projections indicate that MSA-1, SA, and SD will be able to meet the Debt Service Coverage requirements

2025-26 & Beyond

Looking ahead: Governor Newsom's proposed 2025-26 state budget emphasizes stability and growth in education funding, reflecting a commitment to support K-12 schools. The major TK- 12 funding provisions in the Governor's Budget are as follows:

- The funded cost- of- living adjustment to the LCFF and several other categorical programs is 2.43%
- The budget provides ongoing funding to support the full implementation of universal transitional kindergarten.
- It includes ongoing investment in the Expanded Learning Opportunities Program. Currently, LEAs with Unduplicated Pupil Percentage (UPP) of 75% are required to offer this program. The Governor proposes to lower this UPP requirement to 55% requiring more LEAs to offer this program.
- One-Time Funding: The budget includes one-time funds for initiatives such as career pathway expansion, teacher recruitment and retention, student support and professional development. The budget proposal also includes additional funds under the Learning Recovery Emergency Block Grant to support learning recovery initiatives through the 2027-28 school year.

QUESTIONS & COMMENTS





2024-25 Second Interim Budget

March 13, 2025 Board Meeting

2024-25 Second Interim Budget: Executive Summary

- The 2024-25 Second Interim Budget updates the First Interim Budget and reflects adjustments to address changes in enrollment and other local factors.
- Based on these latest updates, below are the results compared with First Interim projections:
 - **Average Daily Attendance of 3,561 which is an overall increase of 29 ADA from First Interim Budget**
 - **Revenues of \$81.9 million, decrease of \$38k from First Interim Budget**
 - **Expenditures of \$83.2 million, decrease of \$954k from First Interim Budget**
 - **Net operating deficit of \$1.2 million, net revenues up \$916k from First Interim Budget**
- MPS's overall cash position remains positive with a projected cash balance of \$35.08 million as of June 30, 2025.

2024-25 Second Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	745	513	412	135	217	129	269	383	525	461		3,789.00
Attendance (P-2 ADA)	693.30	481.91	383.65	125.60	200.49	123.59	252.70	359.45	500.54	439.33		3,560.56
Revenue												
LCFF Entitlement	10,868,537	7,455,743	5,524,060	2,076,171	3,181,886	1,783,774	3,772,463	5,066,319	7,671,712	4,897,350	-	52,298,015
Federal Revenue	582,624	554,588	236,708	109,791	406,108	346,796	229,413	268,895	450,016	480,868	-	3,665,807
Other State Revenues	3,778,208	2,402,792	1,261,129	339,003	1,348,392	536,013	1,829,620	1,418,697	2,327,295	1,813,107	-	17,054,255
Other Local Revenues	200,601	71,000	33,952	133,444	32,597	121,138	280,822	367,278	201,673	120,000	7,418,401	8,980,906
Total Revenue	15,429,970	10,484,123	7,055,849	2,658,409	4,968,984	2,787,721	6,112,317	7,121,188	10,650,695	7,311,325	7,418,401	81,998,983
Expenses												
Certificated Salaries	4,759,610	2,881,883	2,871,021	1,137,366	1,743,382	978,146	1,723,826	2,473,131	3,525,945	2,520,405	-	24,614,715
Classified Salaries	1,742,532	1,289,204	854,063	241,147	747,820	394,313	940,706	945,106	1,383,597	397,767	5,318,863	14,255,116
Benefits	2,386,651	1,434,636	1,427,738	523,727	877,448	525,968	986,985	1,356,754	1,820,544	967,824	1,832,629	14,140,904
Books and Supplies	537,611	518,869	230,036	105,156	269,814	119,541	227,149	189,422	503,840	385,983	144,431	3,231,852
Services and Operations	5,053,112	4,218,862	1,881,814	827,157	1,182,146	765,433	2,108,054	2,096,076	2,334,376	2,352,769	2,400,445	25,220,243
Depreciation / Cap Outlay	257,444	51,482	48,651	10,910	24,179	2,838	68,247	54,940	645,178	49,553	515	1,213,938
Other Outflows	15,000	-	-	-	-	-	-	-	515,223	3,180	-	533,403
Total Expenses	14,751,960	10,394,935	7,313,323	2,845,463	4,844,788	2,786,239	6,054,968	7,115,429	10,728,702	6,677,481	9,696,883	83,210,171
Net Revenue	678,010	89,188	(257,474)	(187,054)	124,195	1,482	57,350	5,759	(78,006)	633,843	(2,278,482)	(1,211,189)
Fund Balance												
Beginning Balance	11,249,876	5,753,136	3,295,457	1,322,121	7,632,612	2,666,531	3,328,936	7,675,302	9,554,186	1,604,541	2,952,643	57,035,338
Net Revenue	678,010	89,188	(257,474)	(187,054)	124,195	1,482	57,350	5,759	(78,006)	633,843	(2,278,482)	(1,211,189)
Projected Ending Balance	11,927,885	5,842,324	3,037,983	1,135,067	7,756,807	2,668,012	3,386,285	7,681,061	9,476,180	2,238,384	674,161	55,824,150
Ending Bal. as % of Exp.:	80.9%	56.2%	41.5%	39.9%	160.1%	95.8%	55.9%	107.9%	88.3%	33.5%	7.0%	67.1%

2024-25 Year to Date Actuals - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Projected Avg. Daily Attendance	693.30	481.91	383.65	125.60	200.49	123.59	252.70	359.45	500.54	439.33		3,560.56
Revenue												
LCFF Entitlement	5,149,739	3,790,882	2,562,161	906,062	1,534,074	742,687	1,916,076	2,629,117	3,961,052	2,345,150	-	25,537,000
Federal Revenue	293,929	163,110	146,264	59,823	73,695	62,934	107,196	203,686	148,498	69,205	-	1,328,340
Other State Revenues	854,784	752,919	591,810	56,152	463,128	254,262	678,264	431,472	967,443	353,763	-	5,403,997
Other Local Revenues	353,414	108,969	18,131	62,683	41,446	55,621	142,333	194,351	124,654	114,477	4,264,449	5,480,527
Total Revenue	6,651,866	4,815,880	3,318,366	1,084,720	2,112,342	1,115,504	2,843,869	3,458,625	5,201,646	2,882,595	4,264,449	37,749,863
Expenses												
Certificated Salaries	2,643,027	1,481,479	1,427,734	582,258	907,443	537,287	925,888	1,337,088	2,049,107	1,288,230	24,063	13,203,603
Classified Salaries	938,049	743,239	540,685	140,497	352,124	178,345	489,699	495,978	835,149	258,749	3,101,330	8,073,844
Benefits	1,320,421	795,470	738,034	236,139	443,906	233,368	530,504	666,112	1,006,181	507,478	879,061	7,356,675
Books and Supplies	349,406	412,350	188,207	114,763	204,438	78,545	149,431	303,927	497,387	198,346	334,362	2,831,163
Services and Operations	2,873,875	2,336,653	1,071,979	591,412	516,020	499,406	1,138,971	1,173,786	1,347,622	1,241,573	1,244,508	14,035,805
Depreciation / Cap Outlay	155,535	37,458	37,058	8,092	18,557	1,768	18,124	34,512	324,140	13,968	129	649,339
Other Outflows	-	-	-	-	-	-	-	-	283,692	1,590	-	285,282
Total Expenses	8,280,313	5,806,649	4,003,697	1,673,161	2,442,489	1,528,719	3,252,617	4,011,402	6,343,278	3,509,934	5,583,453	46,435,712
Net Revenue	(1,628,447)	(990,769)	(685,331)	(588,441)	(330,147)	(413,216)	(408,748)	(552,777)	(1,141,632)	(627,339)	(1,319,004)	(8,685,848)
Fund Balance												
Beginning Balance	11,249,876	5,753,136	3,295,457	1,322,121	7,632,612	2,666,531	3,328,936	7,675,302	9,554,186	1,604,541	2,952,643	57,035,338
Net Revenue	(1,628,447)	(990,769)	(685,331)	(588,441)	(330,147)	(413,216)	(408,748)	(552,777)	(1,141,632)	(627,339)	(1,319,004)	(8,685,848)
Current Net Asset Balance	9,621,429	4,762,367	2,610,126	733,680	7,302,465	2,253,315	2,920,188	7,122,525	8,412,555	977,202	1,633,639	48,349,490

2024-25 Second Interim Budget									Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									3,531	3,561	29
SUMMARY											
Revenue											
LCFF Entitlement	979,020	2,990,093	2,404,137	6,002,775	4,773,497	5,221,330	-	25,537,000	51,907,870	52,298,015	390,145
Federal Revenue	12,973	24,412	-	72,643	46,356	806,097	-	1,328,340	3,634,190	3,665,807	31,617
Other State Revenues	240,463	316,295	395,764	321,656	656,516	683,391	2,789,912	5,403,997	16,763,796	17,054,255	290,459
Other Local Revenues	430,109	200,385	1,981,004	704,815	663,025	897,383	603,806	5,480,527	9,731,106	8,980,906	(750,200)
Total Revenue	1,662,565	3,531,185	4,780,905	7,101,889	6,139,394	7,608,201	3,393,718	37,749,863	82,036,962	81,998,983	(37,979)
Expenditures											
Certificated Salaries	707,702	1,995,230	2,033,460	2,074,308	2,127,421	2,135,048	2,130,435	13,203,603	24,853,287	24,614,715	(238,572)
Classified Salaries	970,805	1,122,944	1,136,978	1,203,654	1,173,907	1,151,749	1,313,807	8,073,844	14,521,518	14,255,116	(266,402)
Benefits	768,770	1,189,530	1,207,555	1,199,516	939,774	792,984	1,258,547	7,356,675	14,524,419	14,140,904	(383,515)
Books and Supplies	332,499	192,024	312,225	550,318	322,420	235,586	398,950	2,831,163	3,181,533	3,231,852	50,319
Services and Operating Exp.	-	1,395,811	2,393,565	2,173,830	2,168,013	1,947,859	2,561,026	14,035,805	25,336,291	25,220,243	(116,048)
Depreciation & Cap Outlay	-	-	-	-	-	-	-	649,339	1,213,938	1,213,938	(0)
Other Outflows	-	-	-	-	-	-	-	285,282	533,403	533,403	-
Total Expenditures	2,779,776	5,895,539	7,083,782	7,201,626	6,731,535	6,263,225	7,662,764	46,435,712	84,164,388	83,210,171	(954,217)
Net Revenues								(8,685,848)	(2,127,426)	(1,211,189)	916,238
Fund Balance											
Beginning Balance (Unaud.)										57,035,338	
Net Revenues										(1,211,189)	
Ending Fund Balance										55,824,150	
Components of Fund Bal.											
Available For Econ. Uncert.										33,440,617	40.2% of Exp
Restricted Balances (Est.)										1,225,562	1.5% of Exp
Net Fixed Assets										21,157,970	25.4% of Exp
Ending Fund Balance										55,824,150	67.1% of Exp

2024-25 Second Interim Budget										Annual Budget		
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL												
LCFF Entitlement												
						Actuals	Actuals	Actuals				
8011	State Aid	392,936	1,590,530	1,904,879	2,862,951	2,862,951	2,862,951	-	15,340,149	32,522,450	32,762,595	240,145
8012	EPA Entitlement	-	-	44,462	1,273,740	44,461	1,273,738	-	2,636,401	5,375,406	5,417,691	42,285
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	586,084	1,399,563	454,796	1,866,084	1,866,085	1,084,641	-	7,560,450	14,010,014	14,117,729	107,715
SUBTOTAL - LCFF Entitlement		979,020	2,990,093	2,404,137	6,002,775	4,773,497	5,221,330	-	25,537,000	51,907,870	52,298,015	390,145
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	412,015	412,015	-
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285	SpEd - Revenue	12,973	24,412	-	34,591	34,592	17,296	-	123,864	216,257	219,746	3,489
8290	All Other Federal Revenue	-	-	-	38,052	11,764	788,801	-	1,204,476	3,005,918	3,034,046	28,128
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue		12,973	24,412	-	72,643	46,356	806,097	-	1,328,340	3,634,190	3,665,807	31,617
Other State Revenue												
8311	SpEd Revenue	112,469	110,758	199,365	-	199,365	199,365	401,652	1,222,974	2,550,373	2,525,821	(24,552)
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	23,619	84,588	-	108,207	110,750	108,207	(2,543)
8560	StateLotteryRev	-	-	903	9,249	-	30,463	190,273	230,889	1,006,892	1,015,249	8,357
8590	AllOthStateRev	127,994	205,537	195,496	312,406	433,532	368,158	2,193,572	3,836,695	13,095,781	13,404,978	309,197
8595	State Rev PY Adj	-	-	-	-	-	817	4,415	5,232	-	-	-
SUBTOTAL - Other State Revenue		240,463	316,295	395,764	321,656	656,516	683,391	2,789,912	5,403,997	16,763,796	17,054,255	290,459
Local Revenue												
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	2,000	2,000	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	4,637	1,833	5,670	4,826	1,910	5,925	4,610	29,411	24,000	12,000	(12,000)
8662	Summer School	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	45,722	91,444	-	121,925	-	121,924	60,962	441,977	793,045	805,345	12,300
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	-
8702	CMO Fee - MSA-2	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	(0)
8703	CMO Fee - MSA-3	-	-	123,776	41,259	41,259	41,259	41,259	288,810	495,103	495,103	-
8704	CMO Fee - MSA-4	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
8705	CMO Fee - MSA-5	-	-	51,855	17,285	17,285	17,285	17,285	120,994	207,418	207,418	(0)
8706	CMO Fee - MSA-6	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
8707	CMO Fee - MSA-7	-	-	63,279	21,093	21,093	21,093	21,093	147,650	253,115	253,115	(0)
8708	CMO Fee - MSA-8	-	-	198,776	66,259	66,259	66,259	66,259	463,810	795,103	795,103	-
8709	CMO Fee - MSA-SA	-	-	138,279	46,093	46,093	46,093	46,093	322,651	553,116	553,116	-
8712	CMO Fee - MSA-SD	-	-	112,352	37,451	37,451	37,451	37,451	262,154	449,406	449,406	(0)
8699	Other Revenue	367,579	64,569	498,212	78,808	168,655	235,560	70,212	1,483,595	3,357,125	2,589,625	(767,500)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	11,957	22,565	146,866	49,692	44,287	27,756	(319)	302,804	-	-	-
SUBTOTAL - Local Revenue		429,896	180,410	1,978,604	697,869	657,470	833,783	578,084	5,356,116	9,487,591	8,720,391	(767,200)

2024-25 Second Interim Budget									Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	214	16,804	141	1,520	792	-	8,835	28,306	7,500	7,500	-
8803 Fundraising	-	3,171	2,259	5,426	4,763	63,600	16,887	96,105	236,015	253,015	17,000
SUBTOTAL - Fundraising & Grants	214	19,975	2,400	6,946	5,555	63,600	25,722	124,411	243,515	260,515	17,000
TOTAL REVENUE	1,662,565	3,531,185	4,780,905	7,101,889	6,139,394	7,608,201	3,393,718	37,749,863	82,036,962	81,998,983	(37,979)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	297,698	1,491,278	1,519,844	1,550,594	1,582,805	1,586,260	1,572,635	9,601,112	18,353,120	18,035,111	(318,009)
1200 Cert Aid	27,970	173,468	174,594	178,541	193,106	194,114	201,833	1,143,625	2,210,566	2,289,700	79,133
1300 Cert Adminis	382,034	330,484	339,022	345,174	351,511	354,674	355,967	2,458,866	4,289,600	4,289,904	304
SUBTOTAL - Certificated Salaries	707,702	1,995,230	2,033,460	2,074,308	2,127,421	2,135,048	2,130,435	13,203,603	24,853,287	24,614,715	(238,572)
Classified Salaries											
2100 Instructional Aides	65,265	193,095	186,055	221,234	194,429	161,879	179,714	1,201,671	2,540,939	2,437,476	(103,463)
2200 Classified Support	284,593	351,060	350,923	374,976	366,998	353,982	379,206	2,461,738	4,202,078	4,123,514	(78,564)
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	619,350	578,790	599,999	607,444	612,480	635,889	754,887	4,408,838	7,778,500	7,694,126	(84,374)
2900 OtherClassStaff	1,598	-	-	-	-	-	-	1,598	-	-	-
SUBTOTAL - Classified Salaries	970,805	1,122,944	1,136,978	1,203,654	1,173,907	1,151,749	1,313,807	8,073,844	14,521,518	14,255,116	(266,402)
Employee Benefits											
3101 STRS-Certified	130,290	359,109	369,529	380,127	147,024	389,376	388,160	2,163,615	3,814,194	3,803,966	(10,229)
3102 STRS-Classified	51,123	56,195	59,803	58,265	37,770	58,639	68,716	390,510	1,208,608	1,198,502	(10,106)
3201 PERS-Cert	2,356	16,396	16,373	9,415	12,823	12,900	14,924	85,186	908,760	943,939	35,179
3202 PERS-Classified	107,750	164,614	160,045	173,591	161,679	153,209	157,796	1,078,683	1,037,642	980,945	(56,697)
3301 OASDI/Med-Cert	11,888	33,064	34,110	33,945	34,949	35,098	35,558	218,612	550,220	563,437	13,216
3302 OASDI/Med-Class	56,081	67,230	67,171	72,077	67,447	66,065	78,770	474,841	580,880	548,764	(32,117)
3401 HlthWelfareCert	401,935	369,283	462,612	440,524	442,483	36,685	457,789	2,611,311	5,657,804	5,312,886	(344,919)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	181	-	5,227	2,892	6,370	93	9,189	23,952	151,951	184,682	32,731
3502 UI-Classified	572	778	382	370	318	7,177	2,297	11,895	15,580	-	(15,580)
3601 WorkersCmp-Cert	-	115,610	28,902	28,902	28,902	28,903	28,903	260,122	174,907	247,695	72,788
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	67,788	-	(67,788)
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	9,820	26,204	16,383
3902 OthBenes-Class	6,594	7,252	3,401	(593)	9	4,839	16,446	37,948	346,262	329,886	(16,377)
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	768,770	1,189,530	1,207,555	1,199,516	939,774	792,984	1,258,547	7,356,675	14,524,419	14,140,904	(383,515)

2024-25 Second Interim Budget									Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	11,170	11,459	183,600	22,808	25,741	17,963	272,741	509,494	336,966	(172,528)
4200 BooksOthRefMats	15,074	10,572	120,850	11,634	109,457	234	54,976	322,797	80,120	267,921	187,801
4300 Ins Mats & Sups 2	-	6,144	3,399	10,393	7,942	9,400	10,535	47,813	31,000	55,500	24,500
4310 Ins Mats & Sups	2,750	-	6,183	7,388	29,648	13,256	21,518	80,742	163,875	132,454	(31,421)
4315 OthrSupplies	1,292	702	2,890	3,737	5,351	6,021	6,706	26,699	29,571	34,511	4,940
4320 Office Supplies	8,393	3,237	23,216	27,792	8,943	16,371	14,110	102,061	211,820	186,820	(25,000)
4325 ProfDevMat&Sups	-	4,500	4,930	-	295	-	2,759	12,484	5,000	5,000	-
4326 Arts&MusicSupps	-	-	-	26,559	168	1,034	10,075	37,837	121,028	100,650	(20,378)
4330 Staff Meals & Events	-	-	-	-	-	-	-	11,400	-	12,000	12,000
4335 PE Supplies	-	1,310	-	1,068	-	2,440	6,583	24,390	73,350	76,350	3,000
4340 Educat Software	-	9,216	2,409	8,938	681	944	2,202	445,692	509,387	518,292	8,905
4345 NonInstStdntSup	83,909	56,800	27,906	106,229	10,513	109,454	50,881	160,414	400,904	372,894	(28,010)
4346 TeacherSupplies	11,870	5,957	22,747	49,662	28,020	7,938	34,219	35,395	41,660	42,870	1,210
4350 Cust. Supplies	-	442	8,387	5,461	2,601	1,867	16,638	42,106	132,360	128,240	(4,120)
4351 Yearbook	-	196	5,463	15,454	3,028	2,987	14,977	3,786	1,000	5,000	4,000
4380 Marketing Materials	-	-	-	-	-	-	-	13,083	-	-	-
4390 Uniforms	-	-	-	-	-	-	3,786	138,211	181,920	175,960	(5,960)
4400 NonCapEquip-Gen	-	11,971	1,112	-	-	-	-	31,758	81,071	90,951	9,880
4410 ClssrmFnnEqp<5k	116,438	6,455	3,310	785	2,967	6,600	1,656	-	12,060	12,060	(0)
4430 OfceFurnEqp<5k	-	-	3,258	18,158	(5,570)	7,160	8,752	96,305	77,270	94,270	17,000
4440 Computers <\$5k	-	-	-	-	-	-	-	272,929	274,060	326,560	52,500
4460 FixedAssetsSuspense-Facilities	-	17,860	8,801	35,292	7,971	16,355	10,026	210	-	-	-
4461 Fixed Asset Susp (Imp)	65,970	31,169	55,356	30,771	66,957	6,115	16,590	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	210	-	-	-	-	-	27,900	27,900	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	35,184	69,700	63,200	(6,500)
4720 Food:Other Food	-	-	-	-	-	-	-	129,986	146,102	164,602	18,500
4990 Prior Year Adj (Mat'l's)	21,415	-	-	2,030	10,347	1,392	-	-	-	-	-
4999 Misc Expenditure (Suspense)	5,389	14,322	338	5,367	10,295	277	93,998	487,142	880	880	-
SUBTOTAL - Books and Supplies	332,499	192,024	312,225	550,318	322,420	235,586	398,950	2,831,163	3,181,533	3,231,852	50,319

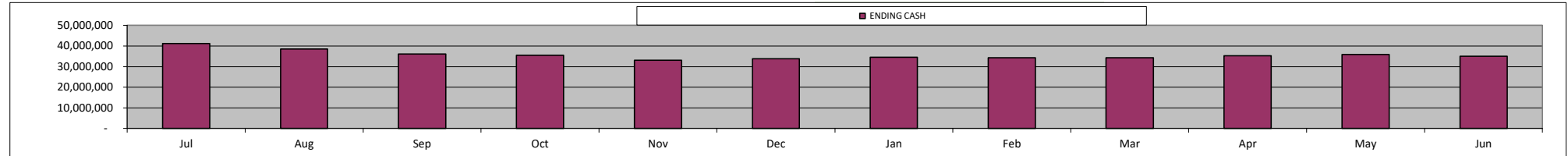
2024-25 Second Interim Budget									Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	-	-	-	-	-	3,104,065	5,311,421	5,311,421	(0)
5200 Travel	-	-	-	-	-	-	-	2,915	3,120	3,120	-
5205 Conference Fees	-	5,736	1,327,855	442,618	442,618	442,618	442,618	1,710	28,760	28,760	(0)
5210 MilesParkTolls	-	2,915	-	-	-	-	-	14,457	36,770	36,770	(0)
5215 TravConferences	-	-	250	475	1,380	(395)	-	-	-	-	-
5220 TraLodging	109	3,456	4,481	2,679	1,654	1,177	902	38,702	97,270	89,270	(8,000)
5300 DuesMemberships	-	-	-	-	-	-	-	241,115	212,550	253,550	41,000
5450 Other Insurance	10,625	426	1,480	1,584	6,830	1,689	16,068	595,535	747,460	755,749	8,289
5500 OpsHousekeeping	19,427	70,472	22,885	29,388	7,900	67,450	23,593	255,661	617,976	644,236	26,260
5510 Gas & Electric	-	264,303	66,077	66,930	66,075	66,075	66,075	464,684	565,490	605,490	40,000
5610 Rent & Leases	13,728	40,864	37,980	32,241	45,660	25,273	59,916	2,067,219	3,689,388	3,709,038	19,650
5611 Rent & Leases- Interest	36,290	79,404	49,466	35,738	126,787	40,355	96,644	1,219,479	2,354,918	2,354,918	-
5620 EquipmentLeases	227,101	176,810	253,497	407,233	348,493	341,041	313,045	127,365	230,112	241,252	11,140
5621 EquipmentLeases- Interest	172,953	86,941	256,186	182,097	181,822	155,044	184,436	185	-	-	-
5630 Reps&MaintBldg	3,836	111,840	(77,328)	30,060	17,622	21,127	20,209	287,378	327,620	327,620	(0)
5800 ProfessServices	-	185	-	-	-	-	-	1,014,274	2,898,815	2,259,241	(639,574)
5810 Legal	1,648	25,608	15,662	9,255	21,089	15,234	198,883	102,080	248,100	236,800	(11,300)
5813 SchPrgAftSchool	100,352	73,056	48,653	193,529	231,672	215,229	151,783	928,880	962,710	971,482	8,772
5814 SchPrgAcadComps	11,159	28,529	20,383	33,443	318	-	8,250	15,343	17,330	17,330	-
5819 SchlProgs-Other	121,078	97,493	110,295	117,821	199,869	110,801	171,523	172,097	868,006	924,686	56,680
5820 Audit & CPA	-	-	-	2,245	1,150	7,375	4,573	49,791	108,390	108,390	(0)
5825 DMSBusiness Svcs	35,933	6,534	36,738	39,200	11,750	26,710	15,232	260,782	772,000	692,000	(80,000)
5835 Field Trips	-	-	-	29,500	-	18,182	2,109	105,708	321,490	321,490	(0)
5836 FieldTrip Trans	86,927	43,464	43,464	43,464	43,464	-	-	281,433	329,900	361,000	31,100
5840 MarkngStdtrcrt	-	(2,220)	8,267	6,117	16,773	6,191	70,579	162,784	294,930	360,930	66,000
5850 Oversight Fees	6,004	62,224	36,267	46,832	31,415	23,516	75,175	76,219	515,792	520,892	5,100
5857 Payroll Fees	13,281	42,815	9,244	6,731	12,900	60,198	17,614	145,380	215,540	215,540	(0)
5860 Service Fees	7,408	14,816	-	19,754	-	19,756	14,485	18,853	45,790	48,550	2,760
5861 Prior Year Services	21,865	17,371	21,347	20,223	20,227	21,463	22,885	-	-	-	-
5863 Prof Developmnt	518	625	761	136	10,656	5,743	415	60,214	234,786	224,786	(10,000)
5864 Prof Dev-Other	-	-	-	-	-	-	-	48,607	206,247	212,625	6,378
5865 Prof Dev - LLM	10,875	5,294	9,903	13,804	12,180	2,500	5,658	-	-	-	-
5869 SpEd Ctrct Inst	-	13,334	7,125	5,000	1,989	3,760	17,399	732,715	1,241,595	1,300,971	59,376
5870 Livescan	-	-	-	-	-	-	-	21,746	9,994	9,994	(0)
5872 SPED Fees (incl Encroachment)	21,868	39,891	30,686	183,833	98,019	133,499	224,918	150,425	159,144	159,144	-
5875 Staff Recruiting	4,254	1,817	2,086	11,048	549	436	1,556	14,765	15,000	15,000	-
5884 Substitutes	11,738	60,427	-	31,304	-	31,304	15,652	659,123	773,000	980,000	207,000
5890 Oth SvcsNon-Inst	-	-	5,040	-	5,725	4,000	-	36,729	530	530	(0)
5900 Communications	7,646	760	22,471	111,257	180,538	58,331	278,121	24,821	45,160	45,160	(0)
5910 Communications 2	-	-	5,000	-	-	-	31,729	1,147	-	-	-
5920 TelecomInternet	1,442	10,138	-	104	-	11,145	1,991	65,815	320,940	320,940	(0)
5930 PostageDelivery	-	-	-	-	-	1,147	-	23,125	63,640	61,840	(1,800)
5940 Technology	3,145	6,314	16,664	16,897	15,016	5,029	2,750	459,439	444,607	489,728	45,121
5990 Prior Year Adj (Services)	2,013	4,168	682	1,290	5,873	4,858	4,239	(16,959)	-	-	-
SUBTOTAL - Services & Other Operating Exp.	-	1,395,811	2,393,565	2,173,830	2,168,013	1,947,859	2,561,026	14,035,805	25,336,291	25,220,243	(116,048)

2024-25 Second Interim Budget									Annual Budget			
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim	
Capital Outlay & Depreciation												
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	-	-	649,339	1,213,938	1,213,938	(0)	
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	-	649,339	1,213,938	1,213,938	(0)	
Other Outflows												
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	285,282	533,403	533,403	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	285,282	533,403	533,403	-	
TOTAL EXPENSES									2,779,776	5,895,539	7,083,782	(954,217)



2024-25 Monthly Cash Flow (Actuals + Projections)

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	43,201,247	41,165,835	38,441,625	36,110,111	35,466,871	33,138,181	33,783,156	34,498,042	34,328,463	34,235,342	35,281,487	35,888,053		
Revenue														
LCFF Entitlement	979,020	2,990,093	2,404,137	6,002,775	3,166,148	4,773,497	5,221,330	4,326,820	4,389,063	4,711,032	5,211,403	3,296,749	4,825,948	52,298,015
Federal Revenue	12,973	24,412	-	72,643	365,858	46,356	806,097	15,980	90,928	697,722	15,980	95,233	1,421,623	3,665,807
Other State Revenues	240,463	316,295	395,764	321,656	656,516	683,391	2,789,912	1,999,705	1,752,994	1,767,268	1,595,350	1,595,350	2,939,591	17,054,255
Other Local Revenues	430,109	200,385	1,981,004	704,815	663,025	897,383	603,806	572,276	569,994	570,139	569,765	569,431	648,775	8,980,906
Total Revenue	1,662,565	3,531,185	4,780,905	7,101,889	4,851,547	6,400,627	9,421,145	6,914,781	6,802,979	7,746,161	7,392,499	5,556,763	9,835,936	81,998,983
Expenses														
Certificated Salaries	707,702	1,995,230	2,033,460	2,074,308	2,127,421	2,135,048	2,130,435	1,961,053	1,961,053	1,961,053	1,961,053	1,961,053	1,605,849	24,614,715
Classified Salaries	970,805	1,122,944	1,136,978	1,203,654	1,173,907	1,151,749	1,313,807	1,127,344	1,127,344	1,127,344	1,127,344	905,590	766,307	14,255,116
Benefits	768,770	1,189,530	1,207,555	1,199,516	939,774	792,984	1,258,547	1,166,634	1,166,634	1,166,634	1,166,634	1,071,277	1,046,417	14,140,904
Books and Supplies	345,825	252,488	425,695	681,951	409,320	325,987	389,896	77,936	77,936	77,936	77,936	77,936	11,007	3,231,852
Services and Operations	983,018	1,473,925	2,398,271	2,177,898	2,210,190	2,109,406	2,683,097	1,952,583	1,882,981	1,882,981	1,952,583	1,848,873	1,664,438	25,220,243
Depreciation / Cap Outlay	34,042	33,859	253,254	35,837	36,505	219,303	36,539	110,426	110,426	110,426	110,426	110,393	12,503	1,213,938
Other Outflows	30,417	30,895	101,670	30,576	30,575	30,575	30,574	30,735	100,257	30,735	30,735	30,735	24,926	533,403
Total Expenses	3,840,579	6,098,871	7,556,883	7,403,740	6,927,692	6,765,052	7,842,895	6,426,709	6,426,630	6,357,108	6,426,709	6,005,857	5,131,447	83,210,171
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	7,224,038	132,139	604,587	682,553	402,831	473,269	(22,194)	341,818	341,818	341,818	325,502	325,502		11,173,680
Fixed Assets - Acquisitions	(31,759)	(176,258)	(95,964)	(667,177)	(64,731)	117,624	(325,272)	136,625	110,361	110,361	110,361	110,361		(665,468)
Accounts Payable - Current Year	1,758,674	(1,389,599)	18,522	(79,872)	(110,663)	(315,299)	1,174,781	(341,007)	-	-	-	-		715,538
Other	(8,808,352)	1,277,194	(82,682)	(276,892)	(479,982)	733,807	(1,690,679)	(795,088)	(921,649)	(795,088)	(795,088)	(795,088)		(13,429,585)
Total Other Transactions	142,601	(156,524)	444,463	(341,388)	(252,545)	1,009,400	(863,364)	(657,652)	(469,469)	(342,909)	(359,225)	(359,225)		(2,205,835)
Total Change in Cash	(2,035,412)	(2,724,210)	(2,331,515)	(643,240)	(2,328,690)	644,975	714,886	(169,580)	(93,120)	1,046,145	606,565	(808,318)		(3,417,024)
ENDING CASH	41,165,835	38,441,625	36,110,111	35,466,871	33,138,181	33,783,156	34,498,042	34,328,463	34,235,342	35,281,487	35,888,053	35,079,735	<<< = 154 days cash	



2024-25 Second Interim Budget									Annual Budget		
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									695.05	693	(2)
SUMMARY											
Revenue											
LCFF Entitlement	151,998	629,649	325,653	1,333,712	586,175	991,503	1,131,049	5,149,739	10,904,678	10,868,537	(36,141)
Federal Revenue	-	-	-	22,859	75,467	3,789	191,814	293,929	578,158	582,624	4,466
Other State Revenues	28,599	49,415	72,024	44,462	88,945	117,089	454,250	854,784	3,614,155	3,778,208	164,053
Other Local Revenues	24,643	37,245	84,233	51,760	26,871	102,160	26,502	353,414	213,101	200,601	(12,500)
Total Revenue	205,240	716,309	481,910	1,452,793	777,458	1,214,541	1,803,615	6,651,866	15,310,092	15,429,970	119,878
Expenditures											
Certificated Salaries	142,908	400,744	419,123	423,626	434,688	405,316	416,622	2,643,027	4,775,873	4,759,610	(16,263)
Classified Salaries	96,327	139,635	141,843	150,247	141,910	131,031	137,056	938,049	1,721,071	1,742,532	21,461
Benefits	131,192	203,527	224,269	221,228	187,573	137,064	215,569	1,320,421	2,466,112	2,386,651	(79,461)
Books and Supplies	47,772	32,909	33,652	89,152	49,317	46,617	49,987	349,406	533,611	537,611	4,000
Services and Operating Exp.	182,228	385,948	561,854	406,702	386,579	396,522	554,041	2,873,875	5,144,747	5,053,112	(91,636)
Depreciation & Cap Outlay	21,249	21,065	22,267	22,267	22,876	22,901	22,910	155,535	257,444	257,444	-
Other Outflows	-	-	-	-	-	-	-	-	15,000	15,000	-
Total Expenditures	621,677	1,183,829	1,403,008	1,313,221	1,222,942	1,139,451	1,396,185	8,280,313	14,913,858	14,751,960	(161,898)
Net Revenues								(1,628,447)	396,234	678,010	281,776
Fund Balance											
Beginning Balance (Unaud.)										11,249,876	
Net Revenues										678,010	
Ending Fund Balance										11,927,885	
Components of Fund Bal.											
Available For Econ. Uncert.										4,265,967	
Restricted Balances (Est.)										337,382	
Net Fixed Assets										7,324,536	
Ending Fund Balance										11,927,885	

2024-25 Second Interim Budget									Annual Budget			
MSA 1												
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	325,653	325,653	586,175	586,175	586,175	586,175	2,996,006	6,812,053	6,786,176	(25,877)
8012	EPA Entitlement	-	-	-	342,210	-	-	342,210	684,420	1,435,661	1,432,060	(3,601)
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	151,998	303,996	-	405,327	-	405,328	202,664	1,469,313	2,656,964	2,650,301	(6,663)
SUBTOTAL - LCFF Entitlement		151,998	629,649	325,653	1,333,712	586,175	991,503	1,131,049	5,149,739	10,904,678	10,868,537	(36,141)
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	105,251	105,251	-
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	22,859	75,467	3,789	191,814	293,929	472,907	477,373	4,466
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue		-	-	-	22,859	75,467	3,789	191,814	293,929	578,158	582,624	4,466
Other State Revenue												
8311	SpEd Revenue	28,599	28,263	50,872	-	50,872	50,872	102,490	311,968	659,720	658,197	(1,523)
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	25,279	-	25,279	25,917	25,279	(638)
8560	StateLotteryRev	-	-	-	1,389	-	-	42,501	43,891	198,184	197,685	(499)
8590	AllOthStateRev	-	21,152	21,152	43,073	38,073	40,938	308,073	472,461	2,730,334	2,897,047	166,713
8595	State Rev PY Adj	-	-	-	-	-	-	1,186	1,186	-	-	-
SUBTOTAL - Other State Revenue		28,599	49,415	72,024	44,462	88,945	117,089	454,250	854,784	3,614,155	3,778,208	164,053
Local Revenue												
8699	Other Revenue	21,583	37,245	84,233	28,333	21,583	84,773	19,583	297,334	204,395	191,895	(12,500)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	3,059	-	-	23,426	3,100	-	-	29,586	-	-	-
SUBTOTAL - Local Revenue		24,643	37,245	84,233	51,760	24,683	84,773	19,583	326,920	204,395	191,895	(12,500)

2024-25 Second Interim Budget									Annual Budget										
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim							
Fundraising & Grants																			
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	-							
8803	Fundraising	-	-	-	-	2,188	17,387	6,919	26,494	8,706	8,706	0							
SUBTOTAL - Fundraising & Grants		-	-	-	-	2,188	17,387	6,919	26,494	8,706	8,706	0							
TOTAL REVENUE									205,240	716,309	481,910	1,452,793	777,458	1,214,541	1,803,615	6,651,866	15,310,092	15,429,970	119,878
EXPENSES DETAIL																			
Certificated Salaries																			
1100	TeacherSalaries	50,750	290,119	310,891	318,576	327,010	301,344	314,686	1,913,376	3,620,406	3,587,203	(33,203)							
1200	Cert Aid	18,136	52,982	48,044	41,444	41,532	41,586	39,919	283,643	426,316	443,256	16,940							
1300	Cert Adminis	74,023	57,643	60,188	63,606	66,146	62,386	62,017	446,008	729,151	729,151	0							
SUBTOTAL - Certificated Salaries		142,908	400,744	419,123	423,626	434,688	405,316	416,622	2,643,027	4,775,873	4,759,610	(16,263)							
Classified Salaries																			
2100	Instructional Aides	13,300	40,419	37,222	41,056	39,185	28,219	35,863	235,264	615,804	546,043	(69,762)							
2200	Classified Support	49,620	56,407	60,779	65,269	58,530	59,568	67,022	417,196	789,248	754,286	(34,962)							
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-							
2400	Clerical & Tech	33,406	42,809	43,841	43,922	44,196	43,244	34,172	285,589	316,018	442,203	126,185							
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-							
SUBTOTAL - Classified Salaries		96,327	139,635	141,843	150,247	141,910	131,031	137,056	938,049	1,721,071	1,742,532	21,461							
Employee Benefits																			
3101	STRS-Certified	25,822	68,143	72,163	75,136	40,324	71,253	72,753	425,595	694,867	695,421	553							
3102	STRS-Classified	1,286	2,426	2,429	2,507	719	2,481	1,114	12,962	146,918	172,305	25,387							
3201	PERS-Cert	39	6,589	7,408	2,493	5,638	5,715	5,286	33,169	223,068	209,524	(13,544)							
3202	PERS-Classified	19,550	32,125	33,297	34,790	31,572	29,541	32,746	213,621	164,869	134,280	(30,589)							
3301	OASDI/Med-Cert	2,688	7,003	7,731	7,576	7,620	7,197	7,304	47,119	116,262	114,613	(1,649)							
3302	OASDI/Med-Class	6,909	9,869	10,002	10,612	10,000	9,158	10,064	66,613	58,174	52,174	(6,000)							
3401	HlthWelfareCert	74,806	58,339	85,691	83,370	86,174	6,814	80,438	475,633	1,032,734	977,430	(55,305)							
3402	HlthWelfareClass	-	-	-	-	-	-	-	-	-	-	-							
3501	UI-Certificated	35	-	776	-	783	18	1,118	2,730	29,220	29,070	(150)							
3502	UI-Classified	-	-	-	-	-	139	-	139	-	-	-							
3601	WorkersCmp-Cert	-	18,976	4,744	4,744	4,744	4,744	4,744	42,696	-	-	-							
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-							
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-							
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	1,292	1,292							
3902	OthBenes-Class	57	57	28	-	-	4	-	145	-	543	543							
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-							
SUBTOTAL - Employee Benefits		131,192	203,527	224,269	221,228	187,573	137,064	215,569	1,320,421	2,466,112	2,386,651	(79,461)							

2024-25 Second Interim Budget									Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies												
4100	Text&CoreCurric	-	-	-	15,575	-	-	-	15,575	59,528	59,528	(0)
4200	BooksOthRefMats	-	6,300	547	-	29,172	-	69	36,088	4,000	4,000	-
4300	Ins Mats & Sups 2	-	-	-	2,736	746	608	919	5,010	5,000	5,000	-
4310	Ins Mats & Sups	-	-	-	-	210	2,915	7,791	10,916	20,000	20,000	(0)
4315	OthrSupplies	-	-	1,414	175	641	911	132	3,274	15,000	15,000	(0)
4320	Office Supplies	818	598	1,929	3,016	546	1,114	1,298	9,320	30,000	25,000	(5,000)
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	581	-	-	-	581	5,000	5,000	-
4330	Staff Meals & Events	-	1,310	-	-	-	-	-	1,310	-	5,000	5,000
4335	PE Supplies	-	-	-	-	681	124	1,731	2,536	15,000	15,000	(0)
4340	Educat Software	12,038	-	12,017	14,431	-	17,773	-	56,258	95,035	95,035	-
4345	NonInstStdntSup	3,991	-	3,021	15,560	4,125	-	3,259	29,956	65,935	65,935	-
4346	TeacherSupplies	-	-	-	2,850	789	8	138	3,785	5,000	5,000	-
4350	Cust. Supplies	-	-	106	10,394	87	15	8,308	18,910	40,000	40,000	-
4351	Yearbook	-	-	-	-	-	-	3,014	3,014	-	4,000	4,000
4380	Marketing Materials	-	3,965	-	-	-	-	-	3,965	-	-	-
4390	Uniforms	15,560	-	2,880	-	2,967	6,600	-	28,007	30,000	30,000	(0)
4400	NonCapEquip-Gen	-	-	-	-	7,373	4,927	25	12,325	22,891	22,891	(0)
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	17,860	-	7,227	821	301	1,232	27,441	30,000	30,000	(0)
4440	Computers <\$5k	-	-	-	-	-	-	2	2	50,000	50,000	-
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	10,000	10,000	-
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710	Food	15,365	-	-	-	-	281	-	15,646	25,000	25,000	(0)
4720	Food:Other Food	-	-	-	1,103	-	115	15,401	16,618	6,222	6,222	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	2,877	11,737	15,504	1,159	10,925	6,667	48,869	-	-	-
SUBTOTAL - Books and Supplies		47,772	32,909	33,652	89,152	49,317	46,617	49,987	349,406	533,611	537,611	4,000

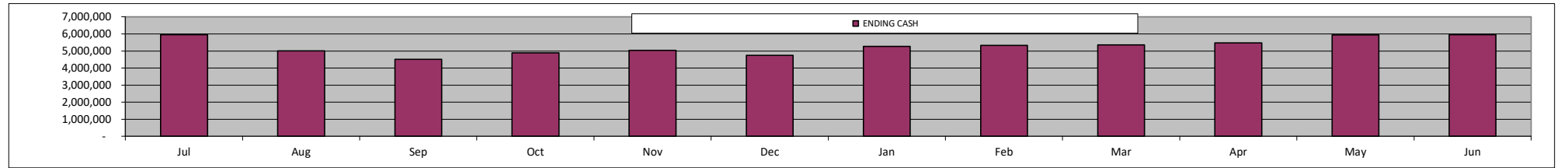
2024-25 Second Interim Budget									Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses												
5101	CMO Fees	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	-
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	475	-	-	-	475	2,500	2,500	-
5210	MilesParkTolls	-	185	-	1,272	-	-	-	1,457	1,000	1,000	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	358	358	7,000	7,000	(0)
5300	DuesMemberships	-	26,921	13,310	3,069	1,000	1,000	2,190	47,490	50,000	50,000	(0)
5450	Other Insurance	-	64,032	16,008	16,006	16,006	16,006	16,006	144,064	186,000	186,000	-
5500	OpsHousekeeping	1,348	11,708	11,459	15,563	13,429	10,325	12,338	76,170	221,000	221,000	(0)
5510	Gas & Electric	12,582	46,389	17,177	17,584	15,853	18,044	6,778	134,407	150,000	150,000	(0)
5610	Rent & Leases	73,117	43,005	74,060	75,220	74,380	101,425	82,065	523,271	880,740	880,740	-
5611	Rent & Leases- Interest	71,575	71,104	71,104	70,944	70,784	70,623	70,461	496,593	867,169	867,169	-
5620	EquipmentLeases	581	3,763	5,901	9,067	5,315	5,167	4,645	34,438	90,000	90,000	-
5621	EquipmentLeases- Interest	-	121	-	-	-	-	-	121	-	-	-
5630	Reps&MaintBldng	-	24,032	15,372	1,420	6,670	9,965	8,328	65,787	150,000	150,000	(0)
5800	ProfessServices	3,517	17,277	10,734	12,980	21,917	10,741	14,700	91,865	324,403	232,767	(91,636)
5810	Legal	729	11,536	4,591	1,935	318	-	-	19,108	35,000	35,000	-
5813	SchPrgAftSchool	-	12,924	12,924	36,938	16,853	16,853	16,853	113,346	137,737	137,737	-
5814	SchPrgAcadComps	-	-	-	1,652	70	-	-	1,722	7,500	7,500	-
5819	SchIProgs-Other	2,347	-	690	6,300	-	-	-	9,337	68,600	68,600	-
5820	Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	8,540	952	-	-	41,652	51,144	50,000	50,000	(0)
5836	FieldTrip Trans	1,650	3,000	4,050	11,619	6,090	5,900	15,690	47,998	50,000	50,000	(0)
5840	MarkngStdtrRecrt	-	9,428	-	-	-	5,153	1,367	15,948	50,000	50,000	(0)
5850	Oversight Fees	-	-	-	-	-	-	-	-	109,046	109,046	-
5857	Payroll Fees	3,086	2,542	3,207	3,160	3,162	3,312	3,753	22,222	30,000	30,000	-
5860	Service Fees	-	-	-	-	-	-	-	-	16,000	16,000	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	875	279	-	3,480	-	-	875	5,509	48,272	48,272	(0)
5864	Prof Dev-Other	-	5,250	5,000	-	1,989	-	3,978	16,217	18,062	18,062	(0)
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	5,304	-	5,224	15,548	7,063	10,698	47,788	91,625	197,059	197,059	-
5870	Livescan	-	370	129	220	-	106	-	825	2,000	2,000	(0)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	4,116	2,526	24,955	-	66,263	97,860	153,000	153,000	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	8,055	8,055	-	-	-
5900	Communications	-	3,967	-	-	-	-	50	4,017	10,000	10,000	-
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	240	477	1,703	1,238	865	1,261	470	6,253	25,000	25,000	(0)
5930	PostageDelivery	1,005	1,213	-	502	1,720	546	1,010	5,996	9,000	9,000	-
5940	Technology	4,275	26,426	-	3,028	5,956	15,393	36,180	91,257	83,428	83,428	-
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.		182,228	385,948	561,854	406,702	386,579	396,522	554,041	2,873,875	5,144,747	5,053,112	(91,636)

2024-25 Second Interim Budget									Annual Budget		
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	21,249	21,065	22,267	22,267	22,876	22,901	22,910	155,535	257,444	257,444	-
SUBTOTAL - Capital Outlay & Depreciation	21,249	21,065	22,267	22,267	22,876	22,901	22,910	155,535	257,444	257,444	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	15,000	15,000	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	15,000	15,000	-
TOTAL EXPENSES	621,677	1,183,829	1,403,008	1,313,221	1,222,942	1,139,451	1,396,185	8,280,313	14,913,858	14,751,960	(161,898)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	5,847,246	5,961,237	5,009,773	4,504,983	4,888,782	5,031,548	4,737,750	5,270,539	5,333,239	5,357,027	5,472,537	5,942,437	5,966,225	
Revenue														
LCFF Entitlement	151,998	629,649	325,653	1,333,712	586,175	991,503	1,131,049	788,839	866,863	866,863	1,312,975	866,863	1,016,393	10,868,537
Federal Revenue	-	-	-	22,859	75,467	3,789	191,814	-	-	91,722	-	-	196,973	582,624
Other State Revenues	28,599	49,415	72,024	44,462	88,945	117,089	454,250	584,684	467,748	467,748	467,748	467,748	467,748	3,778,208
Other Local Revenues	24,643	37,245	84,233	51,760	26,871	102,160	26,502	-	-	-	-	-	(152,813)	200,601
Total Revenue	205,240	716,309	481,910	1,452,793	777,458	1,214,541	1,803,615	1,373,523	1,334,611	1,426,333	1,780,723	1,334,611	1,528,301	15,429,970
Expenses														
Certificated Salaries	142,908	400,744	419,123	423,626	434,688	405,316	416,622	403,305	403,305	403,305	403,305	403,305	100,057	4,759,610
Classified Salaries	96,327	139,635	141,843	150,247	141,910	131,031	137,056	152,990	152,990	152,990	152,990	152,990	39,531	1,742,532
Benefits	131,192	203,527	224,269	221,228	187,573	137,064	215,569	177,705	177,705	177,705	177,705	177,705	177,705	2,386,651
Books and Supplies	47,772	32,909	33,652	89,152	49,317	46,617	49,987	31,367	31,367	31,367	31,367	31,367	31,367	537,611
Services and Operations	182,228	385,948	561,854	406,702	386,579	396,522	554,041	378,570	378,570	378,570	378,570	378,570	286,385	5,053,112
Depreciation / Cap Outlay	21,249	21,065	22,267	22,267	22,876	22,901	22,910	20,382	20,382	20,382	20,382	20,382	-	257,444
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Total Expenses	621,677	1,183,829	1,403,008	1,313,221	1,222,942	1,139,451	1,396,185	1,164,320	1,164,320	1,164,320	1,164,320	1,164,320	650,045	14,751,960
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	1,892,558	4,023	203,968	293,005	614,891	(17,600)	10,276	55,168	55,168	55,168	55,168	55,168	-	3,276,962
Fixed Assets - Acquisitions	(104,285)	(241,949)	(171,074)	(27,353)	9,736	67,042	42,212	20,382	20,382	20,382	20,382	20,382	-	(323,761)
Accounts Payable - Current Year	388,123	(364,520)	234,368	(237,382)	(3,070)	(16,104)	83,870	-	-	-	-	-	-	85,286
Other	(1,645,968)	118,502	149,045	215,956	(33,307)	(402,226)	(10,999)	(222,053)	(222,053)	(222,053)	(222,053)	(222,053)	-	(2,719,261)
Total Other Transactions	530,428	(483,944)	416,308	244,227	588,250	(368,888)	125,359	(146,503)	(146,503)	(146,503)	(146,503)	(146,503)	(146,503)	319,226
Total Change in Cash	113,991	(951,464)	(504,790)	383,799	142,766	(293,797)	532,789	62,700	23,788	115,510	469,900	23,788		997,235
ENDING CASH	5,961,237	5,009,773	4,504,983	4,888,782	5,031,548	4,737,750	5,270,539	5,333,239	5,357,027	5,472,537	5,942,437	5,966,225	<<< = 148 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									479	482	3
SUMMARY											
Revenue											
LCFF Entitlement	113,630	465,539	238,280	982,061	428,903	731,915	830,554	3,790,882	7,408,630	7,455,743	47,113
Federal Revenue	-	-	-	1,924	64,666	-	96,520	163,110	549,637	554,588	4,951
Other State Revenues	39,199	39,130	56,034	47,489	70,437	89,973	410,656	752,919	2,398,043	2,402,792	4,749
Other Local Revenues	15,000	20,052	151	5,483	10,395	22,720	35,168	108,969	152,100	71,000	(81,100)
Total Revenue	167,829	524,721	294,465	1,036,958	574,401	844,608	1,372,898	4,815,880	10,508,410	10,484,123	(24,287)
Expenditures											
Certificated Salaries	77,620	222,728	212,215	229,071	241,548	252,088	246,210	1,481,479	2,916,607	2,881,883	(34,724)
Classified Salaries	82,302	113,588	110,863	119,616	111,014	105,602	100,255	743,239	1,293,125	1,289,204	(3,922)
Benefits	79,203	131,762	128,549	126,617	101,928	90,975	136,435	795,470	1,494,263	1,434,636	(59,627)
Books and Supplies	49,575	16,054	103,594	97,475	65,951	41,099	38,602	412,350	485,869	518,869	33,000
Services and Operating Exp.	140,068	231,949	484,381	388,950	373,270	313,829	404,206	2,336,653	4,210,510	4,218,862	8,352
Depreciation & Cap Outlay	5,292	5,292	5,292	5,292	5,351	5,587	5,351	37,458	51,482	51,482	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	434,061	721,373	1,044,894	967,020	899,062	809,179	931,059	5,806,649	10,451,856	10,394,935	(56,921)
Net Revenues								(990,769)	56,554	89,188	32,634
Fund Balance											
Beginning Balance (Unaud.)										5,753,136	
Net Revenues										89,188	
Ending Fund Balance										5,842,324	
Components of Fund Bal.											
Available For Econ. Uncert.										5,000,436	
Restricted Balances (Est.)										451,062	
Net Fixed Assets										390,826	
Ending Fund Balance										5,842,324	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011 State Aid	-	238,280	238,280	428,903	428,903	428,903	428,903	2,192,172	4,612,259	4,640,196	27,937
8012 EPA Entitlement	-	-	-	250,145	-	-	250,145	500,290	966,688	973,317	6,629
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	113,630	227,259	-	303,013	-	303,012	151,506	1,098,420	1,829,683	1,842,230	12,547
SUBTOTAL - LCFF Entitlement	113,630	465,539	238,280	982,061	428,903	731,915	830,554	3,790,882	7,408,630	7,455,743	47,113
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	78,290	78,290	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	1,924	64,666	-	96,520	163,110	471,347	476,298	4,951
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	1,924	64,666	-	96,520	163,110	549,637	554,588	4,951
Other State Revenue											
8311 SpEd Revenue	21,128	21,128	38,032	-	38,032	38,032	76,621	232,973	457,546	429,241	(28,305)
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	17,400	-	17,400	16,429	17,400	971
8560 StateLotteryRev	-	-	-	-	-	-	31,630	31,630	136,476	137,412	936
8590 AllOthStateRev	18,071	18,002	18,002	47,489	32,405	34,541	302,405	470,915	1,787,592	1,818,739	31,147
8595 State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	39,199	39,130	56,034	47,489	70,437	89,973	410,656	752,919	2,398,043	2,402,792	4,749
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	15,000	52	-	-	780	20,000	35,000	70,832	122,100	41,000	(81,100)
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	20,000	151	5,483	9,615	2,720	17	37,986	-	-	-
SUBTOTAL - Local Revenue	15,000	20,052	151	5,483	10,395	22,720	35,017	108,818	122,100	41,000	(81,100)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	151	151	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	30,000	30,000	(0)
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	-	151	151	30,000	30,000	(0)
TOTAL REVENUE	167,829	524,721	294,465	1,036,958	574,401	844,608	1,372,898	4,815,880	10,508,410	10,484,123	(24,287)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	29,980	173,541	167,646	178,941	183,914	192,335	183,354	1,109,711	2,134,414	2,137,028	2,614
1200 Cert Aid	146	12,386	10,529	16,800	23,024	23,813	22,374	109,072	278,362	259,046	(19,316)
1300 Cert Adminis	47,494	36,800	34,040	33,330	34,610	35,940	40,482	262,696	503,831	485,809	(18,022)
SUBTOTAL - Certificated Salaries	77,620	222,728	212,215	229,071	241,548	252,088	246,210	1,481,479	2,916,607	2,881,883	(34,724)
Classified Salaries											
2100 Instructional Aides	2,919	18,110	16,615	20,018	16,510	12,018	11,550	97,740	208,047	192,958	(15,089)
2200 Classified Support	54,000	68,071	68,283	72,371	68,782	67,974	69,335	468,816	822,381	822,381	(0)
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	25,383	27,407	25,965	27,226	25,722	25,611	19,370	176,683	262,698	273,864	11,167
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	82,302	113,588	110,863	119,616	111,014	105,602	100,255	743,239	1,293,125	1,289,204	(3,922)
Employee Benefits											
3101 STRS-Certified	14,769	39,712	38,899	43,191	14,420	47,301	46,340	244,632	441,572	439,227	(2,345)
3102 STRS-Classified	204	1,319	1,385	1,319	601	1,319	1,114	7,260	73,741	72,319	(1,423)
3201 PERS-Cert	39	2,408	1,647	259	316	316	-	4,985	99,761	89,500	(10,261)
3202 PERS-Classified	20,264	25,444	24,116	25,971	24,133	22,564	23,844	166,336	142,663	138,855	(3,808)
3301 OASDI/Med-Cert	1,134	3,789	3,492	3,391	3,571	3,723	3,565	22,664	61,950	60,533	(1,417)
3302 OASDI/Med-Class	6,230	8,261	8,029	8,718	8,060	7,640	7,299	54,238	47,541	47,152	(389)
3401 HlthWelfareCert	36,230	37,068	46,213	40,484	46,221	4,344	49,506	260,067	573,565	532,113	(41,452)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	35	-	1,146	-	1,323	18	1,483	4,005	17,979	17,612	(367)
3502 UI-Classified	56	151	18	-	-	137	-	361	-	-	-
3601 WorkersCmp-Cert	-	13,137	3,284	3,284	3,284	3,284	3,284	29,557	33,526	33,526	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	1,964	1,105	(859)
3902 OthBenes-Class	240	472	321	-	-	330	-	1,364	-	2,694	2,694
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	79,203	131,762	128,549	126,617	101,928	90,975	136,435	795,470	1,494,263	1,434,636	(59,627)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	7,953	2,708	16,513	-	-	-	27,175	70,993	40,993	(30,000)
4200 BooksOthRefMats	-	-	54,417	732	-	41	110	55,301	1,000	56,000	55,000
4300 Ins Mats & Sups 2	-	-	1,229	5,607	-	1,981	148	8,966	4,000	12,000	8,000
4310 Ins Mats & Sups	-	-	-	-	-	2,398	3,242	5,640	22,738	9,738	(13,000)
4315 OthrSupplies	-	-	-	1,379	-	-	22	1,401	-	-	-
4320 Office Supplies	2,113	-	5,939	7,033	710	5,756	3,049	24,599	50,000	50,000	(0)
4325 ProfDevMat&Sups	-	-	-	-	295	-	595	890	-	-	-
4326 Arts&MusicSupps	-	-	-	25,162	-	395	100	25,657	26,000	26,000	-
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	409	3,951	-	321	471	5,152	4,000	7,000	3,000
4340 Educat Software	16,345	-	1,575	5,375	-	17,082	-	40,377	72,272	72,272	(0)
4345 NonInstStdntSup	225	-	234	-	-	160	1,300	1,919	70,866	40,866	(30,000)
4346 TeacherSupplies	-	-	681	-	-	-	4,041	4,721	3,000	3,000	-
4350 Cust. Supplies	-	-	-	-	244	-	-	244	20,000	20,000	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	17,566	-	-	-	-	-	-	17,566	22,000	22,000	(0)
4400 NonCapEquip-Gen	-	-	-	14,126	(14,126)	-	-	-	10,000	10,000	-
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	7,000	7,000	(0)
4430 OfficeFurnEqp<5k	-	-	8,396	-	-	-	-	8,396	5,000	10,000	5,000
4440 Computers <\$5k	-	-	28,005	12,954	50,403	-	4,556	95,919	65,000	100,000	35,000
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	5,000	5,000	-
4720 Food:Other Food	-	-	-	466	-	-	11,962	12,428	27,000	27,000	-
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	13,326	8,101	-	4,177	28,425	12,965	9,006	75,999	-	-	-
SUBTOTAL - Books and Supplies	49,575	16,054	103,594	97,475	65,951	41,099	38,602	412,350	485,869	518,869	33,000

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	-
5200 Travel - General	-	-	-	-	-	-	-	-	1,000	1,000	-
5205 Conference Fees	-	-	-	-	-	-	-	-	3,000	3,000	(0)
5210 MilesParkTolls	-	-	1,713	-	-	-	-	1,713	2,000	2,000	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	-	-	5,000	5,000	-
5300 DuesMemberships	2,917	20,423	3,500	3,755	3,000	1,695	4,948	40,238	30,000	38,000	8,000
5450 Other Insurance	-	29,389	7,347	7,347	7,347	7,347	7,347	66,124	75,000	75,000	-
5500 OpsHousekeeping	1,656	-	-	-	-	2,166	-	3,822	88,000	100,000	12,000
5510 Gas & Electric	-	3,318	132	47	61,845	19	72,088	137,449	120,000	145,000	25,000
5610 Rent & Leases	33,326	-	67,980	34,062	34,119	34,162	34,220	237,868	424,332	424,332	(0)
5611 Rent & Leases- Interest	85,258	-	169,188	84,522	84,466	84,422	81,781	589,637	1,154,000	1,154,000	-
5620 EquipmentLeases	611	99,322	(97,011)	4,609	1,156	1,646	3,049	13,382	25,000	25,000	(0)
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldng	-	-	-	6,700	-	-	-	6,700	20,000	20,000	-
5800 ProfessServices	3,517	17,513	4,735	12,452	11,482	15,552	-	65,251	210,639	137,841	(72,798)
5810 Legal	325	-	113	1,190	-	-	-	1,628	20,000	20,000	-
5813 SchPrgArtSchool	-	19,331	24,581	19,331	19,331	19,331	19,331	121,235	204,000	204,000	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	4,000	4,000	-
5819 SchIProgs-Other	-	-	8,100	2,700	5,640	4,500	1,894	22,834	90,000	90,000	-
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	12,500	12,500	(0)
5825 DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	1,738	568	-	2,306	30,000	30,000	(0)
5836 FieldTrip Trans	630	-	12,893	6,173	8,095	1,600	2,618	32,008	65,000	65,000	(0)
5840 MarkngStdtrRecrt	-	9,428	-	-	-	5,153	1,367	15,948	30,000	30,000	(0)
5850 Oversight Fees	-	-	-	-	-	-	-	-	74,086	74,086	-
5857 Payroll Fees	2,516	1,710	1,951	2,026	2,140	2,185	2,238	14,767	25,000	25,000	(0)
5860 Service Fees	-	-	-	-	-	-	-	-	4,000	4,000	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	280	-	-	-	-	881	1,161	37,946	37,946	-
5864 Prof Dev-Other	-	-	-	-	-	-	5,250	5,250	25,500	25,500	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctct Inst	-	9,046	908	79,550	1,009	27,707	23,294	141,513	106,096	142,246	36,150
5870 Livescan	4,175	119	1,060	10,216	148	-	-	15,718	750	750	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	5,000	-	-	15,502	38,925	-	37,019	96,446	133,000	133,000	(0)
5890 Oth SvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	2,882	-	-	-	-	12	2,894	5,000	5,000	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	137	305	634	114	646	114	114	2,064	20,000	20,000	-
5930 PostageDelivery	-	-	-	-	-	769	705	1,474	5,000	5,000	-
5940 Technology	-	18,882	-	4,650	-	10,889	13,863	48,284	54,430	54,430	(0)
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	140,068	231,949	484,381	388,950	373,270	313,829	404,206	2,336,653	4,210,510	4,218,862	8,352

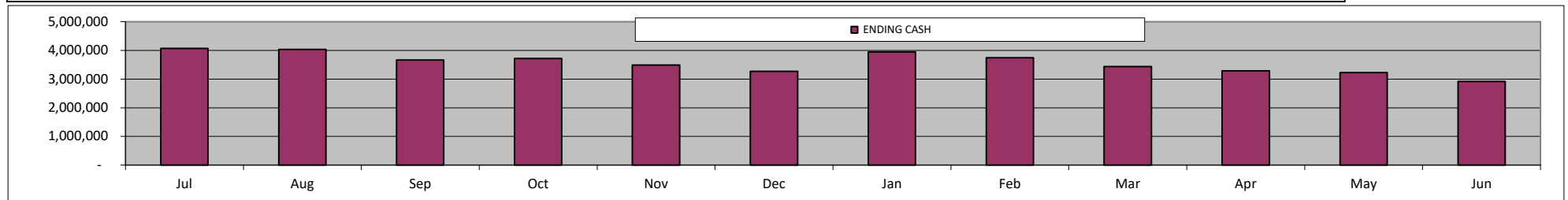
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	5,292	5,292	5,292	5,292	5,351	5,587	5,351	37,458	51,482	51,482	-
SUBTOTAL - Capital Outlay & Depreciation	5,292	5,292	5,292	5,292	5,351	5,587	5,351	37,458	51,482	51,482	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	434,061	721,373	1,044,894	967,020	899,062	809,179	931,059	5,806,649	10,451,856	10,394,935	(56,921)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,994,043	4,070,017	4,031,902	3,663,434	3,717,077	3,492,012	3,272,714	3,943,721	3,740,935	3,436,757	3,289,173	3,221,508	2,917,330	
Revenue														
LCFF Entitlement	113,630	465,539	238,280	982,061	428,903	731,915	830,554	580,409	545,011	545,011	781,525	545,011	667,894	7,455,743
Federal Revenue	-	-	-	1,924	64,666	-	96,520	-	-	156,594	-	-	234,884	554,588
Other State Revenues	39,199	39,130	56,034	47,489	70,437	89,973	410,656	329,974	263,980	263,980	263,980	263,980	263,980	2,402,792
Other Local Revenues	15,000	20,052	151	5,483	10,395	22,720	35,168	168	168	168	168	168	(38,809)	71,000
Total Revenue	167,829	524,721	294,465	1,036,958	574,401	844,608	1,372,898	910,551	809,159	965,753	1,045,672	809,159	1,127,949	10,484,123
Expenses														
Certificated Salaries	77,620	222,728	212,215	229,071	241,548	252,088	246,210	246,210	246,210	246,210	246,210	246,210	169,355	2,881,883
Classified Salaries	82,302	113,588	110,863	119,616	111,014	105,602	100,255	90,994	90,994	90,994	90,994	90,994	90,994	1,289,204
Benefits	79,203	131,762	128,549	126,617	101,928	90,975	136,435	106,528	106,528	106,528	106,528	106,528	106,528	1,434,636
Books and Supplies	49,575	16,054	103,594	97,475	65,951	41,099	38,602	17,753	17,753	17,753	17,753	17,753	17,753	518,869
Services and Operations	140,068	231,949	484,381	388,950	373,270	313,829	404,206	329,066	329,066	329,066	329,066	329,066	236,880	4,218,862
Depreciation / Cap Outlay	5,292	5,292	5,292	5,292	5,351	5,587	5,351	2,805	2,805	2,805	2,805	2,805	-	51,482
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	434,061	721,373	1,044,894	967,020	899,062	809,179	931,059	793,355	793,355	793,355	793,355	793,355	621,510	10,394,935
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	1,324,711	48,813	74,905	67,282		(20,000)	(28,932)	22,718	22,718	22,718	22,718	22,718		1,580,371
Fixed Assets - Acquisitions	37,636	(7,344)	65,380	(124,863)	20,419	31,948	32,358	2,805	2,805	2,805	2,805	2,805		69,558
Accounts Payable - Current Year	78,370	(37,340)	(27,320)	30,462	(14,850)	(33,836)	110,824							106,312
Other	(1,098,511)	154,407	268,996	10,824	94,027	(232,840)	114,919	(345,505)	(345,505)	(345,505)	(345,505)	(345,505)		(2,415,702)
Total Other Transactions	342,207	158,536	381,962	(16,295)	99,596	(254,727)	229,168	(319,982)	(319,982)	(319,982)	(319,982)	(319,982)		(659,462)
Total Change in Cash	75,975	(38,116)	(368,468)	53,643	(225,065)	(219,299)	671,007	(202,786)	(304,178)	(147,584)	(67,665)	(304,178)		(570,274)

ENDING CASH	4,070,017	4,031,902	3,663,434	3,717,077	3,492,012	3,272,714	3,943,721	3,740,935	3,436,757	3,289,173	3,221,508	2,917,330	<<< = 102 days cash	
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2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									378	384	6
SUMMARY											
Revenue											
LCFF Entitlement	81,207	316,986	154,573	672,328	278,232	494,784	564,051	2,562,161	5,411,323	5,524,060	112,737
Federal Revenue	-	-	-	-	37,246	-	109,018	146,264	232,561	236,708	4,147
Other State Revenues	15,123	22,295	34,374	12,956	90,120	55,464	361,479	591,810	1,265,513	1,261,129	(4,384)
Other Local Revenues	-	1,240	-	4,021	7,575	5,295	-	18,131	25,952	33,952	8,000
Total Revenue	96,330	340,521	188,947	689,305	413,173	555,543	1,034,548	3,318,366	6,935,349	7,055,849	120,500
Expenditures											
Certificated Salaries	60,564	222,502	228,379	231,823	235,720	231,880	216,865	1,427,734	2,895,156	2,871,021	(24,135)
Classified Salaries	76,421	76,327	75,936	79,985	76,162	79,686	76,167	540,685	845,509	854,063	8,554
Benefits	77,195	129,820	116,196	121,455	95,228	79,121	119,019	738,034	1,438,261	1,427,738	(10,523)
Books and Supplies	13,422	5,484	13,322	32,953	29,430	22,574	71,023	188,207	241,983	230,036	(11,947)
Services and Operating Exp.	50,028	111,728	186,822	237,981	135,356	175,585	174,480	1,071,979	1,755,168	1,881,814	126,646
Depreciation & Cap Outlay	4,850	4,850	4,850	5,627	5,627	5,627	5,627	37,058	48,651	48,651	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	282,480	550,710	625,506	709,825	577,523	594,473	663,181	4,003,697	7,224,728	7,313,323	88,595
Net Revenues								(685,331)	(289,379)	(257,474)	31,905
Fund Balance											
Beginning Balance (Unaud.)										3,295,457	
Net Revenues										(257,474)	
Ending Fund Balance										3,037,983	
Components of Fund Bal.											
Available For Econ. Uncert.										2,916,604	
Restricted Balances (Est.)										16,560	
Net Fixed Assets										104,819	
Ending Fund Balance										3,037,983	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL					Actuals	Actuals	Actuals				
LCFF Entitlement											
8011 State Aid	-	154,573	154,573	278,232	278,232	278,232	278,232	1,422,074	3,208,633	3,287,888	79,255
8012 EPA Entitlement	-	-	-	177,544	-	-	177,543	355,087	758,034	769,557	11,523
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	81,207	162,413	-	216,552	-	216,552	108,276	785,000	1,444,656	1,466,615	21,959
SUBTOTAL - LCFF Entitlement	81,207	316,986	154,573	672,328	278,232	494,784	564,051	2,562,161	5,411,323	5,524,060	112,737
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	57,164	57,164	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	37,246	-	109,018	146,264	175,397	179,544	4,147
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	-	37,246	-	109,018	146,264	232,561	236,708	4,147
Other State Revenue											
8311 SpEd Revenue	15,123	15,098	27,177	-	27,177	27,177	54,752	166,504	358,185	363,179	4,994
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	14,183	-	14,183	15,197	14,183	(1,014)
8560 StateLotteryRev	-	-	-	-	-	-	22,602	22,602	107,758	109,394	1,636
8590 AllOthStateRev	-	7,197	7,197	12,956	62,943	14,104	282,956	387,353	784,373	774,373	(10,000)
8595 State Rev PY Adj	-	-	-	-	-	-	1,169	1,169	-	-	-
SUBTOTAL - Other State Revenue	15,123	22,295	34,374	12,956	90,120	55,464	361,479	591,810	1,265,513	1,261,129	(4,384)
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	1,240	-	-	-	-	-	1,240	12,000	20,000	8,000
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	-	-	4,021	7,575	5,295	-	16,891	-	-	-
SUBTOTAL - Local Revenue	-	1,240	-	4,021	7,575	5,295	-	18,131	12,000	20,000	8,000

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	13,952	13,952	(0)
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	-	-	-	13,952	13,952	(0)
TOTAL REVENUE											
	96,330	340,521	188,947	689,305	413,173	555,543	1,034,548	3,318,366	6,935,349	7,055,849	120,500
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	19,040	172,960	175,728	177,294	181,465	176,222	162,948	1,065,656	2,176,365	2,144,596	(31,769)
1200 Cert Aid	1,046	19,339	22,144	23,741	23,583	24,240	22,780	136,872	228,137	235,771	7,634
1300 Cert Adminis	40,478	30,203	30,508	30,788	30,673	31,418	31,138	225,206	490,654	490,654	-
SUBTOTAL - Certificated Salaries	60,564	222,502	228,379	231,823	235,720	231,880	216,865	1,427,734	2,895,156	2,871,021	(24,135)
Classified Salaries											
2100 Instructional Aides	21,678	31,837	32,170	34,119	30,012	27,923	26,393	204,132	276,149	276,149	0
2200 Classified Support	33,625	27,918	26,936	29,714	29,890	35,504	35,430	219,017	388,235	355,461	(32,774)
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	21,118	16,572	16,830	16,153	16,260	16,260	14,344	117,536	181,125	222,453	41,328
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	76,421	76,327	75,936	79,985	76,162	79,686	76,167	540,685	845,509	854,063	8,554
Employee Benefits											
3101 STRS-Certified	9,112	40,073	40,576	41,243	15,505	40,969	38,565	226,043	461,315	452,056	(9,259)
3102 STRS-Classified	2,458	1,856	1,756	1,843	1,005	1,950	1,670	12,537	67,739	73,972	6,233
3201 PERS-Cert	2,193	2,469	2,212	2,461	2,469	2,469	2,153	16,425	105,050	106,193	1,143
3202 PERS-Classified	11,242	17,107	16,802	17,571	16,718	17,515	17,794	114,748	116,962	109,351	(7,611)
3301 OASDI/Med-Cert	1,675	3,794	3,870	3,917	4,010	3,952	3,662	24,880	64,785	65,943	1,157
3302 OASDI/Med-Class	5,035	5,228	5,218	5,501	5,174	5,444	5,263	36,863	38,282	37,282	(1,000)
3401 HlthWelfareCert	45,413	49,044	42,288	46,364	46,034	4,220	45,672	279,035	566,169	563,353	(2,816)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	35	-	904	-	1,760	18	1,684	4,401	17,961	17,755	(206)
3502 UI-Classified	-	-	-	-	-	30	-	30	-	-	-
3601 WorkersCmp-Cert	-	10,219	2,555	2,555	2,555	2,555	2,555	22,994	-	-	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	-	1,348	1,348
3902 OthBenes-Class	31	31	16	-	-	1	-	78	-	487	487
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	77,195	129,820	116,196	121,455	95,228	79,121	119,019	738,034	1,438,261	1,427,738	(10,523)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	-	344	22,275	502	-	23,122	52,367	23,000	(29,367)
4200 BooksOthRefMats	-	-	-	-	-	-	28,960	28,960	5,000	29,000	24,000
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	411	2,058	-	1,600	1,352	5,420	24,810	15,310	(9,500)
4315 OthrSupplies	-	-	-	313	-	-	1,478	1,791	5,830	5,830	-
4320 Office Supplies	1,577	137	580	482	-	1,116	165	4,057	7,420	7,420	-
4325 ProfDevMat&Sups	-	-	4,930	-	-	-	2,164	7,094	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	2,650	2,650	-
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	119	577	-	-	-	695	2,120	2,120	-
4340 Educat Software	-	4,000	840	11,700	231	10,429	11,375	38,575	52,346	52,346	(0)
4345 NonInstStdntSup	3,584	-	2,128	5,857	1,336	1,311	1,575	15,791	39,980	39,980	-
4346 TeacherSupplies	-	442	292	1,037	-	-	-	1,770	3,180	3,180	-
4350 Cust. Supplies	-	-	-	-	-	-	-	-	1,060	1,060	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	8,261	78	430	-	-	-	-	8,769	16,960	10,000	(6,960)
4400 NonCapEquip-Gen	-	-	74	-	-	2,064	-	2,138	2,120	12,000	9,880
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	2,000	2,000	-
4430 OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	2,000	2,000	-
4440 Computers <\$5k	-	-	-	-	-	-	-	-	2,000	2,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	5,300	5,300	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	177	-	-	-	177	-	-	-
4720 Food:Other Food	-	-	-	-	150	49	6,292	6,490	14,840	14,840	-
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	827	3,519	10,409	5,437	5,503	17,662	43,357	-	-	-
SUBTOTAL - Books and Supplies	13,422	5,484	13,322	32,953	29,430	22,574	71,023	188,207	241,983	230,036	(11,947)

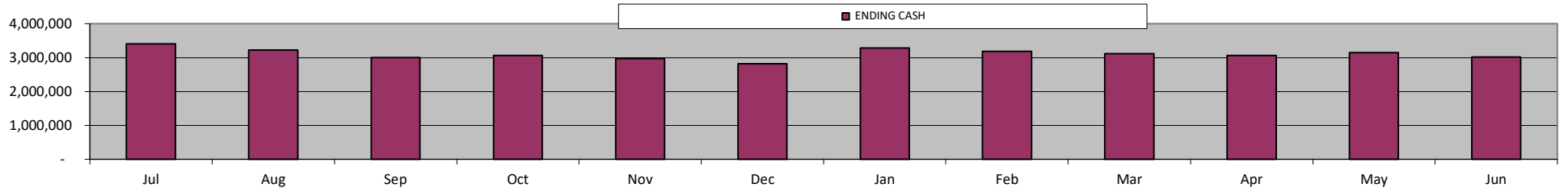
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	123,776	41,259	41,259	41,259	41,259	288,810	495,103	495,103	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-
MilesParkTolls	-	77	-	-	-	-	15	92	530	530	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	371	371	3,000	3,000	-
5300 DuesMemberships	1,771	15,382	400	1,625	140	400	812	20,530	20,000	22,000	2,000
5450 Other Insurance	-	22,539	5,635	5,635	5,635	5,635	5,635	50,714	57,211	65,500	8,289
5500 OpsHousekeeping	-	15,665	7,019	-	860	4,132	-	27,677	14,240	33,500	19,260
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	37,976	-	-	99,399	-	66,266	33,133	236,775	330,350	350,000	19,650
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	710	674	1,509	1,238	1,413	1,402	1,600	8,547	15,300	15,300	-
5621 EquipmentLeases- Interest	-	35	-	-	-	-	-	35	-	-	-
5630 Reps&MaintBldg	-	-	-	-	-	-	-	-	5,000	5,000	-
5800 ProfessServices	3,517	8,160	5,179	9,666	7,057	9,080	-	42,658	177,670	116,157	(61,513)
5810 Legal	-	-	488	6,818	-	-	8,250	15,555	10,000	30,000	20,000
5813 SchPrgAftSchool	-	-	13,363	26,727	13,363	13,363	13,635	80,452	152,252	152,252	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchIPrgs-Other	900	-	12,743	3,000	3,050	907	-	20,600	31,500	31,500	-
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,010	9,010	-
5825 DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	-	1,250	-	1,250	31,800	31,800	-
5836 FieldTrip Trans	-	-	7,490	10,090	4,140	4,000	10,096	35,816	23,900	40,000	16,100
5840 MarkngStdtdRecrt	-	14,296	-	-	-	5,153	2,692	22,141	5,000	30,000	25,000
5850 Oversight Fees	-	-	-	-	-	-	-	-	50,400	55,500	5,100
5857 Payroll Fees	2,047	1,466	1,808	1,739	1,795	1,859	1,908	12,622	21,200	21,200	-
5860 Service Fees	-	-	-	-	6,603	-	-	6,603	4,240	7,000	2,760
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	645	698	-	9,860	-	-	11,203	12,890	12,890	(0)
5864 Prof Dev-Other	-	-	-	-	-	-	4,082	4,082	18,552	18,552	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	8,387	5,692	15,305	16,523	4,923	12,426	63,256	109,559	109,559	-
5870 Livescan	79	74	159	-	-	-	-	312	530	530	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	-	13,302	21,068	4,280	31,005	69,655	53,000	123,000	70,000
5890 Oth SvcsNon-Inst	-	-	-	-	-	-	6,551	6,551	-	-	-
5900 Communications	-	2,088	-	-	-	-	-	2,088	5,300	5,300	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	-	361	361	361	363	726	-	2,173	48,300	48,300	-
5930 PostageDelivery	-	-	502	-	1,517	502	1,010	3,532	7,420	7,420	-
5940 Technology	3,028	16,144	-	-	710	8,628	-	28,510	41,910	41,910	(0)
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	50,028	111,728	186,822	237,981	135,356	175,585	174,480	1,071,979	1,755,168	1,881,814	126,646

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	4,850	4,850	4,850	5,627	5,627	5,627	5,627	37,058	48,651	48,651	-
SUBTOTAL - Capital Outlay & Depreciation	4,850	4,850	4,850	5,627	5,627	5,627	5,627	37,058	48,651	48,651	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	282,480	550,710	625,506	709,825	577,523	594,473	663,181	4,003,697	7,224,728	7,313,323	88,595



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,370,334	3,410,085	3,228,939	3,001,988	3,063,532	2,972,905	2,820,109	3,287,771	3,185,456	3,118,660	3,068,877	3,147,770	3,019,427	
Revenue														
LCFF Entitlement	81,207	316,986	154,573	672,328	278,232	494,784	564,051	386,508	448,426	448,426	655,661	448,426	574,454	5,524,060
Federal Revenue	-	-	-	-	37,246	-	109,018	-	-	16,640	-	-	73,804	236,708
Other State Revenues	15,123	22,295	34,374	12,956	90,120	55,464	361,479	133,863	107,091	107,091	45,545	45,545	230,183	1,261,129
Other Local Revenues	-	1,240	-	4,021	7,575	5,295	-	-	374	748	374	374	13,952	33,952
Total Revenue	96,330	340,521	188,947	689,305	413,173	555,543	1,034,548	520,371	555,890	572,904	701,579	494,344	892,393	7,055,849
Expenses														
Certificated Salaries	60,564	222,502	228,379	231,823	235,720	231,880	216,865	223,672	223,672	223,672	223,672	223,672	324,926	2,871,021
Classified Salaries	76,421	76,327	75,936	79,985	76,162	79,686	76,167	52,230	52,230	52,230	52,230	52,230	52,230	854,063
Benefits	77,195	129,820	116,196	121,455	95,228	79,121	119,019	114,951	114,951	114,951	114,951	114,951	114,951	1,427,738
Books and Supplies	13,422	5,484	13,322	32,953	29,430	22,574	71,023	6,972	6,972	6,972	6,972	6,972	6,972	230,036
Services and Operations	50,028	111,728	186,822	237,981	135,356	175,585	174,480	142,805	142,805	142,805	142,805	142,805	95,810	1,881,814
Depreciation / Cap Outlay	4,850	4,850	4,850	5,627	5,627	5,627	5,627	2,319	2,319	2,319	2,319	2,319	-	48,651
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	282,480	550,710	625,506	709,825	577,523	594,473	663,181	542,947	542,947	542,947	542,947	542,947	594,888	7,313,323
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	916,527	(3,755)	71,777	70,212			3,791	17,995	17,995	17,995	17,995	17,995		1,148,528
Fixed Assets - Acquisitions	4,850	5,141	4,850	5,627	5,627	5,627	5,627	2,319	2,319	2,319	2,319	2,319		48,942
Accounts Payable - Current Year	91,970	(80,661)	(2,844)	5,260	18,548	(32,709)	26,359							25,923
Other	(787,447)	108,319	135,824	965	49,549	(86,784)	60,519	(100,053)	(100,053)	(100,053)	(100,053)	(100,053)		(1,019,320)
Total Other Transactions	225,901	29,043	209,608	82,064	73,724	(113,866)	96,296	(79,739)	(79,739)	(79,739)	(79,739)	(79,739)		204,073
Total Change in Cash	39,751	(181,146)	(226,951)	61,544	(90,627)	(152,796)	467,662	(102,315)	(66,796)	(49,782)	78,893	(128,342)		(53,401)
ENDING CASH	3,410,085	3,228,939	3,001,988	3,063,532	2,972,905	2,820,109	3,287,771	3,185,456	3,118,660	3,068,877	3,147,770	3,019,427	<<< = 151 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									118	126	7
SUMMARY											
Revenue											
LCFF Entitlement	25,368	110,012	59,276	232,095	106,696	174,344	198,271	906,062	1,963,556	2,076,171	112,615
Federal Revenue	1,693	1,854	-	4,514	17,692	4,514	29,556	59,823	107,363	109,791	2,428
Other State Revenues	-	4,062	4,062	7,313	7,313	18,104	15,298	56,152	395,101	339,003	(56,098)
Other Local Revenues	5,967	11,934	-	15,913	-	20,913	7,956	62,683	288,994	133,444	(155,550)
Total Revenue	33,028	127,862	63,338	259,835	131,701	217,875	251,081	1,084,720	2,755,014	2,658,409	(96,605)
Expenditures											
Certificated Salaries	35,466	83,011	87,148	89,155	93,962	93,875	99,641	582,258	1,188,378	1,137,366	(51,011)
Classified Salaries	14,613	21,600	21,123	22,587	20,083	20,822	19,670	140,497	234,875	241,147	6,271
Benefits	25,613	38,996	40,377	40,808	18,604	26,964	44,777	236,139	584,985	523,727	(61,257)
Books and Supplies	10,696	1,897	6,362	52,567	32,295	8,116	2,830	114,763	84,656	105,156	20,500
Services and Operating Exp.	11,306	87,218	67,185	107,324	66,118	113,483	138,778	591,412	750,648	827,157	76,509
Depreciation & Cap Outlay	-	-	4,046	-	-	4,046	-	8,092	10,910	10,910	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	97,694	232,721	226,242	312,441	231,061	267,306	305,696	1,673,161	2,854,451	2,845,463	(8,988)
Net Revenues								(588,441)	(99,438)	(187,054)	(87,616)
Fund Balance											
Beginning Balance (Unaud.)										1,322,121	
Net Revenues										(187,054)	
Ending Fund Balance										1,135,067	
Components of Fund Bal.											
Available For Econ. Uncert.										1,090,481	
Restricted Balances (Est.)										22,063	
Net Fixed Assets										22,523	
Ending Fund Balance										1,135,067	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim

REVENUE DETAIL**LCFF Entitlement**

					Actuals	Actuals	Actuals				
8011	State Aid	-	59,276	59,276	106,696	106,696	106,696	545,336	1,264,413	1,333,673	69,260
8012	EPA Entitlement	-	-	-	57,752	-	-	115,503	247,027	262,345	15,318
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	25,368	50,736	-	67,647	-	67,648	33,824	245,223	452,116	28,037
SUBTOTAL - LCFF Entitlement		25,368	110,012	59,276	232,095	106,696	174,344	198,271	906,062	1,963,556	112,615

Federal Revenue

8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8285	SpEd - Revenue	1,693	1,854	-	4,514	-	4,514	2,257	14,832	30,174	1,870
8290	All Other Federal Revenue	-	-	-	-	17,692	-	27,299	44,991	77,189	558
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue		1,693	1,854	-	4,514	17,692	4,514	29,556	59,823	107,363	2,428

Other State Revenue

8311	SpEd Revenue	-	-	-	-	-	-	-	-	-	-
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	5,341	-	5,341	5,507	(166)
8560	StateLotteryRev	-	-	-	-	-	-	7,186	7,186	33,723	2,091
8590	AllOthStateRev	-	4,062	4,062	7,313	7,313	12,763	7,313	42,826	355,871	(58,023)
8595	State Rev PY Adj	-	-	-	-	-	-	799	799	-	-
SUBTOTAL - Other State Revenue		-	4,062	4,062	7,313	7,313	18,104	15,298	56,152	395,101	(56,098)

Local Revenue

8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	5,967	11,934	-	15,913	-	15,912	7,956	57,682	106,351	6,593
8699	Other Revenue	-	0	-	-	-	-	-	0	179,643	(179,143)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue		5,967	11,934	-	15,913	-	15,912	7,956	57,682	285,994	(172,550)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	5,001	-	5,001	3,000	20,000	17,000
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	5,001	-	5,001	3,000	20,000	17,000
TOTAL REVENUE	33,028	127,862	63,338	259,835	131,701	217,875	251,081	1,084,720	2,755,014	2,658,409	(96,605)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	14,815	51,991	55,425	57,381	62,143	62,152	61,819	365,725	749,397	738,272	(11,125)
1200 Cert Aid	2,450	11,392	11,266	11,316	11,376	11,266	18,044	77,109	197,428	139,216	(58,212)
1300 Cert Adminis	18,201	19,628	20,458	20,458	20,443	20,458	19,778	139,424	241,553	259,879	18,326
SUBTOTAL - Certificated Salaries	35,466	83,011	87,148	89,155	93,962	93,875	99,641	582,258	1,188,378	1,137,366	(51,011)
Classified Salaries											
2100 Instructional Aides	-	9,123	7,900	8,265	6,985	5,274	6,822	44,369	85,807	85,807	-
2200 Classified Support	7,125	6,199	5,895	5,895	5,895	5,895	5,895	42,798	74,534	74,534	-
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	7,488	6,278	7,328	8,428	7,203	9,653	6,953	53,330	74,534	80,805	6,271
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	14,613	21,600	21,123	22,587	20,083	20,822	19,670	140,497	234,875	241,147	6,271
Employee Benefits											
3101 STRS-Certified	6,774	12,348	13,209	13,569	6,736	14,710	15,544	82,889	177,403	164,794	(12,609)
3102 STRS-Classified	-	-	-	-	-	-	-	-	18,797	19,302	505
3201 PERS-Cert	-	2,111	2,049	1,949	2,049	2,049	2,049	12,256	71,870	52,236	(19,634)
3202 PERS-Classified	3,124	5,294	5,238	5,352	4,989	4,651	5,032	33,680	14,457	34,252	19,794
3301 OASDI/Med-Cert	514	1,709	1,757	1,786	1,855	1,854	1,943	11,418	33,831	27,504	(6,327)
3302 OASDI/Med-Class	1,115	1,651	1,613	1,725	1,533	1,589	1,501	10,726	5,523	11,185	5,662
3401 HlthWelfareCert	14,086	11,796	14,993	15,406	(18)	1,089	17,258	74,610	240,239	191,909	(48,330)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	497	-	437	-	428	1,363	6,735	6,418	(317)
3502 UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601 WorkersCmp-Cert	-	4,087	1,022	1,022	1,022	1,022	1,022	9,197	16,129	16,129	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-
3902 OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	25,613	38,996	40,377	40,808	18,604	26,964	44,777	236,139	584,985	523,727	(61,257)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	-	8,867	-	-	-	8,867	18,129	10,129	(8,000)
4200 BooksOthRefMats	-	1,516	-	1,851	31,436	193	842	35,837	2,000	36,000	34,000
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	-	253	-	361	-	614	6,500	3,000	(3,500)
4315 OthrSupplies	-	-	-	53	-	-	-	53	-	-	-
4320 Office Supplies	652	362	1,217	1,231	316	1,770	136	5,683	8,000	8,000	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	-	-	-	-	-	2,000	2,000	-
4340 Educat Software	5,688	-	-	27,750	-	4,411	-	37,850	21,027	21,027	-
4345 NonInstStdntSup	-	-	-	4,474	-	138	367	4,979	9,000	9,000	-
4346 TeacherSupplies	-	-	-	315	-	280	196	791	1,500	1,500	-
4350 Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-
4351 Yearbook	-	-	-	-	-	-	772	772	1,000	1,000	(0)
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	4,356	-	-	-	-	-	-	4,356	5,000	5,000	-
4400 NonCapEquip-Gen	-	-	-	176	-	-	6,157	6,333	500	500	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4440 Computers <\$5k	-	-	5,126	930	-	-	-	6,056	6,000	6,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	1,000	500	(500)
4720 Food:Other Food	-	-	-	-	-	-	975	975	3,000	1,500	(1,500)
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	19	19	6,668	543	963	(6,615)	1,597	-	-	-
SUBTOTAL - Books and Supplies	10,696	1,897	6,362	52,567	32,295	8,116	2,830	114,763	84,656	105,156	20,500

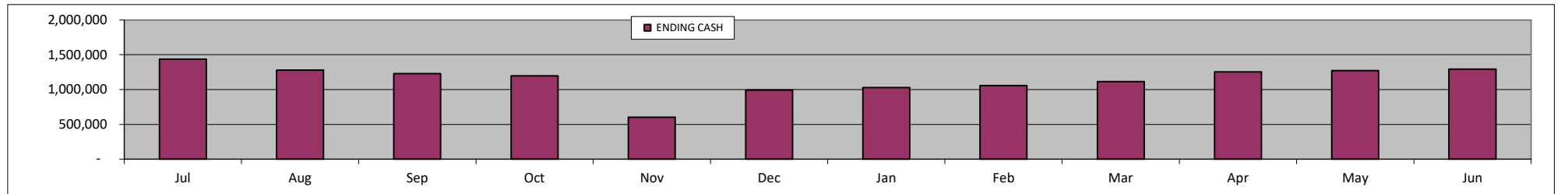
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-
5210 MilesParkTolls	-	-	-	-	-	-	-	-	1,000	1,000	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	-	-	1,000	1,000	-
5300 DuesMemberships	-	-	1,175	1,465	-	6,190	-	8,830	7,000	8,000	1,000
5450 Other Insurance	-	6,319	1,580	1,580	1,580	1,580	1,580	14,219	17,555	17,555	-
5500 OpsHousekeeping	-	343	5,027	-	-	1,083	-	6,453	8,000	8,000	-
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	3,103	-	2,020	30,469	986	34,967	16,991	88,536	204,000	204,000	-
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	46	370	370	3,048	370	860	2,781	7,845	6,200	6,200	-
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	3,500	3,500	(0)
5800 ProfessServices	1,415	1,785	2,545	2,530	5,316	15,742	-	29,334	65,707	23,190	(42,517)
5810 Legal	-	70	-	11,854	-	-	-	11,924	20,000	20,000	-
5813 SchPrgAftSchool	-	-	-	-	-	-	3,204	3,204	-	-	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchlProgs-Other	3,000	-	-	-	-	-	-	3,000	3,500	3,500	(0)
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,000	9,000	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	-	-	-	-	10,000	10,000	-
5836 FieldTrip Trans	-	29,250	350	430	-	246	29,250	59,525	55,000	55,000	-
5840 MarkngStdtrRecrt	-	-	-	-	-	4,772	1,367	6,140	15,000	15,000	-
5850 Oversight Fees	1,092	2,184	-	2,911	-	2,912	1,456	10,555	19,578	19,578	-
5857 Payroll Fees	1,117	1,293	1,026	1,377	942	1,051	1,111	7,916	9,000	9,000	-
5860 Service Fees	-	-	-	-	-	-	-	-	3,000	3,000	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	1,050	-	100	-	-	75	1,225	-	-	-
5864 Prof Dev-Other	-	-	-	-	-	-	-	-	21,131	21,131	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	4,432	8,140	12,320	18,804	11,482	35,201	90,380	30,174	90,000	59,826
5870 Livescan	-	-	-	-	-	126	-	126	300	300	-
5872 SPED Fees (incl Encroachment)	1,532	40,013	-	4,084	-	4,084	2,042	51,755	14,489	14,489	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	-	14,049	19,788	-	26,260	60,097	10,000	70,000	60,000
5890 OthSvcsNon-Inst	-	-	-	-	-	-	3,000	3,000	-	-	-
5900 Communications	-	-	-	-	-	694	57	751	3,000	3,000	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	-	-	1,740	2,300	2,070	-	-	6,110	25,000	25,000	(0)
5930 PostageDelivery	-	110	-	184	215	-	-	509	3,000	1,200	(1,800)
5940 Technology	-	-	-	2,401	1,643	11,470	-	15,513	12,665	12,665	-
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	11,306	87,218	67,185	107,324	66,118	113,483	138,778	591,412	750,648	827,157	76,509

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	4,046	-	-	4,046	-	8,092	10,910	10,910	-
SUBTOTAL - Capital Outlay & Depreciation	-	-	4,046	-	-	4,046	-	8,092	10,910	10,910	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	97,694	232,721	226,242	312,441	231,061	267,306	305,696	1,673,161	2,854,451	2,845,463	(8,988)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,265,070	1,436,411	1,278,468	1,229,549	1,198,292	602,582	993,742	1,029,550	1,058,176	1,113,641	1,254,958	1,274,969	1,294,979	
Revenue														
LCFF Entitlement	25,368	110,012	59,276	232,095	106,696	174,344	198,271	165,887	194,322	264,409	175,184	175,184	195,123	2,076,171
Federal Revenue	1,693	1,854	-	4,514	17,692	4,514	29,556	2,869	2,869	18,635	2,869	2,869	19,858	109,791
Other State Revenues	-	4,062	4,062	7,313	7,313	18,104	15,298	47,142	45,545	45,545	45,545	45,545	53,530	339,003
Other Local Revenues	5,967	11,934	-	15,913	-	20,913	7,956	14,152	14,152	14,152	14,152	14,152	-	133,444
Total Revenue	33,028	127,862	63,338	259,835	131,701	217,875	251,081	230,050	256,888	342,741	237,750	237,750	268,511	2,658,409
Expenses														
Certificated Salaries	35,466	83,011	87,148	89,155	93,962	93,875	99,641	92,518	92,518	92,518	92,518	92,518	92,518	1,137,366
Classified Salaries	14,613	21,600	21,123	22,587	20,083	20,822	19,670	16,775	16,775	16,775	16,775	16,775	16,775	241,147
Benefits	25,613	38,996	40,377	40,808	18,604	26,964	44,777	47,931	47,931	47,931	47,931	47,931	47,931	523,727
Books and Supplies	10,696	1,897	6,362	52,567	32,295	8,116	2,830	(1,601)	(1,601)	(1,601)	(1,601)	(1,601)	(1,601)	105,156
Services and Operations	11,306	87,218	67,185	107,324	66,118	113,483	138,778	41,692	41,692	41,692	41,692	41,692	27,287	827,157
Depreciation / Cap Outlay	-	-	4,046	-	-	4,046	-	470	470	470	470	470	470	10,910
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	97,694	232,721	226,242	312,441	231,061	267,306	305,696	197,784	197,784	197,784	197,784	197,784	183,380	2,845,463
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	363,651	78		23,584	(519,407)	519,407	5,346	16,316	16,316	16,316				441,606
Fixed Assets - Acquisitions		290	4,046			4,046		470	470	470	470	470		10,731
Accounts Payable - Current Year	9,714	750	1,892	20,424	13,478	(75,877)	57,952							28,332
Other	(137,358)	(54,202)	108,047	(22,659)	9,580	(6,986)	27,126	(20,425)	(20,425)	(20,425)	(20,425)	(20,425)		(178,576)
Total Other Transactions	236,007	(53,084)	113,984	21,349	(496,350)	440,590	90,424	(3,639)	(3,639)	(3,639)	(19,955)	(19,955)		302,093
Total Change in Cash	171,341	(157,943)	(48,919)	(31,257)	(595,710)	391,160	35,809	28,626	55,464	141,318	20,010	20,010		115,039
ENDING CASH	1,436,411	1,278,468	1,229,549	1,198,292	602,582	993,742	1,029,550	1,058,176	1,113,641	1,254,958	1,274,969	1,294,979	<<< = 166 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									201	200	(1)
SUMMARY											
Revenue											
LCFF Entitlement	44,873	188,062	98,316	394,527	176,969	296,631	334,696	1,534,074	3,214,609	3,181,886	(32,723)
Federal Revenue	-	-	-	-	28,923	-	44,772	73,695	406,102	406,108	6
Other State Revenues	17,348	14,973	21,647	19,796	76,939	35,673	276,752	463,128	1,355,574	1,348,392	(7,182)
Other Local Revenues	-	2,540	-	1,771	1,564	35,378	193	41,446	22,597	32,597	10,000
Total Revenue	62,221	205,575	119,963	416,094	284,395	367,682	656,413	2,112,342	4,998,883	4,968,984	(29,899)
Expenditures											
Certificated Salaries	48,148	138,498	137,615	142,994	140,458	146,598	153,132	907,443	1,706,756	1,743,382	36,626
Classified Salaries	28,669	47,040	50,988	60,458	58,781	51,562	54,628	352,124	735,599	747,820	12,221
Benefits	40,829	69,607	78,074	76,768	52,043	49,089	77,495	443,906	913,947	877,448	(36,499)
Books and Supplies	23,264	19	48,318	50,245	14,646	17,111	50,836	204,438	261,374	269,814	8,440
Services and Operating Exp.	35,315	73,845	102,559	70,488	68,709	76,616	88,488	516,020	1,280,130	1,182,146	(97,983)
Depreciation & Cap Outlay	2,651	2,651	2,651	2,651	2,651	2,651	2,651	18,557	24,179	24,179	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	178,876	331,660	420,205	403,604	337,288	343,626	427,231	2,442,489	4,921,984	4,844,788	(77,195)
Net Revenues								(330,147)	76,899	124,195	47,296
Fund Balance											
Beginning Balance (Unaud.)										7,632,612	
Net Revenues										124,195	
Ending Fund Balance										7,756,807	
Components of Fund Bal.											
Available For Econ. Uncert.										4,368,557	
Restricted Balances (Est.)										16,033	
Net Fixed Assets										3,372,218	
Ending Fund Balance										7,756,807	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL					Actuals	Actuals	Actuals				
LCFF Entitlement											
8011 State Aid	-	98,316	98,316	176,969	176,969	176,969	176,969	904,508	2,042,061	2,014,193	(27,868)
8012 EPA Entitlement	-	-	-	97,896	-	-	97,896	195,792	402,952	401,284	(1,668)
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	44,873	89,746	-	119,662	-	119,662	59,831	433,774	769,596	766,409	(3,187)
SUBTOTAL - LCFF Entitlement	44,873	188,062	98,316	394,527	176,969	296,631	334,696	1,534,074	3,214,609	3,181,886	(32,723)
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	32,311	32,311	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	28,923	-	44,772	73,695	373,791	373,797	6
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	-	28,923	-	44,772	73,695	406,102	406,108	6
Other State Revenue											
8311 SpEd Revenue	9,406	8,342	15,016	-	15,016	15,016	30,252	93,048	191,400	183,680	(7,720)
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	7,604	-	7,604	8,075	7,604	(471)
8560 StateLotteryRev	-	-	-	7,860	-	-	12,652	20,512	57,406	57,166	(240)
8590 AllOthStateRev	7,942	6,631	6,631	11,936	61,923	13,053	236,936	345,052	1,098,693	1,099,942	1,249
8595 State Rev PY Adj	-	-	-	-	-	-	(3,088)	(3,088)	-	-	-
SUBTOTAL - Other State Revenue	17,348	14,973	21,647	19,796	76,939	35,673	276,752	463,128	1,355,574	1,348,392	(7,182)
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	12,000	-	(12,000)
8699 Other Revenue	-	0	-	-	-	17,575	-	17,575	3,000	25,000	22,000
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	2,540	-	1,771	-	17,803	193	22,307	-	-	-
SUBTOTAL - Local Revenue	-	2,540	-	1,771	-	35,378	193	39,882	15,000	25,000	10,000

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	1,564	-	-	1,564	7,597	7,597	(0)
SUBTOTAL - Fundraising & Grants	-	-	-	-	1,564	-	-	1,564	7,597	7,597	(0)
TOTAL REVENUE	62,221	205,575	119,963	416,094	284,395	367,682	656,413	2,112,342	4,998,883	4,968,984	(29,899)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	11,300	97,388	96,416	101,463	99,233	104,299	108,272	618,370	1,235,912	1,231,703	(4,209)
1200 Cert Aid	-	9,168	9,477	9,364	9,664	9,567	8,408	55,648	84,260	125,095	40,835
1300 Cert Adminis	36,848	31,942	31,722	32,167	31,562	32,732	36,452	233,425	386,584	386,584	0
SUBTOTAL - Certificated Salaries	48,148	138,498	137,615	142,994	140,458	146,598	153,132	907,443	1,706,756	1,743,382	36,626
Classified Salaries											
2100 Instructional Aides	10,548	18,960	23,732	31,697	30,458	25,909	27,611	168,916	304,051	285,397	(18,655)
2200 Classified Support	761	10,853	10,496	10,985	11,253	10,172	9,621	64,141	201,034	201,034	-
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	17,360	17,228	16,760	17,776	17,069	15,480	17,395	119,067	230,514	261,389	30,876
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	28,669	47,040	50,988	60,458	58,781	51,562	54,628	352,124	735,599	747,820	12,221
Employee Benefits											
3101 STRS-Certified	9,105	25,238	26,026	26,767	1,597	27,444	29,017	145,193	264,186	260,245	(3,942)
3102 STRS-Classified	-	1,162	1,162	1,162	1,277	1,162	1,162	7,087	52,592	60,240	7,647
3201 PERS-Cert	-	407	-	-	-	-	-	407	42,957	51,989	9,033
3202 PERS-Classified	6,111	10,341	10,853	13,022	12,744	11,031	11,671	75,773	73,802	70,202	(3,601)
3301 OASDI/Med-Cert	697	2,176	1,987	2,065	2,028	2,111	2,210	13,275	32,195	35,995	3,800
3302 OASDI/Med-Class	2,193	3,221	3,513	4,228	4,072	3,547	3,791	24,566	27,023	26,890	(134)
3401 HlthWelfareCert	22,723	20,201	32,300	27,810	28,331	2,079	27,594	161,037	383,173	331,842	(51,332)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	519	-	279	-	334	1,133	10,455	10,648	193
3502 UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601 WorkersCmp-Cert	-	6,860	1,715	1,715	1,715	1,715	1,715	15,435	25,599	25,599	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	1,964	1,278	(686)
3902 OthBenes-Class	-	-	-	-	-	-	-	-	-	2,520	2,520
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	40,829	69,607	78,074	76,768	52,043	49,089	77,495	443,906	913,947	877,448	(36,499)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	4,369	18,328	-	-	12,338	35,034	18,000	35,500	17,500
4200 BooksOthRefMats	-	-	17,601	315	146	-	4,500	22,561	18,000	23,000	5,000
4300 Ins Mats & Sups 2	-	-	-	-	123	-	-	123	10,000	5,000	(5,000)
4310 Ins Mats & Sups	-	-	-	279	-	1,071	4,023	5,372	9,541	9,541	-
4315 OthrSupplies	-	-	-	1,261	165	832	-	2,258	1,060	3,000	1,940
4320 Office Supplies	-	-	78	6,934	1,715	-	1,019	9,747	15,020	15,020	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	20,000	10,000	(10,000)
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	3,392	-	-	-	3,392	18,020	18,020	-
4340 Educat Software	11,536	-	8,246	8,890	231	7,122	-	36,024	50,955	50,955	-
4345 NonInstStdntSup	-	-	7,606	5,807	-	619	4,756	18,789	25,517	25,517	-
4346 TeacherSupplies	-	-	-	837	-	-	79	916	6,360	6,360	-
4350 Cust. Supplies	-	-	-	-	-	-	-	-	1,060	1,060	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	1,112	-	-	-	-	1,112	-	-	-
4390 Uniforms	5,678	-	-	785	-	-	-	6,463	20,000	20,000	-
4400 NonCapEquip-Gen	-	-	-	-	780	-	-	780	-	-	-
4410 ClssrmFnnEqp<5k	-	-	-	-	-	-	-	-	1,060	1,060	-
4430 OfficeFurnEqp<5k	-	-	405	554	262	-	145	1,366	4,240	4,240	-
4440 Computers <\$5k	-	-	8,727	1,812	9,090	1,122	5,594	26,344	15,000	15,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	7,420	7,420	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	6,050	-	-	-	-	364	-	6,414	16,000	10,000	(6,000)
4720 Food:Other Food	-	-	-	-	2,133	22	5,904	8,059	4,120	9,120	5,000
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	19	174	1,053	-	5,959	12,478	19,683	-	-	-
SUBTOTAL - Books and Supplies	23,264	19	48,318	50,245	14,646	17,111	50,836	204,438	261,374	269,814	8,440

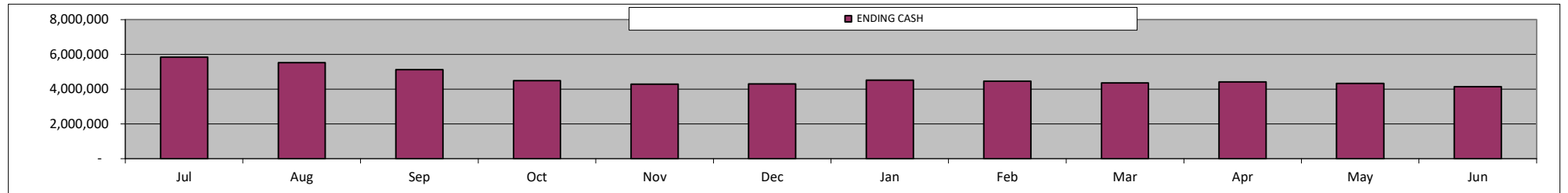
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	51,855	17,285	17,285	17,285	17,285	120,994	207,418	207,418	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	1,590	1,590	-
5210 MilesParkTolls	-	310	-	49	-	-	-	360	1,060	1,060	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	8,306	-	-	-	-	250	-	8,556	10,240	10,240	-
5300 DuesMemberships	699	5,622	2,175	2,730	695	-	1,000	12,921	14,600	14,600	-
5450 Other Insurance	-	13,680	3,420	3,420	3,420	3,420	3,420	30,780	43,471	43,471	-
5500 OpsHousekeeping	-	-	-	-	-	474	-	474	40,000	20,000	(20,000)
5510 Gas & Electric	583	-	-	83	525	552	16	1,760	3,000	3,000	-
5610 Rent & Leases	19,583	19,583	19,583	19,583	19,583	19,583	19,583	137,083	237,272	237,272	-
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	-	-	925	2,033	660	1,532	-	5,150	5,300	5,300	-
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldg	-	-	-	-	-	-	712	712	10,000	10,000	-
5800 ProfessServices	3,517	6,385	4,735	7,217	4,709	8,495	-	35,058	239,978	161,994	(77,983)
5810 Legal	-	2,123	675	-	-	-	-	2,798	21,200	21,200	-
5813 SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchlProgs-Other	-	1,125	11,410	975	-	-	6,800	20,310	22,461	22,461	-
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,540	9,540	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	640	-	835	1,475	67,650	67,650	-
5836 FieldTrip Trans	590	725	4,350	4,340	5,360	3,476	4,430	23,271	16,000	16,000	-
5840 MarkngStdRecrt	-	9,664	-	-	-	3,400	1,367	14,431	42,400	42,400	-
5850 Oversight Fees	-	-	-	-	-	-	-	-	32,146	32,146	-
5857 Payroll Fees	1,497	1,196	1,364	1,419	1,479	1,553	1,592	10,101	15,900	15,900	-
5860 Service Fees	-	-	-	-	3,615	-	-	3,615	1,060	1,060	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	650	-	295	2,500	-	3,445	17,317	17,317	-
5864 Prof Dev-Other	-	3,084	-	-	-	-	-	3,084	15,900	15,900	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctct Inst	539	651	-	5,489	2,782	4,618	16,088	30,168	98,398	98,398	-
5870 Livescan	-	90	135	150	133	50	-	558	795	795	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	-	2,203	5,586	-	15,359	23,148	50,000	50,000	-
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	1,201	-	-	-	-	-	1,201	3,180	3,180	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	-	-	-	-	-	-	-	-	21,200	21,200	-
5930 PostageDelivery	-	300	-	604	300	645	-	1,849	4,240	4,240	-
5940 Technology	-	8,107	1,282	1,090	1,643	6,962	-	19,083	26,814	26,814	0
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	35,315	73,845	102,559	70,488	68,709	76,616	88,488	516,020	1,280,130	1,182,146	(97,983)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	2,651	2,651	2,651	2,651	2,651	2,651	2,651	18,557	24,179	24,179	-
SUBTOTAL - Capital Outlay & Depreciation	2,651	2,651	2,651	2,651	2,651	2,651	2,651	18,557	24,179	24,179	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	178,876	331,660	420,205	403,604	337,288	343,626	427,231	2,442,489	4,921,984	4,844,788	(77,195)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	7,876,628	5,836,566	5,522,849	5,125,936	4,486,527	4,284,844	4,292,839	4,524,019	4,452,967	4,359,784	4,416,651	4,330,116	4,140,835	
Revenue														
LCFF Entitlement	44,873	188,062	98,316	394,527	176,969	296,631	334,696	236,800	250,079	250,079	352,825	250,079	307,952	3,181,886
Federal Revenue	-	-	-	-	28,923	-	44,772	-	-	150,051	-	-	182,362	406,108
Other State Revenues	17,348	14,973	21,647	19,796	76,939	35,673	276,752	177,053	141,642	141,642	45,545	45,545	333,838	1,348,392
Other Local Revenues	-	2,540	-	1,771	1,564	35,378	193	193	193	193	193	193	(9,812)	32,597
Total Revenue	62,221	205,575	119,963	416,094	284,395	367,682	656,413	414,045	391,914	541,965	398,562	295,816	814,339	4,968,984
Expenses														
Certificated Salaries	48,148	138,498	137,615	142,994	140,458	146,598	153,132	145,373	145,373	145,373	145,373	145,373	109,073	1,743,382
Classified Salaries	28,669	47,040	50,988	60,458	58,781	51,562	54,628	65,949	65,949	65,949	65,949	65,949	65,949	747,820
Benefits	40,829	69,607	78,074	76,768	52,043	49,089	77,495	72,257	72,257	72,257	72,257	72,257	72,257	877,448
Books and Supplies	23,264	19	48,318	50,245	14,646	17,111	50,836	10,896	10,896	10,896	10,896	10,896	10,896	269,814
Services and Operations	35,315	73,845	102,559	70,488	68,709	76,616	88,488	113,902	113,902	113,902	113,902	113,902	96,617	1,182,146
Depreciation / Cap Outlay	2,651	2,651	2,651	2,651	2,651	2,651	2,651	1,124	1,124	1,124	1,124	1,124	-	24,179
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	178,876	331,660	420,205	403,604	337,288	343,626	427,231	409,501	409,501	409,501	409,501	409,501	354,792	4,844,788
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	505,228	2,299	39,299	40,399	116,814	(17,575)	-	17,078	17,078	17,078	17,078	17,078	17,078	771,853
Fixed Assets - Acquisitions	5,547	(2,992)	(282,876)	(599,061)	(151,971)	19,060	(481,038)	1,124	1,124	1,124	1,124	1,124	1,124	(1,487,710)
Accounts Payable - Current Year	291,722	(268,830)	79,103	35,013	(139,052)	(2,481)	439,470	-	-	-	-	-	-	434,947
Other	(2,725,904)	81,890	67,803	(128,249)	25,419	(15,066)	43,566	(93,798)	(93,798)	(93,798)	(93,798)	(93,798)	(93,798)	(3,119,531)
Total Other Transactions	(1,923,407)	(187,633)	(96,671)	(651,899)	(148,790)	(16,061)	1,998	(75,596)	(75,596)	(75,596)	(75,596)	(75,596)		(3,400,442)
Total Change in Cash	(2,040,062)	(313,718)	(396,913)	(639,409)	(201,683)	7,995	231,180	(71,052)	(93,183)	56,868	(86,535)	(189,281)		(3,276,246)
ENDING CASH	5,836,566	5,522,849	5,125,936	4,486,527	4,284,844	4,292,839	4,524,019	4,452,967	4,359,784	4,416,651	4,330,116	4,140,835	<<< = 312 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									119	124	(5)
SUMMARY											
Revenue											
LCFF Entitlement	23,758	92,535	45,020	193,813	81,035	144,389	162,137	742,687	1,716,046	1,783,774	67,728
Federal Revenue	1,586	3,171	-	4,227	17,842	5,266	30,842	62,934	344,329	346,796	2,467
Other State Revenues	-	54,515	6,515	11,728	11,728	15,798	153,978	254,262	550,750	536,013	(14,737)
Other Local Revenues	5,588	11,177	-	14,902	972	14,902	8,080	55,621	116,812	121,138	4,326
Total Revenue	30,932	161,398	51,535	224,670	111,577	180,355	355,037	1,115,504	2,727,937	2,787,721	59,784
Expenditures											
Certificated Salaries	25,036	79,530	82,992	85,968	87,907	89,508	86,346	537,287	997,512	978,146	(19,366)
Classified Salaries	19,799	26,385	26,883	27,670	26,026	24,546	27,037	178,345	390,042	394,313	4,271
Benefits	23,780	37,356	42,639	41,669	31,896	28,218	27,810	233,368	512,609	525,968	13,359
Books and Supplies	6,703	22,172	16,914	14,518	1,801	7,216	9,220	78,545	131,599	119,541	(12,058)
Services and Operating Exp.	42,093	72,680	60,069	72,974	50,847	89,400	111,343	499,406	764,637	765,433	796
Depreciation & Cap Outlay	-	-	884	-	-	884	-	1,768	2,838	2,838	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	117,410	238,123	230,381	242,799	198,477	239,772	261,756	1,528,719	2,799,237	2,786,239	(12,998)
Net Revenues								(413,216)	(71,300)	1,482	72,782
Fund Balance											
Beginning Balance (Unaud.)										2,666,531	
Net Revenues										1,482	
Ending Fund Balance										2,668,012	
Components of Fund Bal.											
Available For Econ. Uncert.										2,373,356	
Restricted Balances (Est.)										283,119	
Net Fixed Assets										11,537	
Ending Fund Balance										2,668,012	

2024-25 Second Interim Budget								Year to Date		Annual Budget		
MSA 6		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals				
REVENUE DETAIL					Actuals	Actuals	Actuals					
LCFF Entitlement												
8011	State Aid	-	45,020	45,020	81,035	81,035	81,035	81,035	414,180	1,035,272	1,075,404	40,132
8012	EPA Entitlement	-	-	-	49,424	-	-	49,425	98,849	226,708	235,898	9,190
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	23,758	47,515	-	63,354	-	63,354	31,677	229,658	454,066	472,472	18,406
SUBTOTAL - LCFF Entitlement		23,758	92,535	45,020	193,813	81,035	144,389	162,137	742,687	1,716,046	1,783,774	67,728
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285	SpEd - Revenue	1,586	3,171	-	4,227	-	4,228	2,114	15,326	30,304	31,532	1,228
8290	All Other Federal Revenue	-	-	-	-	17,842	1,038	28,728	47,608	314,025	315,264	1,239
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue		1,586	3,171	-	4,227	17,842	5,266	30,842	62,934	344,329	346,796	2,467
Other State Revenue												
8311	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	2,078	-	2,078	2,383	2,078	(305)
8560	StateLotteryRev	-	-	-	-	-	-	6,695	6,695	33,869	35,241	1,372
8590	AllOthStateRev	-	54,515	6,515	11,728	11,728	13,720	146,728	244,934	514,498	498,694	(15,804)
8595	State Rev PY Adj	-	-	-	-	-	-	555	555	-	-	-
SUBTOTAL - Other State Revenue		-	54,515	6,515	11,728	11,728	15,798	153,978	254,262	550,750	536,013	(14,737)
Local Revenue												
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	5,588	11,177	-	14,902	-	14,902	7,451	54,020	106,812	111,138	4,326
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	0	-	-	-	-	629	629	2,000	2,000	-
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-	180	-	-	180	-	-	-
SUBTOTAL - Local Revenue		5,588	11,177	-	14,902	180	14,902	8,080	54,829	108,812	113,138	4,326

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	792	-	-	792	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	8,000	8,000	-
SUBTOTAL - Fundraising & Grants	-	-	-	-	792	-	-	792	8,000	8,000	-
TOTAL REVENUE									2,727,937	2,787,721	59,784
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	2,450	58,690	60,173	57,904	59,845	60,963	59,390	359,414	692,228	665,228	(27,000)
1200 Cert Aid	-	704	2,264	7,578	7,576	7,534	6,820	32,476	56,151	63,785	7,634
1300 Cert Adminis	22,586	20,136	20,556	20,486	20,486	21,011	20,136	145,397	249,132	249,132	-
SUBTOTAL - Certificated Salaries	25,036	79,530	82,992	85,968	87,907	89,508	86,346	537,287	997,512	978,146	(19,366)
Classified Salaries											
2100 Instructional Aides	-	-	-	-	-	-	-	-	15,250	13,250	(2,000)
2200 Classified Support	9,414	19,149	19,647	20,435	18,790	17,310	19,801	124,546	236,327	236,327	-
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	10,386	7,236	7,236	7,236	7,236	7,236	7,236	53,799	138,465	144,736	6,271
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	19,799	26,385	26,883	27,670	26,026	24,546	27,037	178,345	390,042	394,313	4,271
Employee Benefits											
3101 STRS-Certified	4,782	15,175	15,797	16,365	8,697	16,898	16,463	94,176	155,918	156,163	245
3102 STRS-Classified	-	1,181	1,114	1,114	1,114	1,114	1,114	6,752	29,245	30,760	1,515
3201 PERS-Cert	-	-	-	-	-	-	-	-	34,649	35,156	506
3202 PERS-Classified	3,739	5,431	5,694	5,690	5,357	5,043	5,567	36,521	52,610	52,265	(345)
3301 OASDI/Med-Cert	361	1,151	1,198	1,241	1,269	1,292	1,246	7,759	22,150	22,293	143
3302 OASDI/Med-Class	1,515	1,635	1,695	1,755	1,629	1,516	1,707	11,452	18,133	18,377	244
3401 HlthWelfareCert	13,383	9,135	16,098	14,592	12,790	1,443	631	68,071	175,083	186,088	11,004
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	131	-	127	-	170	428	6,463	6,509	46
3502 UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601 WorkersCmp-Cert	-	3,649	912	912	912	912	912	8,209	16,394	16,394	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	1,964	647	(1,317)
3902 OthBenes-Class	-	-	-	-	-	-	-	-	-	1,317	1,317
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	23,780	37,356	42,639	41,669	31,896	28,218	27,810	233,368	512,609	525,968	13,359

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	4,202	4,058	-	-	-	8,260	30,173	15,173	(15,000)
4200 BooksOthRefMats	-	-	266	105	-	-	-	371	-	500	500
4300 Ins Mats & Sups 2	-	-	496	212	-	174	55	937	-	1,500	1,500
4310 Ins Mats & Sups	-	-	-	-	-	582	298	880	2,120	2,120	-
4315 OthrSupplies	-	-	1,476	557	-	801	55	2,889	-	3,000	3,000
4320 Office Supplies	446	189	1,476	161	-	420	166	2,858	4,240	4,240	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	927	4,840	5,767	1,378	7,000	5,622
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	509	-	391	-	900	1,060	1,060	-
4340 Educat Software	3,841	-	-	-	-	3,507	-	7,348	18,128	18,128	(0)
4345 NonInstStdntSup	-	1,142	-	4,165	67	-	219	5,593	25,010	20,000	(5,010)
4346 TeacherSupplies	-	-	-	-	-	104	-	104	5,300	750	(4,550)
4350 Cust. Supplies	-	-	-	-	-	-	-	-	2,120	1,000	(1,120)
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	2,416	-	-	-	-	-	-	2,416	4,240	4,240	(0)
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	1,060	1,060	-
4410 ClsrmFrmEq<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEq<5k	-	-	-	-	-	-	-	-	530	530	-
4440 Computers <\$5k	-	20,822	8,998	2,124	-	-	1,624	33,568	32,000	35,000	3,000
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	47	-	47	-	-	-
4720 Food:Other Food	-	-	-	-	-	60	1,450	1,511	4,240	4,240	-
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	19	-	2,628	1,734	201	513	5,096	-	-	-
SUBTOTAL - Books and Supplies	6,703	22,172	16,914	14,518	1,801	7,216	9,220	78,545	131,599	119,541	(12,058)

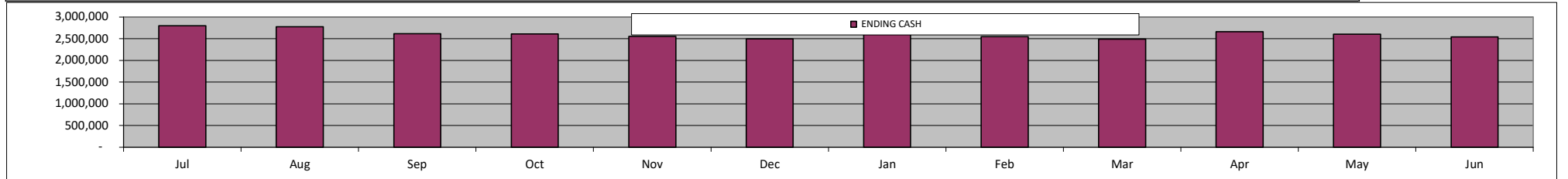
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	530	530	-
5210 MilesParkTolls	-	234	-	-	-	-	-	234	530	530	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	-	-	530	530	(0)
5300 DuesMemberships	-	-	-	1,230	-	5,017	3,700	9,947	2,650	9,650	7,000
5450 Other Insurance	-	6,696	1,674	1,674	1,674	1,674	1,674	15,066	22,033	22,033	0
5500 OpsHousekeeping	-	-	629	-	4,668	-	-	5,297	13,780	13,780	-
5510 Gas & Electric	-	-	-	-	-	-	-	-	530	530	(0)
5610 Rent & Leases	12,693	23,678	-	21,109	-	21,109	10,554	89,143	141,464	141,464	0
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	-	-	340	524	441	490	435	2,229	7,632	4,772	(2,860)
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldng	-	76	-	-	-	-	-	76	2,120	2,120	-
5800 ProfessServices	1,415	1,785	2,545	2,530	8,597	15,592	3,666	36,131	62,069	53,453	(8,616)
5810 Legal	-	-	-	-	-	-	-	-	8,500	-	(8,500)
5813 SchPrgAftSchool	21,263	-	5,497	10,994	5,497	-	14,904	58,155	66,228	75,000	8,772
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchlProgs-Other	-	-	-	-	-	-	-	-	2,120	2,120	-
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,540	9,540	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	490	-	30,897	31,387	-	-	-
5836 FieldTrip Trans	-	29,250	-	490	-	-	1,130	30,870	90,000	90,000	-
5840 MarkngStdtdRecrt	-	-	-	-	-	4,772	1,367	6,140	530	530	(0)
5850 Oversight Fees	887	1,774	-	2,365	-	2,366	1,183	8,575	15,105	15,105	(0)
5857 Payroll Fees	911	752	897	929	929	945	1,097	6,461	9,540	9,540	-
5860 Service Fees	-	-	-	-	-	-	-	-	1,590	1,590	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	1,125	-	-	-	-	1,125	20,555	10,555	(10,000)
5864 Prof Dev-Other	-	-	-	-	-	-	-	-	4,985	4,985	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	1,364	5,336	1,844	6,741	4,416	3,774	9,939	33,414	30,304	30,304	(0)
5870 Livescan	-	-	79	74	-	-	-	153	424	424	-
5872 SPED Fees (incl Encroachment)	1,434	2,870	-	3,828	-	3,828	1,914	13,874	19,575	19,575	-
5875 Staff Recruiting	-	-	-	-	-	4,000	-	4,000	-	-	-
5884 Substitutes	-	-	-	4,324	6,018	-	12,980	23,322	20,000	35,000	15,000
5890 OthSvcsNon-Inst	-	-	-	-	-	-	1,498	1,498	-	-	-
5900 Communications	-	-	-	-	-	634	-	634	1,590	1,590	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	-	230	2,047	2,070	2,070	-	-	6,417	20,000	20,000	-
5930 PostageDelivery	-	-	180	-	-	-	-	180	1,060	1,060	-
5940 Technology	2,127	-	-	-	1,643	8,976	-	12,746	16,274	16,274	0
5990 Prior Year Adj (Services)	-	-	-	(2,131)	-	-	-	(2,131)	-	-	-
SUBTOTAL - Services & Other Operating Exp.	42,093	72,680	60,069	72,974	50,847	89,400	111,343	499,406	764,637	765,433	796

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	884	-	-	884	-	1,768	2,838	2,838	-
SUBTOTAL - Capital Outlay & Depreciation									1,768	2,838	2,838
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows									-	-	-
TOTAL EXPENSES									1,528,719	2,799,237	2,786,239
											(12,998)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,773,148	2,797,805	2,778,941	2,615,251	2,608,238	2,551,905	2,495,392	2,673,340	2,546,027	2,487,576	2,662,242	2,603,562	2,544,882	
Revenue														
LCFF Entitlement	23,758	92,535	45,020	193,813	81,035	144,389	162,137	112,712	158,265	244,097	158,265	158,265	209,482	1,783,774
Federal Revenue	1,586	3,171	-	4,227	17,842	5,266	30,842	2,701	2,701	135,942	2,701	2,701	137,116	346,796
Other State Revenues	-	54,515	6,515	11,728	11,728	15,798	153,978	42,201	42,201	56,474	42,201	42,201	56,474	536,013
Other Local Revenues	5,588	11,177	-	14,902	972	14,902	8,080	11,160	9,560	9,331	9,331	9,331	16,804	121,138
Total Revenue	30,932	161,398	51,535	224,670	111,577	180,355	355,037	168,774	212,727	445,845	212,498	212,498	419,876	2,787,721
Expenses														
Certificated Salaries	25,036	79,530	82,992	85,968	87,907	89,508	86,346	73,476	73,476	73,476	73,476	73,476	73,476	978,146
Classified Salaries	19,799	26,385	26,883	27,670	26,026	24,546	27,037	35,995	35,995	35,995	35,995	35,995	35,995	394,313
Benefits	23,780	37,356	42,639	41,669	31,896	28,218	27,810	48,767	48,767	48,767	48,767	48,767	48,767	525,968
Books and Supplies	6,703	22,172	16,914	14,518	1,801	7,216	9,220	6,833	6,833	6,833	6,833	6,833	6,833	119,541
Services and Operations	42,093	72,680	60,069	72,974	50,847	89,400	111,343	44,338	44,338	44,338	44,338	44,338	44,338	765,433
Depreciation / Cap Outlay	-	-	884	-	-	884	-	178	178	178	178	178	178	2,838
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	117,410	238,123	230,381	242,799	198,477	239,772	261,756	209,587	209,587	209,587	209,587	209,587	209,587	2,786,239
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	292,421	12,021	6,000	12,743			5,910	9,374	9,374	9,374	9,374	9,374		375,965
Fixed Assets - Acquisitions			884			884		178	178	178	178	178		2,660
Accounts Payable - Current Year	33,877	8,236	(42,361)	(26)	9,049	(38,024)	54,158	(24,908)						-
Other	(215,163)	37,604	50,633	(1,600)	21,518	40,044	24,599	(71,144)	(71,144)	(71,144)	(71,144)	(71,144)		(398,083)
Total Other Transactions	111,136	57,861	15,156	11,117	30,567	2,904	84,667	(86,500)	(61,591)	(61,591)	(61,591)	(61,591)		(19,458)
Total Change in Cash	24,657	(18,864)	(163,690)	(7,013)	(56,333)	(56,513)	177,948	(127,313)	(58,451)	174,666	(58,680)	(58,680)		(17,977)
ENDING CASH	2,797,805	2,778,941	2,615,251	2,608,238	2,551,905	2,495,392	2,673,340	2,546,027	2,487,576	2,662,242	2,603,562	2,544,882	<<< = 333 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									254	253	(2)
SUMMARY											
Revenue											
LCFF Entitlement	60,146	239,012	118,719	495,309	213,693	374,083	415,114	1,916,076	3,803,982	3,772,463	(31,519)
Federal Revenue	4,014	8,028	-	10,704	26,789	10,704	46,957	107,196	229,000	229,413	413
Other State Revenues	59,532	33,931	33,931	61,076	111,063	74,823	303,908	678,264	1,845,300	1,829,620	(15,681)
Other Local Revenues	14,148	28,321	179	41,554	695	38,063	19,372	142,333	282,427	280,822	(1,605)
Total Revenue	137,840	309,292	152,829	608,643	352,240	497,673	785,352	2,843,869	6,160,709	6,112,317	(48,392)
Expenditures											
Certificated Salaries	40,246	137,921	139,042	144,214	151,627	159,121	153,716	925,888	1,747,681	1,723,826	(23,856)
Classified Salaries	42,113	81,857	74,527	83,300	71,711	65,609	70,582	489,699	894,149	940,706	46,557
Benefits	44,602	86,140	88,458	89,776	75,492	58,575	87,462	530,504	977,592	986,985	9,393
Books and Supplies	15,549	12,096	12,634	86,758	2,495	17,884	2,016	149,431	222,449	227,149	4,700
Services and Operating Exp.	104,892	117,239	113,658	163,385	227,582	182,088	230,128	1,138,971	2,228,723	2,108,054	(120,669)
Depreciation & Cap Outlay	-	-	18,124	-	-	-	-	18,124	68,248	68,247	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	247,401	435,253	446,443	567,432	528,907	483,277	543,904	3,252,617	6,138,842	6,054,968	(83,874)
Net Revenues								(408,748)	21,867	57,350	35,482
Fund Balance											
Beginning Balance (Unaud.)										3,328,936	
Net Revenues										57,350	
Ending Fund Balance										3,386,285	
Components of Fund Bal.											
Available For Econ. Uncert.										1,599,829	
Restricted Balances (Est.)										86,350	
Net Fixed Assets										1,700,106	
Ending Fund Balance										3,386,285	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL					Actuals	Actuals	Actuals				
LCFF Entitlement											
8011 State Aid	-	118,719	118,719	213,693	213,693	213,693	213,693	1,092,210	2,360,596	2,339,181	(21,415)
8012 EPA Entitlement	-	-	-	121,226	-	-	121,226	242,452	470,572	467,278	(3,294)
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	60,146	120,293	-	160,390	-	160,390	80,195	581,414	972,814	966,004	(6,810)
SUBTOTAL - LCFF Entitlement	60,146	239,012	118,719	495,309	213,693	374,083	415,114	1,916,076	3,803,982	3,772,463	(31,519)
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	4,014	8,028	-	10,704	-	10,704	5,352	38,802	64,924	64,468	(456)
8290 All Other Federal Revenue	-	-	-	-	26,789	-	41,605	68,394	164,076	164,945	869
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	4,014	8,028	-	10,704	26,789	10,704	46,957	107,196	229,000	229,413	413
Other State Revenue											
8311 SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	5,260	-	5,260	5,105	5,260	155
8560 StateLotteryRev	-	-	-	-	-	-	16,829	16,829	72,562	72,054	(508)
8590 AllOthStateRev	59,532	33,931	33,931	61,076	111,063	69,563	286,076	655,172	1,767,633	1,752,306	(15,328)
8595 State Rev PY Adj	-	-	-	-	-	-	1,004	1,004	-	-	-
SUBTOTAL - Other State Revenue	59,532	33,931	33,931	61,076	111,063	74,823	303,908	678,264	1,845,300	1,829,620	(15,681)
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	2,000	2,000	-
8677 SpEd Revenue	14,148	28,296	-	37,728	-	37,728	18,864	136,764	228,834	227,229	(1,605)
8699 Other Revenue	-	0	-	-	175	335	-	510	47,000	47,000	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	25	-	-	-	-	23	49	-	-	-
SUBTOTAL - Local Revenue	14,148	28,321	-	37,728	175	38,063	18,887	137,323	277,834	276,229	(1,605)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	179	3,826	520	-	485	5,010	4,593	4,593	(0)
SUBTOTAL - Fundraising & Grants	-	-	179	3,826	520	-	485	5,010	4,593	4,593	(0)
TOTAL REVENUE									6,160,709	6,112,317	(48,392)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	13,188	101,096	100,401	104,626	105,942	112,636	108,464	646,352	1,257,129	1,247,507	(9,623)
1200 Cert Aid	-	8,000	8,010	8,146	14,914	15,244	14,480	68,794	127,602	113,369	(14,233)
1300 Cert Adminis	27,058	28,824	30,632	31,442	30,772	31,242	30,772	210,742	362,950	362,950	(0)
SUBTOTAL - Certificated Salaries	40,246	137,921	139,042	144,214	151,627	159,121	153,716	925,888	1,747,681	1,723,826	(23,856)

2024-25 Second Interim Budget									Annual Budget			
Year to Date												
MSA 7		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals				
Classified Salaries												
2100	Instructional Aides	6,964	41,355	34,769	42,134	34,104	28,576	31,916	219,818	438,953	431,715	(7,238)
2200	Classified Support	23,726	30,712	29,999	31,123	28,152	27,362	28,691	199,765	332,259	332,899	640
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	9,825	9,791	9,758	10,043	9,455	9,671	9,975	68,518	122,936	176,091	53,155
2900	OtherClassStaff	1,598	-	-	-	-	-	-	1,598	-	-	-
SUBTOTAL - Classified Salaries		42,113	81,857	74,527	83,300	71,711	65,609	70,582	489,699	894,149	940,706	46,557
Employee Benefits												
3101	STRS-Certified	7,057	26,299	26,502	27,490	17,251	30,176	29,331	164,106	250,779	248,591	(2,189)
3102	STRS-Classified	-	-	-	-	-	-	-	-	64,065	67,193	3,128
3201	PERS-Cert	-	-	-	-	-	-	-	-	84,345	80,715	(3,630)
3202	PERS-Classified	7,806	20,878	17,582	19,762	17,304	15,779	17,225	116,337	108,090	113,763	5,673
3301	OASDI/Med-Cert	778	1,997	2,012	2,087	2,194	2,307	2,225	13,599	42,937	42,088	(849)
3302	OASDI/Med-Class	3,183	6,237	5,681	6,352	5,466	4,999	5,375	37,292	35,495	37,568	2,073
3401	HlthWelfareCert	25,778	22,701	34,364	29,186	30,957	3,308	30,919	177,213	357,330	362,461	5,131
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	-	311	2,892	312	-	380	3,894	11,806	11,861	56
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	-	8,029	2,007	2,007	2,007	2,007	2,007	18,064	22,746	22,746	-
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		44,602	86,140	88,458	89,776	75,492	58,575	87,462	530,504	977,592	986,985	9,393

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	180	47,698	532	1,499	-	49,910	45,095	49,795	4,700
4200 BooksOthRefMats	766	829	8	8,215	-	-	744	10,562	10,000	10,000	-
4300 Ins Mats & Sups 2	-	-	55	-	-	-	1,119	1,174	7,000	7,000	(0)
4310 Ins Mats & Sups	-	-	-	2,106	-	567	69	2,743	19,540	19,540	-
4315 OthrSupplies	1,292	-	-	-	-	-	-	1,292	2,000	2,000	-
4320 Office Supplies	1,376	1,170	2,289	1,772	-	2,340	959	9,906	20,520	20,520	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	(635)	-	(635)	2,000	2,000	-
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	166	-	-	-	-	166	1,620	1,620	-
4340 Educat Software	8,741	1,300	-	-	-	9,858	500	20,399	31,652	31,652	0
4345 NonInstStdntSup	1,723	2,963	2,518	6,845	1,335	2,594	2,735	20,712	23,941	23,941	(0)
4346 TeacherSupplies	-	-	158	-	-	-	115	273	1,080	1,080	(0)
4350 Cust. Supplies	-	196	4,384	1,504	-	339	1,554	7,977	21,600	21,600	(0)
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	1,651	-	-	-	-	-	-	1,651	9,720	9,720	-
4400 NonCapEquip-Gen	-	-	-	2,517	-	-	160	2,677	10,000	10,000	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4440 Computers <\$5k	-	-	-	-	-	-	4,176	4,176	5,000	5,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	539	-	-	-	539	5,400	5,400	-
4720 Food:Other Food	-	-	-	406	-	-	6,090	6,495	5,400	5,400	-
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	5,638	2,875	15,155	628	1,321	(16,205)	9,413	880	880	-
SUBTOTAL - Books and Supplies	15,549	12,096	12,634	86,758	2,495	17,884	2,016	149,431	222,449	227,149	4,700

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	63,279	21,093	21,093	21,093	21,093	147,650	253,115	253,115	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	1,380	(395)	-	985	-	-	-
5210 MilesParkTolls	-	181	816	64	208	163	98	1,529	3,000	3,000	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	148	-	-	-	148	3,000	3,000	(0)
5300 DuesMemberships	-	-	-	900	-	9,162	-	10,062	10,800	10,800	-
5450 Other Insurance	-	21,631	5,408	5,408	5,408	5,408	5,408	48,671	62,100	62,100	-
5500 OpsHousekeeping	2,125	193	193	468	193	3,226	9,797	16,195	15,000	15,000	-
5510 Gas & Electric	3,943	7,448	5,293	4,436	3,690	3,538	3,843	32,189	66,960	66,960	-
5610 Rent & Leases	-	26,765	26,765	53,507	26,765	26,765	26,765	187,329	360,413	360,413	(0)
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	-	354	354	1,763	354	844	1,408	5,076	15,120	15,120	-
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldg	1,553	-	-	221	4,970	811	8,354	15,910	40,000	40,000	-
5800 ProfessServices	1,415	1,785	2,545	2,530	6,385	17,732	5,900	38,293	213,043	124,774	(88,269)
5810 Legal	-	-	70	149	-	-	-	219	10,800	3,000	(7,800)
5813 SchPrgAftSchool	85,207	36,007	4,500	4,500	112,522	29,569	74,602	346,907	10,800	10,800	-
5814 SchPrgAcadComps	-	-	-	385	-	7,375	4,233	11,993	-	-	-
5819 SchlProgs-Other	-	695	-	-	3,060	903	4,108	8,765	601,505	601,505	(0)
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,720	9,720	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	5,090	200	(70)	-	5,220	24,840	24,840	(0)
5836 FieldTrip Trans	-	-	2,580	(1,230)	-	-	-	1,350	-	-	-
5840 MarkngStdtrRecrt	-	-	-	1,490	-	4,772	1,367	7,630	27,000	27,000	(0)
5850 Oversight Fees	2,292	4,585	-	6,114	-	6,114	3,057	22,162	37,491	37,491	-
5857 Payroll Fees	1,667	1,437	1,619	1,664	1,723	1,768	1,862	11,739	16,200	16,200	-
5860 Service Fees	-	-	-	-	-	-	-	-	1,620	1,620	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	1,125	-	5,244	-	-	1,999	8,368	26,460	26,460	-
5864 Prof Dev-Other	-	-	-	-	-	-	2,100	2,100	16,200	16,200	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	6,937	-	18,998	17,140	11,691	30,821	85,586	221,524	184,924	(36,600)
5870 Livescan	-	720	66	126	-	-	-	912	1,080	1,080	(0)
5872 SPED Fees (incl Encroachment)	3,632	7,264	-	9,688	-	9,688	4,844	35,116	55,080	55,080	-
5875 Staff Recruiting	-	-	-	-	1,000	-	-	1,000	-	-	-
5884 Substitutes	2,646	-	-	15,613	20,038	-	18,299	56,595	63,000	75,000	12,000
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	-	-	1,521	-	1,521	2,160	2,160	(0)
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	411	114	171	171	171	171	171	1,380	23,760	23,760	-
5930 PostageDelivery	-	-	-	-	1,010	11	-	1,020	2,700	2,700	-
5940 Technology	-	-	-	3,028	274	18,412	-	21,714	34,232	34,232	(0)
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	104,892	117,239	113,658	163,385	227,582	182,088	230,128	1,138,971	2,228,723	2,108,054	(120,669)

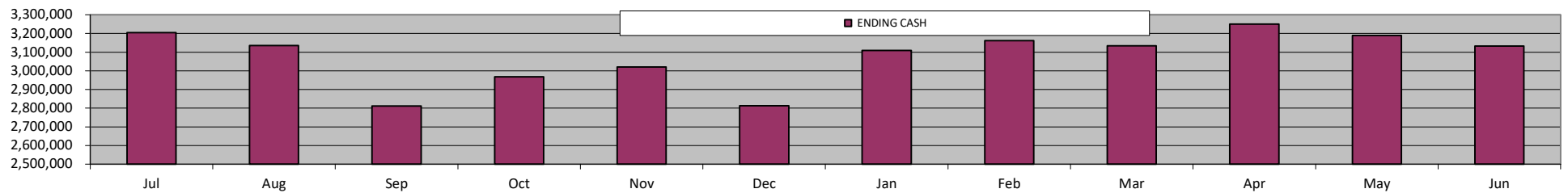
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	18,124	-	-	-	-	18,124	68,248	68,247	-
SUBTOTAL - Capital Outlay & Depreciation	-	-	18,124	-	-	-	-	18,124	68,248	68,247	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	247,401	435,253	446,443	567,432	528,907	483,277	543,904	3,252,617	6,138,842	6,054,968	(83,874)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,175,728	3,204,289	3,135,063	2,810,984	2,967,697	3,020,893	2,813,197	3,109,243	3,162,061	3,133,975	3,250,364	3,189,392	3,132,391	
Revenue														
LCFF Entitlement	60,146	239,012	118,719	495,309	213,693	374,083	415,114	354,035	287,257	382,383	254,372	254,372	323,968	3,772,463
Federal Revenue	4,014	8,028	-	10,704	26,789	10,704	46,957	4,278	4,278	53,627	4,278	8,582	47,174	229,413
Other State Revenues	59,532	33,931	33,931	61,076	111,063	74,823	303,908	191,893	191,893	191,893	191,893	191,893	191,893	1,829,620
Other Local Revenues	14,148	28,321	179	41,554	695	38,063	19,372	27,698	27,781	27,781	27,781	27,447	0	280,822
Total Revenue	137,840	309,292	152,829	608,643	352,240	497,673	785,352	577,903	511,209	655,684	478,323	482,294	563,035	6,112,317
Expenses														
Certificated Salaries	40,246	137,921	139,042	144,214	151,627	159,121	153,716	132,990	132,990	132,990	132,990	132,990	132,990	1,723,826
Classified Salaries	42,113	81,857	74,527	83,300	71,711	65,609	70,582	75,168	75,168	75,168	75,168	75,168	75,168	940,706
Benefits	44,602	86,140	88,458	89,776	75,492	58,575	87,462	76,080	76,080	76,080	76,080	76,080	76,080	986,985
Books and Supplies	15,549	12,096	12,634	86,758	2,495	17,884	2,016	12,953	12,953	12,953	12,953	12,953	12,953	227,149
Services and Operations	104,892	117,239	113,658	163,385	227,582	182,088	230,128	161,514	161,514	161,514	161,514	161,514	161,514	2,108,054
Depreciation / Cap Outlay	-	-	18,124	-	-	-	-	8,354	8,354	8,354	8,354	8,354	8,354	68,247
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	247,401	435,253	446,443	567,432	528,907	483,277	543,904	467,058	467,058	467,058	467,058	467,058	467,058	6,054,968
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	614,069	12,263		56,995	167,601	24,700	4,361	16,484	16,484	16,484	16,484	16,484		962,410
Fixed Assets - Acquisitions		22,402	40,321	44,281	22,383	(219,204)	11,294	22,564	8,354	8,354	8,354	8,354		(22,543)
Accounts Payable - Current Year	92,351	10,299	(128,162)	5,781	42,089	(49,454)	13,521							(13,575)
Other	(568,298)	11,772	57,376	8,444	(2,210)	21,866	25,421	(97,075)	(97,075)	(97,075)	(97,075)	(97,075)		(931,002)
Total Other Transactions	138,122	56,735	(30,465)	115,502	229,863	(222,092)	54,597	(58,026)	(72,237)	(72,237)	(72,237)	(72,237)		(4,710)
Total Change in Cash	28,561	(69,226)	(324,079)	156,713	53,196	(207,695)	296,045	52,818	(28,086)	116,389	(60,972)	(57,001)		52,640

ENDING CASH	3,204,289	3,135,063	2,810,984	2,967,697	3,020,893	2,813,197	3,109,243	3,162,061	3,133,975	3,250,364	3,189,392	3,132,391	<<< = 189 days cash	
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2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									356	359	3
SUMMARY											
Revenue											
LCFF Entitlement	85,104	327,964	157,757	688,448	283,963	510,905	574,976	2,629,117	5,034,003	5,066,319	32,316
Federal Revenue	5,680	11,359	-	15,587	42,065	17,035	111,960	203,686	263,363	268,895	5,532
Other State Revenues	-	17,598	17,598	31,677	31,677	51,113	281,809	431,472	1,441,433	1,418,697	(22,736)
Other Local Revenues	20,019	40,037	-	53,382	491	53,404	27,017	194,351	364,292	367,278	2,986
Total Revenue	110,803	396,958	175,355	789,094	358,196	632,456	995,763	3,458,625	7,103,090	7,121,188	18,098
Expenditures											
Certificated Salaries	77,388	207,167	212,800	201,830	205,977	212,083	219,843	1,337,088	2,565,205	2,473,131	(92,074)
Classified Salaries	58,543	75,407	73,529	77,858	73,591	63,677	73,373	495,978	922,657	945,106	22,449
Benefits	69,738	109,081	112,030	105,143	81,885	73,987	114,248	666,112	1,262,784	1,356,754	93,969
Books and Supplies	20,624	22,645	56,352	75,312	29,872	45,069	54,053	303,927	301,423	189,422	(112,001)
Services and Operating Exp.	23,718	51,861	229,652	105,406	249,623	218,699	294,828	1,173,786	2,185,617	2,096,076	(89,541)
Depreciation & Cap Outlay	-	-	17,452	-	-	17,060	-	34,512	54,940	54,940	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	250,010	466,161	701,815	565,548	640,948	630,574	756,345	4,011,402	7,292,627	7,115,429	(177,198)
Net Revenues								(552,777)	(189,536)	5,759	195,296
Fund Balance											
Beginning Balance (Unaud.)										7,675,302	
Net Revenues										5,759	
Ending Fund Balance										7,681,061	
Components of Fund Bal.											
Available For Econ. Uncert.										7,573,280	
Restricted Balances (Est.)										12,994	
Net Fixed Assets										94,787	
Ending Fund Balance										7,681,061	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL					Actuals	Actuals	Actuals				
LCFF Entitlement											
8011 State Aid	-	157,757	157,757	283,963	283,963	283,963	283,963	1,451,366	2,990,975	3,004,271	13,296
8012 EPA Entitlement	-	-	-	177,543	-	-	177,542	355,085	681,632	687,978	6,346
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	85,104	170,207	-	226,942	-	226,942	113,471	822,666	1,361,396	1,374,070	12,674
SUBTOTAL - LCFF Entitlement	85,104	327,964	157,757	688,448	283,963	510,905	574,976	2,629,117	5,034,003	5,066,319	32,316
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	5,680	11,359	-	15,146	-	15,146	7,573	54,904	90,855	91,702	847
8290 All Other Federal Revenue	-	-	-	441	42,065	1,889	104,387	148,782	172,508	177,193	4,685
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	5,680	11,359	-	15,587	42,065	17,035	111,960	203,686	263,363	268,895	5,532
Other State Revenue											
8311 SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	7,443	-	7,443	7,144	7,443	299
8560 StateLotteryRev	-	-	-	-	-	-	23,769	23,769	101,545	102,491	946
8590 AllOthStateRev	-	17,598	17,598	31,677	31,677	43,670	256,677	398,897	1,332,744	1,308,763	(23,981)
8595 State Rev PY Adj	-	-	-	-	-	-	1,364	1,364	-	-	-
SUBTOTAL - Other State Revenue	-	17,598	17,598	31,677	31,677	51,113	281,809	431,472	1,441,433	1,418,697	(22,736)
Local Revenue											
8660 Interest	-	-	-	-	-	-	-	-	3,500	3,500	(0)
8682 Summer School	-	-	-	-	-	-	-	-	-	-	-
8677 SpEd Revenue	20,019	40,037	-	53,382	-	53,382	26,691	193,511	351,048	354,034	2,986
8699 Other Revenue	-	0	-	-	-	22	-	22	3,250	3,250	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	23	23	-	-	-
SUBTOTAL - Local Revenue	20,019	40,037	-	53,382	-	53,404	26,714	193,557	357,798	360,784	2,986

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	491	-	303	794	6,494	6,494	0
SUBTOTAL - Fundraising & Grants	-	-	-	-	491	-	303	794	6,494	6,494	0
TOTAL REVENUE	110,803	396,958	175,355	789,094	358,196	632,456	995,763	3,458,625	7,103,090	7,121,188	18,098
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	39,900	155,686	158,729	147,746	147,916	156,071	167,102	973,150	1,936,093	1,835,285	(100,808)
1200 Cert Aid	-	15,667	16,578	15,700	15,726	15,678	14,862	94,210	163,482	172,216	8,734
1300 Cert Adminis	37,488	35,814	37,494	38,384	42,334	40,334	37,879	269,727	465,630	465,630	(0)
SUBTOTAL - Certificated Salaries	77,388	207,167	212,800	201,830	205,977	212,083	219,843	1,337,088	2,565,205	2,473,131	(92,074)
Classified Salaries											
2100 Instructional Aides	2,044	17,905	17,495	18,264	15,028	12,040	11,563	94,339	267,622	267,622	-
2200 Classified Support	38,601	44,364	42,146	45,596	44,421	37,364	46,577	299,068	485,381	486,926	1,545
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	17,898	13,138	13,888	13,998	14,143	14,273	15,233	102,571	169,654	190,558	20,904
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	58,543	75,407	73,529	77,858	73,591	63,677	73,373	495,978	922,657	945,106	22,449
Employee Benefits											
3101 STRS-Certified	14,781	36,940	39,370	36,596	10,235	38,793	40,521	217,236	398,040	440,081	42,042
3102 STRS-Classified	-	557	1,114	1,152	(890)	1,114	1,482	4,529	60,440	42,451	(17,990)
3201 PERS-Cert	-	1,736	1,592	1,592	1,675	1,675	1,675	9,944	85,892	148,502	62,610
3202 PERS-Classified	12,082	17,678	16,780	17,381	16,058	14,354	15,421	109,753	101,861	84,985	(16,876)
3301 OASDI/Med-Cert	1,119	3,588	3,869	3,699	3,951	4,210	4,303	24,739	54,554	65,270	10,716
3302 OASDI/Med-Class	4,472	5,570	5,217	5,536	5,221	4,463	5,087	35,566	33,449	27,552	(5,897)
3401 HlthWelfareCert	37,283	32,501	40,855	36,560	42,547	6,750	42,688	239,183	482,883	477,631	(5,251)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	606	-	461	-	444	1,510	15,479	35,095	19,616
3502 UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601 WorkersCmp-Cert	-	10,511	2,628	2,628	2,628	2,628	2,628	23,651	30,187	35,187	5,000
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-
3902 OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	69,738	109,081	112,030	105,143	81,885	73,987	114,248	666,112	1,262,784	1,356,754	93,969

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	3,217	-	52,216	-	23,741	-	79,174	56,501	30,501	(26,000)
4200 BooksOthRefMats	-	1,928	35,876	-	3,693	-	3,509	45,006	38,000	-	(38,000)
4300 Ins Mats & Sups 2	-	3,227	-	1,025	933	-	610	5,795	5,000	-	(5,000)
4310 Ins Mats & Sups	-	-	-	-	2,602	1,290	1,878	5,770	30,851	12,850	(18,001)
4315 OthrSupplies	-	-	-	-	3,469	526	4,018	8,013	-	-	-
4320 Office Supplies	823	633	985	2,131	1,588	871	354	7,386	20,000	-	(20,000)
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	345	168	-	4,118	4,631	16,000	-	(16,000)
4330 Staff Meals & Events	-	-	-	-	-	-	6,262	6,262	-	7,000	7,000
4335 PE Supplies	-	-	-	-	-	-	-	-	2,500	2,500	-
4340 Educat Software	-	2,796	-	6,636	1,399	13,532	4,554	28,917	56,071	56,071	(0)
4345 NonInstStdntSup	459	-	788	4,331	6,950	1,575	1,806	15,909	8,000	15,000	7,000
4346 TeacherSupplies	-	-	449	117	-	1,165	10,641	12,372	2,000	2,000	-
4350 Cust. Supplies	-	-	-	-	-	-	2,773	2,773	8,000	5,000	(3,000)
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	19,341	-	-	-	-	-	-	19,341	20,000	20,000	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	2,000	2,000	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	2,000	2,000	-
4430 OfficeFurnEqp<5k	-	-	-	-	1,882	-	-	1,882	2,500	2,500	-
4440 Computers <\$5k	-	5,062	-	-	-	-	-	5,062	10,000	10,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	2,000	2,000	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	9,722	-	-	9,722	10,000	10,000	-
4720 Food:Other Food	-	98	-	301	954	-	11,187	12,541	10,000	10,000	-
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	5,684	18,254	8,210	(3,488)	2,369	2,343	33,371	-	-	-
SUBTOTAL - Books and Supplies	20,624	22,645	56,352	75,312	29,872	45,069	54,053	303,927	301,423	189,422	(112,001)

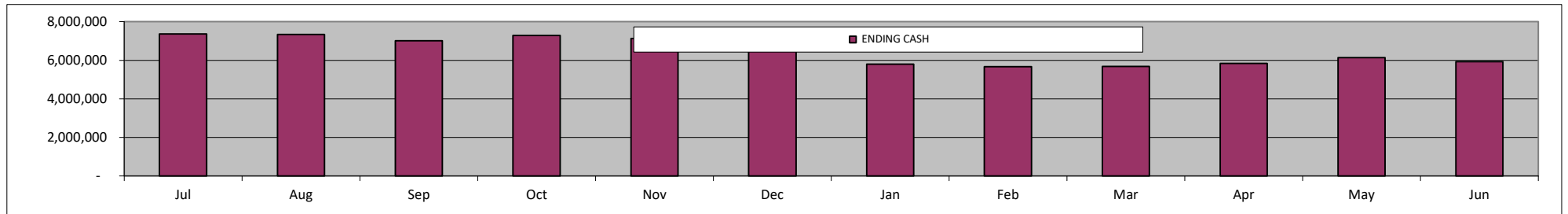
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	198,776	66,259	66,259	66,259	66,259	463,810	795,103	795,103	(0)
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	1,000	1,000	-
5210 MilesParkTolls	-	120	150	-	-	131	-	401	1,000	1,000	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	250	-	-	149	-	-	-	399	18,000	10,000	(8,000)
5300 DuesMemberships	-	-	-	1,230	620	15,247	-	17,097	11,000	18,000	7,000
5450 Other Insurance	-	21,783	5,446	5,446	5,446	5,446	5,446	49,013	65,082	65,082	-
5500 OpsHousekeeping	-	-	-	102	10,254	-	7,189	17,545	7,500	7,500	-
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	-	-	-	-	139,888	-	-	139,888	487,894	487,894	-
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	149	299	1,142	644	149	591	1,197	4,172	12,000	12,000	-
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldg	-	-	-	-	-	-	173,393	173,393	4,000	4,000	-
5800 ProfessServices	1,415	1,785	2,545	2,530	12,656	19,153	275	40,360	146,190	82,649	(63,541)
5810 Legal	-	-	-	-	-	-	-	-	25,000	10,000	(15,000)
5813 SchPrgAftSchool	-	-	-	-	175	-	-	175	54,300	54,300	(0)
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchlProgs-Other	-	-	3,795	-	-	-	-	3,795	25,000	25,000	(0)
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,000	9,000	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	627	5,644	840	-	-	7,111	33,000	33,000	-
5836 FieldTrip Trans	1,540	-	630	3,899	1,500	-	1,420	8,988	-	-	-
5840 MarkngStdtdRecrt	4,781	-	-	-	-	4,772	1,367	10,921	20,000	20,000	-
5850 Oversight Fees	3,137	6,273	-	8,364	-	8,364	4,182	30,320	53,431	53,431	-
5857 Payroll Fees	2,088	1,443	1,922	1,787	1,818	2,128	2,056	13,243	20,000	20,000	-
5860 Service Fees	-	-	-	-	-	-	-	-	-	-	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	-	50	-	-	-	50	22,000	22,000	-
5864 Prof Dev-Other	-	-	-	-	-	-	1,989	1,989	15,000	15,000	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	5,102	1,575	6,659	6,111	5,067	10,595	35,109	70,855	70,855	-
5870 Livescan	-	444	-	-	144	-	-	588	1,200	1,200	-
5872 SPED Fees (incl Encroachment)	5,140	10,280	-	13,704	-	13,704	6,852	49,680	70,000	70,000	-
5875 Staff Recruiting	-	-	5,040	-	-	-	-	5,040	-	-	-
5884 Substitutes	-	760	120	1,470	3,009	49,538	11,585	66,482	128,000	118,000	(10,000)
5890 OthSvcsNon-Inst	-	-	5,000	-	-	-	-	5,000	-	-	-
5900 Communications	-	-	-	-	-	2,534	-	2,534	5,000	5,000	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	2,189	2,034	2,883	480	480	480	480	9,026	40,000	40,000	-
5930 PostageDelivery	-	1,538	-	-	-	813	542	2,893	7,000	7,000	-
5940 Technology	3,028	-	-	-	274	22,653	-	25,955	38,062	38,062	-
5990 Prior Year Adj (Services)	-	-	-	(14,828)	-	-	-	(14,828)	-	-	-
SUBTOTAL - Services & Other Operating Exp.	23,718	51,861	229,652	105,406	249,623	218,699	294,828	1,173,786	2,185,617	2,096,076	(89,541)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	17,452	-	-	17,060	-	34,512	54,940	54,940	-
SUBTOTAL - Capital Outlay & Depreciation	-	-	17,452	-	-	17,060	-	34,512	54,940	54,940	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	250,010	466,161	701,815	565,548	640,948	630,574	756,345	4,011,402	7,292,627	7,115,429	(177,198)



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	7,305,692	7,377,334	7,347,796	7,008,721	7,291,593	7,127,167	7,020,101	5,800,725	5,668,047	5,682,419	5,832,887	6,136,571	5,931,823	
Revenue														
LCFF Entitlement	85,104	327,964	157,757	688,448	283,963	510,905	574,976	482,538	370,222	490,673	301,505	213,322	578,942	5,066,319
Federal Revenue	5,680	11,359	-	15,587	42,065	17,035	111,960	6,133	6,133	21,779	6,133	6,133	18,899	268,895
Other State Revenues	-	17,598	17,598	31,677	31,677	51,113	281,809	142,874	142,874	142,874	142,874	142,874	272,855	1,418,697
Other Local Revenues	20,019	40,037	-	53,382	491	53,404	27,017	34,585	33,445	33,445	33,445	33,445	4,560	367,278
Total Revenue	110,803	396,958	175,355	789,094	358,196	632,456	995,763	666,130	552,674	688,771	483,957	395,775	875,255	7,121,188
Expenses														
Certificated Salaries	77,388	207,167	212,800	201,830	205,977	212,083	219,843	194,569	194,569	194,569	194,569	194,569	163,198	2,473,131
Classified Salaries	58,543	75,407	73,529	77,858	73,591	63,677	73,373	74,855	74,855	74,855	74,855	74,855	74,855	945,106
Benefits	69,738	109,081	112,030	105,143	81,885	73,987	114,248	119,250	119,250	119,250	119,250	119,250	94,391	1,356,754
Books and Supplies	20,624	22,645	56,352	75,312	29,872	45,069	54,053						(114,504)	189,422
Services and Operations	23,718	51,861	229,652	105,406	249,623	218,699	294,828	184,458	114,857	114,857	184,458	177,076	146,584	2,096,076
Depreciation / Cap Outlay	-	-	17,452	-	-	17,060	-	3,405	3,405	3,405	3,405	3,405	3,405	54,940
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	250,010	466,161	701,815	565,548	640,948	630,574	756,345	576,537	506,935	506,935	576,537	569,155	367,928	7,115,429
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	903,862	5,452		94,163	49,987		4,204	13,858	13,858	13,858	13,858	13,858		1,126,957
Fixed Assets - Acquisitions			17,452			17,060		3,405	3,405	3,405	3,405	3,405		51,536
Accounts Payable - Current Year	44,074	(18,445)	(23,687)	2,940	8,258	(11,144)	188,908	(190,905)						-
Other	(737,087)	52,657	193,620	(37,776)	60,082	(114,864)	(1,651,905)	(48,630)	(48,630)	(48,630)	379,000	(48,630)		(2,050,794)
Total Other Transactions	210,848	39,665	187,385	59,326	118,326	(108,948)	(1,458,794)	(222,272)	(31,367)	(31,367)	396,263	(31,367)		(872,301)
Total Change in Cash	71,642	(29,538)	(339,074)	282,872	(164,426)	(107,066)	(1,219,376)	(132,678)	14,372	150,468	303,684	(204,747)		(866,542)
ENDING CASH	7,377,334	7,347,796	7,008,721	7,291,593	7,127,167	7,020,101	5,800,725	5,668,047	5,682,419	5,832,887	6,136,571	5,931,823	<<< = 304 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									494.60	500.54	6
SUMMARY											
Revenue											
LCFF Entitlement	355,767	355,767	664,189	640,380	640,380	664,189	640,380	3,961,052	7,591,013	7,671,712	80,699
Federal Revenue	-	-	-	8,572	42,951	5,049	91,926	148,498	444,457	450,016	5,559
Other State Revenues	54,404	54,118	102,316	60,855	112,746	175,997	407,007	967,443	2,110,546	2,327,295	216,749
Other Local Revenues	1,518	21,806	7,971	27,997	16,975	40,456	7,932	124,654	201,673	201,673	(0)
Total Revenue	411,689	431,691	774,476	737,804	813,052	885,691	1,147,245	5,201,646	10,347,689	10,650,695	303,007
Expenditures											
Certificated Salaries	120,088	300,953	317,565	325,267	326,658	336,462	322,114	2,049,107	3,547,378	3,525,945	(21,433)
Classified Salaries	95,989	108,498	109,447	122,757	122,081	114,281	162,096	835,149	1,330,731	1,383,597	52,865
Benefits	106,140	166,499	168,038	163,871	111,084	111,172	179,376	1,006,181	1,907,214	1,820,544	(86,670)
Books and Supplies	106,176	45,136	36,603	81,135	103,944	37,678	86,716	497,387	449,235	503,840	54,605
Services and Operating Exp.	84,388	113,356	245,778	196,914	230,840	243,661	232,684	1,347,622	2,207,157	2,334,376	127,219
Depreciation & Cap Outlay	-	-	163,592	-	-	160,548	-	324,140	645,178	645,178	(0)
Other Outflows	30,417	30,417	101,192	30,417	30,417	30,417	30,417	283,692	515,223	515,223	-
Total Expenditures	543,198	764,859	1,142,216	920,360	925,022	1,034,218	1,013,404	6,343,278	10,602,116	10,728,702	126,586
Net Revenues								(1,141,632)	(254,427)	(78,006)	176,421
Fund Balance											
Beginning Balance (Unaud.)										9,554,186	
Net Revenues										(78,006)	
Ending Fund Balance										9,476,180	
Components of Fund Bal.											
Available For Econ. Uncert.										1,794,189	
Restricted Balances (Est.)										-	
Net Fixed Assets										7,681,991	
Ending Fund Balance										9,476,180	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011 State Aid	355,767	355,767	640,380	640,380	640,380	640,380	640,380	3,913,434	7,424,558	7,503,256	78,698
8012 EPA Entitlement	-	-	23,809	-	-	23,809	-	47,618	98,918	100,107	1,189
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	-	-	-	-	-	-	-	-	67,537	68,349	812
SUBTOTAL - LCFF Entitlement	355,767	355,767	664,189	640,380	640,380	664,189	640,380	3,961,052	7,591,013	7,671,712	80,699
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	74,403	74,403	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	8,572	42,951	5,049	91,926	148,498	370,054	375,613	5,559
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	8,572	42,951	5,049	91,926	148,498	444,457	450,016	5,559
Other State Revenue											
8311 SpEd Revenue	20,596	20,310	36,558	-	36,558	36,558	73,652	224,232	469,845	475,006	5,161
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	15,333	-	-	15,333	16,245	15,333	(912)
8560 StateLotteryRev	-	-	903	-	-	30,463	-	31,366	141,030	142,722	1,692
8590 AllOthStateRev	33,808	33,808	64,855	60,855	60,855	108,159	333,355	695,695	1,483,426	1,694,234	210,808
8595 State Rev PY Adj	-	-	-	-	-	817	-	817	-	-	-
SUBTOTAL - Other State Revenue	54,404	54,118	102,316	60,855	112,746	175,997	407,007	967,443	2,110,546	2,327,295	216,749
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	1,830	1,268	3,515	1,908	2,344	1,975	12,841	8,500	8,500	-
8699 Other Revenue	-	0	-	9,250	-	36,449	-	45,700	92,000	92,000	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	1,518	-	6,259	12,113	15,067	1,662	(10,793)	25,826	-	-	-
SUBTOTAL - Local Revenue	1,518	1,831	7,528	24,878	16,975	40,456	(8,818)	84,366	100,500	100,500	-

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	16,804	20	1,520	-	-	8,684	27,028	7,500	7,500	-
8803 Fundraising	-	3,171	423	1,600	-	-	8,066	13,259	93,673	93,673	(0)
SUBTOTAL - Fundraising & Grants	-	19,975	443	3,120	-	-	16,750	40,287	101,173	101,173	(0)
TOTAL REVENUE	411,689	431,691	774,476	737,804	813,052	885,691	1,147,245	5,201,646	10,347,689	10,650,695	303,007
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	62,340	234,914	248,367	253,988	254,879	260,591	242,916	1,557,995	2,700,260	2,598,444	(101,816)
1200 Cert Aid	5,880	24,671	24,450	25,512	26,395	26,044	30,211	163,163	334,822	415,205	80,383
1300 Cert Adminis	51,868	41,368	44,748	45,767	45,384	49,827	48,987	327,950	512,296	512,296	0
SUBTOTAL - Certificated Salaries	120,088	300,953	317,565	325,267	326,658	336,462	322,114	2,049,107	3,547,378	3,525,945	(21,433)
Classified Salaries											
2100 Instructional Aides	7,810	15,386	16,152	18,999	15,543	14,726	20,117	108,732	255,269	264,549	9,280
2200 Classified Support	60,605	72,728	71,841	81,999	86,102	77,718	82,352	533,344	779,393	766,380	(13,014)
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	27,573	20,385	21,455	21,759	20,435	21,837	59,628	193,073	296,069	352,668	56,599
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	95,989	108,498	109,447	122,757	122,081	114,281	162,096	835,149	1,330,731	1,383,597	52,865
Employee Benefits											
3101 STRS-Certified	22,822	57,212	60,621	62,067	10,864	63,481	60,288	337,356	560,385	540,806	(19,579)
3102 STRS-Classified	6,635	7,253	7,770	7,983	1,427	8,252	13,766	53,085	118,363	121,397	3,034
3201 PERS-Cert	-	-	-	-	-	-	1,610	1,610	116,427	127,232	10,805
3202 PERS-Classified	10,810	16,606	16,221	18,714	17,534	17,240	12,992	110,117	150,706	129,965	(20,740)
3301 OASDI/Med-Cert	1,739	4,359	4,600	4,714	4,856	4,871	5,042	30,182	77,156	80,707	3,551
3302 OASDI/Med-Class	5,171	5,727	5,567	6,470	6,035	5,725	8,840	43,536	57,152	52,342	(4,810)
3401 HlthWelfareCert	58,963	60,745	69,409	60,274	65,388	7,954	69,817	392,550	802,347	742,206	(60,140)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	-	-	1,332	-	2,455	3,787	22,715	22,089	(626)
3502 UI-Classified	-	-	200	-	-	-	-	200	-	-	-
3601 WorkersCmp-Cert	-	14,597	3,649	3,649	3,649	3,649	3,649	32,842	-	-	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	1,964	1,039	(925)
3902 OthBenes-Class	-	-	-	-	-	-	916	916	-	2,760	2,760
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	106,140	166,499	168,038	163,871	111,084	111,172	179,376	1,006,181	1,907,214	1,820,544	(86,670)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	-	9,425	-	-	4,394	13,819	50,361	14,000	(36,361)
4200 BooksOthRefMats	-	-	12,135	416	45,010	-	-	57,561	1,060	58,361	57,301
4300 Ins Mats & Sups 2	-	2,917	1,618	446	536	2,325	4,894	12,735	-	10,000	10,000
4310 Ins Mats & Sups	2,750	-	3,051	2,693	11,761	486	1,345	22,087	17,250	23,250	6,000
4315 OthrSupplies	-	-	-	-	618	-	1,001	1,619	-	-	-
4320 Office Supplies	257	-	642	153	3,647	16	-	4,716	13,020	13,020	-
4325 ProfDevMat&Sups	-	4,500	-	-	-	-	-	4,500	5,000	5,000	-
4326 Arts&MusicSupps	-	-	-	65	-	-	-	65	20,000	20,000	-
4330 Staff Meals & Events	-	-	-	-	-	2,440	321	2,761	-	-	-
4335 PE Supplies	-	9,216	-	-	-	-	-	9,216	24,380	24,380	-
4340 Educat Software	13,137	2,866	5,228	20,200	3,040	11,489	20,259	76,219	65,309	74,214	8,905
4345 NonInstStdntSup	1,888	1,600	6,220	939	14,208	475	16,149	41,478	77,655	77,655	-
4346 TeacherSupplies	-	-	6,060	-	1,813	-	1,290	9,163	4,240	10,000	5,760
4350 Cust. Supplies	-	-	973	452	2,697	-	2,231	6,353	25,800	25,800	(0)
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	8,006	-	-	-	-	-	8,006	-	-	-
4390 Uniforms	22,175	4,515	-	-	-	-	756	27,446	27,000	28,000	1,000
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-
4410 ClsrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	20,590	164	4,107	8,649	33,510	23,000	25,000	2,000
4440 Computers <\$5k	65,970	-	-	-	-	-	-	65,970	66,360	66,360	-
4460 FixedAssetsSuspense-Facilities	-	-	210	-	-	-	-	210	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	3,180	3,180	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	1,314	625	700	-	2,639	5,300	5,300	-
4720 Food:Other Food	-	-	166	1,098	2,766	-	10,228	14,258	20,320	20,320	-
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	11,516	300	23,343	17,059	15,639	15,199	83,057	-	-	-
SUBTOTAL - Books and Supplies	106,176	45,136	36,603	81,135	103,944	37,678	86,716	497,387	449,235	503,840	54,605

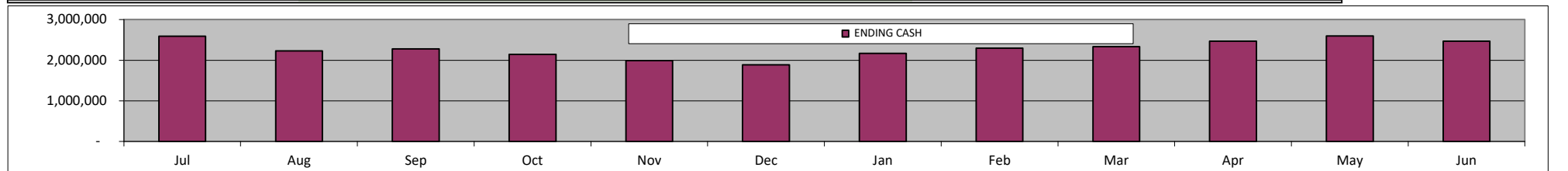
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	138,279	46,093	46,093	46,093	46,093	322,651	553,116	553,116	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	2,120	2,120	-
5210 MilesParkTolls	-	-	211	-	-	-	-	211	1,060	1,060	(0)
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	663	429	1,092	9,500	9,500	-
5300 DuesMemberships	-	2,050	2,225	1,000	1,770	17,216	9,572	33,833	25,000	31,000	6,000
5450 Other Insurance	-	45,203	11,301	12,156	11,301	11,301	11,301	102,563	131,000	131,000	-
5500 OpsHousekeeping	2,175	455	2,460	2,915	2,474	2,531	2,531	15,540	93,456	93,456	-
5510 Gas & Electric	13,143	15,755	13,988	2,231	35,951	11,610	7,287	99,964	115,000	130,000	15,000
5610 Rent & Leases	-	330	-	132	-	-	-	462	3,180	3,180	-
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	1,104	736	6,885	3,880	719	1,208	3,327	17,859	24,380	24,380	-
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldg	95	850	290	400	9,200	-	8,096	18,931	53,000	53,000	(0)
5800 ProfessServices	4,517	3,778	4,735	4,721	4,709	24,755	1,064	48,279	260,613	187,971	(72,642)
5810 Legal	1,125	-	5,928	242	-	-	-	7,295	15,000	15,000	-
5813 SchPrgAftSchool	14,608	29,231	19,331	19,331	19,331	22,131	19,331	143,293	230,560	230,560	(0)
5814 SchPrgAcadComps	-	-	-	208	-	-	155	363	3,180	3,180	-
5819 SchlProgs-Other	24,397	4,714	-	21,828	-	20,400	2,370	73,709	22,260	75,000	52,740
5820 Audit & CPA	-	-	-	1,818	-	1,818	-	3,636	9,540	9,540	-
5825 DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	(2,220)	(900)	(5,569)	12,866	4,443	(2,805)	5,814	42,400	42,400	-
5836 FieldTrip Trans	1,594	-	3,924	11,022	6,230	8,294	10,233	41,297	30,000	45,000	15,000
5840 MarkngStdtrRecrt	-	-	6,244	2,241	9,900	7,922	3,017	29,324	25,000	66,000	41,000
5850 Oversight Fees	-	-	-	-	-	-	-	-	75,910	75,910	-
5857 Payroll Fees	2,993	2,458	4,165	2,690	2,761	2,993	3,537	21,597	31,800	31,800	-
5860 Service Fees	254	273	595	80	280	462	271	2,214	4,770	4,770	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	-	-	-	-	-	-	4,240	4,240	(0)
5864 Prof Dev-Other	-	-	-	-	-	1,635	-	1,635	27,295	27,295	(0)
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	14,662	-	7,134	23,224	20,992	19,852	38,765	124,630	171,086	171,086	-
5870 Livescan	-	-	-	-	-	-	-	-	1,855	1,855	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	15,338	42,269	30,645	3,925	41,050	133,227	113,000	148,000	35,000
5890 Oth SvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	-	-	3,124	-	3,124	5,300	5,300	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	-	380	3,647	4,001	3,533	765	-	12,325	47,700	47,700	-
5930 PostageDelivery	604	807	-	-	1,111	807	604	3,932	8,480	8,480	-
5940 Technology	3,119	8,556	-	-	10,975	29,714	26,458	78,823	66,356	101,478	35,121
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	84,388	113,356	245,778	196,914	230,840	243,661	232,684	1,347,622	2,207,157	2,334,376	127,219

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	163,592	-	-	160,548	-	324,140	645,178	645,178	(0)
SUBTOTAL - Capital Outlay & Depreciation	-	-	163,592	-	-	160,548	-	324,140	645,178	645,178	(0)
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	30,417	30,417	101,192	30,417	30,417	30,417	30,417	283,692	515,223	515,223	-
SUBTOTAL - Other Outflows	30,417	30,417	101,192	30,417	30,417	30,417	30,417	283,692	515,223	515,223	-
TOTAL EXPENSES	543,198	764,859	1,142,216	920,360	925,022	1,034,218	1,013,404	6,343,278	10,602,116	10,728,702	126,586



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,118,732	2,586,486	2,225,285	2,277,284	2,142,400	1,989,845	1,885,528	2,164,032	2,295,964	2,333,005	2,464,936	2,596,867	2,471,009	
Revenue														
LCFF Entitlement	355,767	355,767	664,189	640,380	640,380	664,189	640,380	717,964	744,209	717,964	717,964	385,227	427,331	7,671,712
Federal Revenue	-	-	-	8,572	42,951	5,049	91,926	-	74,948	-	-	74,948	151,622	450,016
Other State Revenues	54,404	54,118	102,316	60,855	112,746	175,997	407,007	172,116	172,116	172,116	172,116	172,116	499,270	2,327,295
Other Local Revenues	1,518	21,806	7,971	27,997	16,975	40,456	7,932	15,404	15,404	15,404	15,404	15,404	-	201,673
Total Revenue	411,689	431,691	774,476	737,804	813,052	885,691	1,147,245	905,485	1,006,677	905,485	905,485	647,695	1,078,223	10,650,695
Expenses														
Certificated Salaries	120,088	300,953	317,565	325,267	326,658	336,462	322,114	246,140	246,140	246,140	246,140	246,140	246,140	3,525,945
Classified Salaries	95,989	108,498	109,447	122,757	122,081	114,281	162,096	91,408	91,408	91,408	91,408	91,408	91,408	1,383,597
Benefits	106,140	166,499	168,038	163,871	111,084	111,172	179,376	135,727	135,727	135,727	135,727	135,727	135,727	1,820,544
Books and Supplies	106,176	45,136	36,603	81,135	103,944	37,678	86,716	1,075	1,075	1,075	1,075	1,075	1,075	503,840
Services and Operations	84,388	113,356	245,778	196,914	230,840	243,661	232,684	172,141	172,141	172,141	172,141	172,141	126,048	2,334,376
Depreciation / Cap Outlay	-	-	163,592	-	-	160,548	-	64,208	64,208	64,208	64,208	64,208	-	645,178
Other Outflows	30,417	30,417	101,192	30,417	30,417	30,417	30,417	30,417	99,939	30,417	30,417	30,417	9,926	515,223
Total Expenses	543,198	764,859	1,142,216	920,360	925,022	1,034,218	1,013,404	741,116	810,638	741,116	741,116	741,116	610,324	10,728,702
Other Transactions Affecting Cash														
Accounts Receivable	32,129	50,871	123,829	9,759	49,987	(15,663)		43,234	43,234	43,234	43,234	43,234		467,082
Fixed Assets - Acquisitions	(11,295)	299	163,592	(28,242)	(18,750)	159,213		64,208	64,208	64,208	64,208	64,208		585,854
Accounts Payable - Current Year	129,096	(99,820)	(16,809)	41,973	(33,540)	(21,975)	35,782							34,706
Other	(550,666)	20,618	149,127	24,183	(38,281)	(77,363)	108,881	(139,880)	(266,440)	(139,880)	(139,880)	(139,880)		(1,189,459)
Total Other Transactions	(400,737)	(28,033)	419,739	47,673	(40,585)	44,211	144,663	(32,438)	(158,999)	(32,438)	(32,438)	(32,438)		(101,818)
Total Change in Cash	(532,246)	(361,201)	51,999	(134,883)	(152,555)	(104,316)	278,504	131,931	37,041	131,931	131,931	(125,858)		(179,824)
ENDING CASH (Local Bank 9120)	2,586,486	2,225,285	2,277,284	2,142,400	1,989,845	1,885,528	2,164,032	2,295,964	2,333,005	2,464,936	2,596,867	2,471,009		
ENDING CASH	2,586,486	2,225,285	2,277,284	2,142,400	1,989,845	1,885,528	2,164,032	2,295,964	2,333,005	2,464,936	2,596,867	2,471,009	<<< = 84 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Projected Average Daily Attendance:									436	439	3
SUMMARY											
Revenue											
LCFF Entitlement	37,169	264,567	542,354	370,102	370,102	390,754	370,102	2,345,150	4,860,030	4,897,350	37,320
Federal Revenue	-	-	-	4,256	12,217	-	52,732	69,205	479,220	480,868	1,648
Other State Revenues	26,258	26,258	47,263	24,303	55,549	49,357	124,775	353,763	1,787,381	1,813,107	25,726
Other Local Revenues	4,609	0	5,943	4,187	8,750	87,215	3,773	114,477	85,000	120,000	35,000
Total Revenue	68,036	290,825	595,560	402,848	446,618	527,326	551,382	2,882,595	7,211,631	7,311,325	99,694
Expenditures											
Certificated Salaries	79,925	199,677	191,163	197,861	206,375	205,617	207,612	1,288,230	2,512,741	2,520,405	7,664
Classified Salaries	24,221	27,652	27,421	32,602	36,085	35,476	75,292	258,749	372,682	397,767	25,085
Benefits	49,126	79,413	77,366	80,984	68,503	56,937	95,150	507,478	998,557	967,824	(30,734)
Books and Supplies	40,801	7,734	24,031	24,855	25,011	45,879	30,035	198,346	354,403	385,983	31,580
Services and Operating Exp.	85,794	112,426	252,143	155,578	171,350	200,189	264,094	1,241,573	2,367,510	2,352,769	(14,741)
Depreciation & Cap Outlay	-	-	13,968	-	-	-	-	13,968	49,553	49,553	-
Other Outflows	-	479	479	159	158	158	157	1,590	3,180	3,180	-
Total Expenditures	279,867	427,380	586,568	492,040	507,482	544,257	672,340	3,509,934	6,658,628	6,677,481	18,854
Net Revenues								(627,339)	553,004	633,843	80,840
Fund Balance											
Beginning Balance (Unaud.)										1,604,541	
Net Revenues										633,843	
Ending Fund Balance										2,238,384	
Components of Fund Bal.											
Available For Econ. Uncert.										1,797,670	
Restricted Balances (Est.)											
Net Fixed Assets										440,714	
Ending Fund Balance										2,238,384	

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL					Actuals	Actuals	Actuals				
LCFF Entitlement											
8011 State Aid	37,169	37,169	66,905	66,905	66,905	66,905	66,905	408,863	771,630	778,357	6,727
8012 EPA Entitlement	-	-	20,653	-	-	20,652	-	41,305	87,214	87,867	653
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	-	227,398	454,796	303,197	303,197	303,197	303,197	1,894,982	4,001,186	4,031,126	29,940
SUBTOTAL - LCFF Entitlement	37,169	264,567	542,354	370,102	370,102	390,754	370,102	2,345,150	4,860,030	4,897,350	37,320
Federal Revenue											
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	64,596	64,596	-
8220 SchlunchFederal	-	-	-	-	-	-	-	-	-	-	-
8285 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	4,256	12,217	-	52,732	69,205	414,624	416,272	1,648
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	4,256	12,217	-	52,732	69,205	479,220	480,868	1,648
Other State Revenue											
8311 SpEd Revenue	17,617	17,617	31,710	-	31,710	31,710	63,885	194,249	413,677	416,518	2,841
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	8,286	-	-	8,286	8,748	8,286	(462)
8560 StateLotteryRev	-	-	-	-	-	-	26,410	26,410	124,339	125,270	931
8590 AllOthStateRev	8,641	8,641	15,553	24,303	15,553	17,647	33,053	123,391	1,240,617	1,263,033	22,416
8595 State Rev PY Adj	-	-	-	-	-	-	1,427	1,427	-	-	-
SUBTOTAL - Other State Revenue	26,258	26,258	47,263	24,303	55,549	49,357	124,775	353,763	1,787,381	1,813,107	25,726
Local Revenue											
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	4,609	-	4,400	1,309	-	3,579	2,635	16,532	-	-	-
8699 Other Revenue	-	0	-	-	-	42,424	-	42,425	25,000	60,000	35,000
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	-	-	2,878	8,750	-	24	11,652	-	-	-
SUBTOTAL - Local Revenue	4,609	0	4,400	4,187	8,750	46,003	2,659	70,608	25,000	60,000	35,000

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	-	-	50	-	-	-	-	50	-	-	-
8803 Fundraising	-	-	1,493	-	-	41,212	1,114	43,819	60,000	60,000	-
SUBTOTAL - Fundraising & Grants	-	-	1,543	-	-	41,212	1,114	43,869	60,000	60,000	-
TOTAL REVENUE	68,036	290,825	595,560	402,848	446,618	527,326	551,382	2,882,595	7,211,631	7,311,325	99,694
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	53,935	154,894	146,069	152,676	160,458	159,648	163,684	991,363	1,850,916	1,849,846	(1,070)
1200 Cert Aid	-	16,657	16,418	16,440	16,816	16,643	15,602	98,575	314,005	322,739	8,734
1300 Cert Adminis	25,990	28,126	28,676	28,746	29,101	29,326	28,326	198,291	347,820	347,820	0
SUBTOTAL - Certificated Salaries	79,925	199,677	191,163	197,861	206,375	205,617	207,612	1,288,230	2,512,741	2,520,405	7,664
Classified Salaries											
2100 Instructional Aides	-	-	-	6,682	6,604	7,195	7,880	28,360	73,986	73,986	0
2200 Classified Support	7,116	14,660	14,902	11,589	15,183	15,115	14,482	93,047	93,287	93,287	-
2300 Classified Admin	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical & Tech	17,105	12,992	12,519	14,331	14,299	13,166	52,931	137,341	205,410	230,495	25,085
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	24,221	27,652	27,421	32,602	36,085	35,476	75,292	258,749	372,682	397,767	25,085
Employee Benefits											
3101 STRS-Certified	15,266	37,968	36,367	37,704	21,396	38,352	39,336	226,390	409,729	364,869	(44,860)
3102 STRS-Classified	2,460	2,758	2,758	2,368	2,946	2,885	4,293	20,469	49,331	98,119	48,788
3201 PERS-Cert	-	-	-	-	-	-	-	-	44,741	42,893	(1,848)
3202 PERS-Classified	2,791	3,371	3,340	5,305	5,040	5,295	5,381	30,523	15,809	17,037	1,228
3301 OASDI/Med-Cert	1,159	3,306	3,181	3,279	3,404	3,390	3,419	21,138	44,402	41,370	(3,032)
3302 OASDI/Med-Class	1,054	1,215	1,193	1,716	1,719	1,768	4,400	13,066	9,107	13,243	4,136
3401 HlthWelfareCert	26,397	22,765	28,182	28,605	31,427	3,239	34,777	175,391	380,010	344,775	(35,234)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	-	-	337	-	564	-	605	1,506	13,139	13,228	89
3502 UI-Classified	-	-	-	-	-	-	-	-	-	-	-
3601 WorkersCmp-Cert	-	8,028	2,007	2,007	2,007	2,008	2,008	18,065	30,326	30,326	-
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	-	-	-
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	1,964	1,257	(707)
3902 OthBenes-Class	-	-	-	-	-	-	931	931	-	707	707
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	49,126	79,413	77,366	80,984	68,503	56,937	95,150	507,478	998,557	967,824	(30,734)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	-	10,575	-	-	1,231	11,806	107,347	57,347	(50,000)
4200 BooksOthRefMats	14,308	-	-	-	-	-	16,241	30,549	1,060	51,060	50,000
4300 Ins Mats & Sups 2	-	-	-	366	5,604	4,313	2,790	13,073	-	15,000	15,000
4310 Ins Mats & Sups	-	-	2,721	-	15,074	1,985	1,520	21,300	10,525	17,105	6,580
4315 OthrSupplies	-	702	-	-	457	2,951	-	4,110	1,500	1,500	-
4320 Office Supplies	109	-	6,841	4,133	-	2,660	178	13,921	31,800	31,800	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	408	-	347	1,017	1,772	28,000	28,000	-
4330 Staff Meals & Events	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	1,714	510	-	108	-	2,332	2,650	2,650	-
4340 Educat Software	6,950	1,590	-	-	-	14,248	-	22,788	40,841	40,841	-
4345 NonInstStdntSup	-	252	232	1,685	-	208	878	3,256	30,000	30,000	(0)
4346 TeacherSupplies	-	-	747	305	-	309	138	1,499	10,000	10,000	-
4350 Cust. Supplies	-	-	-	3,105	-	2,634	111	5,849	12,720	12,720	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	19,434	1,862	-	-	-	-	900	22,196	22,000	22,000	-
4400 NonCapEquip-Gen	-	-	3,084	1,339	-	169	-	4,592	22,000	22,000	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	-	3,168	11,947	-	15,115	10,000	20,000	10,000
4440 Computers <\$5k	-	-	-	-	-	2,363	638	3,001	5,000	5,000	-
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	2,000	2,000	-
4720 Food:Other Food	-	3,327	-	687	-	-	2,870	6,884	16,960	16,960	-
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	-	8,691	1,744	708	1,636	1,523	14,302	-	-	-
SUBTOTAL - Books and Supplies	40,801	7,734	24,031	24,855	25,011	45,879	30,035	198,346	354,403	385,983	31,580

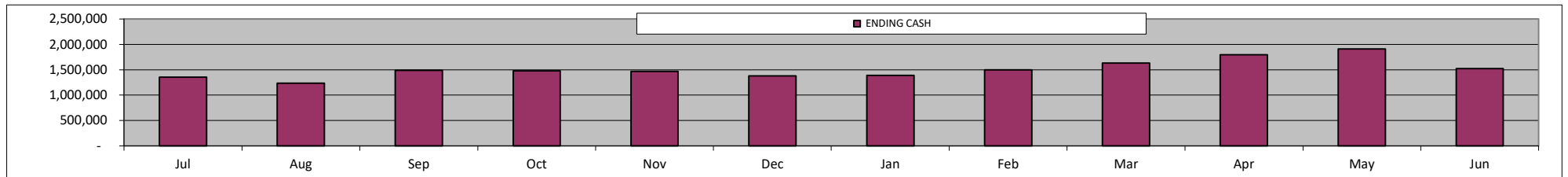
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	112,352	37,451	37,451	37,451	37,451	262,154	449,406	449,406	-
5200 Travel - General	-	2,915	-	-	-	-	-	2,915	2,120	2,120	-
5205 Conference Fees	-	-	250	-	-	-	-	250	2,120	2,120	-
5210 MilesParkTolls	-	507	523	448	143	435	369	2,425	1,590	1,590	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	56	-	-	-	303	-	358	15,000	15,000	(0)
5300 DuesMemberships	-	-	75	1,530	-	10,873	-	12,478	10,000	20,000	10,000
5450 Other Insurance	-	29,153	7,288	7,288	7,288	7,288	7,288	65,593	79,118	79,118	-
5500 OpsHousekeeping	1,898	6,660	8,181	10,965	13,686	120	24,717	66,228	110,000	110,000	-
5510 Gas & Electric	6,040	6,494	12,877	11,357	8,924	6,593	6,631	58,916	110,000	110,000	(0)
5610 Rent & Leases	47,303	47,246	47,188	36,452	36,510	20,500	73,471	308,670	423,774	423,774	-
5611 Rent & Leases- Interest	16,120	15,837	15,894	26,631	26,573	-	32,194	133,249	333,749	333,749	-
5620 EquipmentLeases	635	365	1,887	2,884	885	1,916	1,396	9,968	21,180	21,180	-
5621 EquipmentLeases- Interest	-	30	-	-	-	-	-	30	-	-	-
5630 Reps&MaintBldg	-	-	-	514	249	3,102	-	3,865	40,000	40,000	-
5800 ProfessServices	7,000	300	-	300	-	12,127	-	19,727	125,503	65,444	(60,059)
5810 Legal	-	-	-	140	-	-	-	140	10,600	10,600	-
5813 SchPrgAftSchool	-	-	30,099	-	12,797	9,553	9,663	62,112	106,833	106,833	-
5814 SchPrgAcadComps	-	-	-	-	1,080	-	185	1,265	2,650	2,650	-
5819 SchIProgs-Other	-	-	-	4,396	-	-	60	4,456	1,060	5,000	3,940
5820 Audit & CPA	-	-	-	-	-	1,818	-	1,818	9,540	9,540	-
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	-	-	-	-	-	31,800	31,800	-
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtrRecrt	-	-	-	-	-	12,828	1,367	14,195	41,000	41,000	-
5850 Oversight Fees	-	-	-	-	-	-	4,607	4,607	48,600	48,600	-
5857 Payroll Fees	1,698	1,263	1,474	1,504	1,518	1,623	1,700	10,780	15,900	15,900	-
5860 Service Fees	-	330	144	33	136	5,259	144	6,047	9,010	9,010	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	4,930	4,930	1,950	-	75	11,885	9,106	9,106	-
5864 Prof Dev-Other	-	-	2,125	5,000	-	2,125	-	9,250	11,622	18,000	6,378
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	-	170	-	3,180	33,685	-	37,035	206,540	206,540	-
5870 Livescan	-	-	311	-	-	-	-	311	1,060	1,060	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	4,725	-	-	4,725	10,000	10,000	-
5884 Substitutes	-	-	2,897	-	10,506	588	18,301	32,292	50,000	75,000	25,000
5890 OthSvcsNon-Inst	-	-	-	-	-	-	12,626	12,626	530	530	(0)
5900 Communications	-	-	-	-	-	2,638	-	2,638	3,180	3,180	-
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-
5920 TelecomInternet	168	1,070	3,478	3,481	3,476	166	169	12,006	34,980	34,980	-
5930 PostageDelivery	405	201	-	-	-	765	56	1,427	4,240	4,240	-
5940 Technology	4,528	-	-	274	274	28,434	31,623	65,133	35,699	35,699	(0)
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	85,794	112,426	252,143	155,578	171,350	200,189	264,094	1,241,573	2,367,510	2,352,769	(14,741)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	13,968	-	-	-	-	13,968	49,553	49,553	-
SUBTOTAL - Capital Outlay & Depreciation	-	-	13,968	-	-	-	-	13,968	49,553	49,553	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	479	479	159	158	158	157	1,590	3,180	3,180	-
SUBTOTAL - Other Outflows	-	479	479	159	158	158	157	1,590	3,180	3,180	-
TOTAL EXPENSES	279,867	427,380	586,568	492,040	507,482	544,257	672,340	3,509,934	6,658,628	6,677,481	18,854



2024-25 Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,452,720	1,357,547	1,235,997	1,488,846	1,481,334	1,468,281	1,382,226	1,387,341	1,499,490	1,634,919	1,799,799	1,911,947	1,522,968	
Revenue														
LCFF Entitlement	37,169	264,567	542,354	370,102	370,102	390,754	370,102	501,128	524,408	501,128	501,128	-	524,408	4,897,350
Federal Revenue	-	-	-	4,256	12,217	-	52,732	-	-	52,732	-	-	358,931	480,868
Other State Revenues	26,258	26,258	47,263	24,303	55,549	49,357	124,775	177,905	177,905	177,905	177,905	177,905	569,821	1,813,107
Other Local Revenues	4,609	0	5,943	4,187	8,750	87,215	3,773	1,105	1,105	1,105	1,105	1,105	-	120,000
Total Revenue	68,036	290,825	595,560	402,848	446,618	527,326	551,382	680,137	703,418	732,869	680,137	179,009	1,453,160	7,311,325
Expenses														
Certificated Salaries	79,925	199,677	191,163	197,861	206,375	205,617	207,612	207,612	207,612	207,612	207,612	207,612	194,115	2,520,405
Classified Salaries	24,221	27,652	27,421	32,602	36,085	35,476	75,292	27,474	27,474	27,474	27,474	27,474	1,650	397,767
Benefits	49,126	79,413	77,366	80,984	68,503	56,937	95,150	76,724	76,724	76,724	76,724	76,724	76,724	967,824
Books and Supplies	40,801	7,734	24,031	24,855	25,011	45,879	30,035	31,273	31,273	31,273	31,273	31,273	31,273	385,983
Services and Operations	85,794	112,426	252,143	155,578	171,350	200,189	264,094	191,441	191,441	191,441	191,441	191,441	153,991	2,352,769
Depreciation / Cap Outlay	-	-	13,968	-	-	-	-	7,117	7,117	7,117	7,117	7,117	-	49,553
Other Outflows	-	479	479	159	158	158	157	318	318	318	318	318	-	3,180
Total Expenses	279,867	427,380	586,568	492,040	507,482	544,257	672,340	541,959	541,959	541,959	541,959	541,959	457,752	6,677,481
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	364,510	74	84,809	21,912	35,459		(12,150)	100,477	100,477	100,477	100,477	100,477		996,997
Fixed Assets - Acquisitions	35,789	35,867	49,527	35,781	35,922	19,995	52,272	7,117	7,117	7,117	7,117	7,117		300,739
Accounts Payable - Current Year	49,637	(46,452)	(364)	10,986	(12,080)	(11,728)	41,345							31,344
Other	(333,279)	25,516	109,886	13,000	(11,489)	(77,391)	44,605	(133,623)	(133,623)	(133,623)	(133,623)	(133,623)		(897,268)
Total Other Transactions	116,657	15,005	243,858	81,679	47,811	(69,124)	126,073	(26,030)	(26,030)	(26,030)	(26,030)	(26,030)		431,812
Total Change in Cash	(95,174)	(121,550)	252,850	(7,512)	(13,053)	(86,055)	5,115	112,148	135,429	164,880	112,148	(388,979)		1,065,656
ENDING CASH	1,357,547	1,235,997	1,488,846	1,481,334	1,468,281	1,382,226	1,387,341	1,499,490	1,634,919	1,799,799	1,911,947	1,522,968		
ENDING CASH	1,357,547	1,235,997	1,488,846	1,481,334	1,468,281	1,382,226	1,387,341	1,499,490	1,634,919	1,799,799	1,911,947	1,522,968	<<< = 83 days cash	



2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
SUMMARY											
Revenue											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	338,618	26,033	1,882,528	483,845	588,737	476,877	467,812	4,264,449	7,978,158	7,418,401	(559,757)
Total Revenue	338,618	26,033	1,882,528	483,845	588,737	476,877	467,812	4,264,449	7,978,158	7,418,401	(559,757)
Expenditures											
Certificated Salaries	313	2,500	5,417	2,500	2,500	2,500	8,333	24,063	-	-	-
Classified Salaries	431,808	404,955	424,420	426,574	436,463	459,458	517,652	3,101,330	5,781,077	5,318,863	(462,215)
Benefits	121,353	137,330	131,558	131,196	115,540	80,880	161,205	879,061	1,968,093	1,832,629	(135,464)
Books and Supplies	11,244	86,342	73,912	76,982	54,559	36,747	(5,423)	334,362	114,931	144,431	29,500
Services and Operating Exp.	223,188	115,674	94,170	272,197	249,917	99,335	190,027	1,244,508	2,441,445	2,400,445	(41,000)
Depreciation & Cap Outlay	-	-	129	-	-	-	-	129	515	515	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	787,906	746,801	729,606	909,448	858,978	678,919	871,794	5,583,453	10,306,062	9,696,883	(609,179)
Net Revenues								(1,319,004)	(2,327,904)	(2,278,482)	49,422
Fund Balance											
Beginning Balance (Unaud.)										2,952,643	
Net Revenues										(2,278,482)	
Ending Fund Balance										674,161	
Components of Fund Bal.											
Available For Econ. Uncert.										660,249	
Restricted Balances (Est.)										-	
Net Fixed Assets										13,912	
Ending Fund Balance										674,161	

2024-25 Second Interim Budget										Annual Budget		
Year to Date												
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
REVENUE DETAIL						Actuals	Actuals	Actuals				
Local Revenue												
8660	Interest	29	2	2	2	2	2	-	38	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	-
8702	CMO Fee - MSA-2	-	-	276,558	92,186	92,186	92,186	92,186	645,301	1,106,231	1,106,231	(0)
8703	CMO Fee - MSA-3	-	-	123,776	41,259	41,259	41,259	41,259	288,810	495,103	495,103	-
8704	CMO Fee - MSA-4	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
8705	CMO Fee - MSA-5	-	-	51,855	17,285	17,285	17,285	17,285	120,994	207,418	207,418	(0)
8706	CMO Fee - MSA-6	-	-	43,212	14,404	14,404	14,404	14,404	100,829	172,849	172,849	-
8707	CMO Fee - MSA-7	-	-	63,279	21,093	21,093	21,093	21,093	147,650	253,115	253,115	(0)
8708	CMO Fee - MSA-8	-	-	198,776	66,259	66,259	66,259	66,259	463,810	795,103	795,103	-
8709	CMO Fee - MSA-SA	-	-	138,279	46,093	46,093	46,093	46,093	322,651	553,116	553,116	-
8712	CMO Fee - MSA-SD	-	-	112,352	37,451	37,451	37,451	37,451	262,154	449,406	449,406	(0)
8699	Other Revenue	330,996	26,030	413,980	41,225	146,117	33,981	15,000	1,007,328	2,666,737	2,106,980	(559,757)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	7,380	-	140,456	-	-	276	10,193	158,305	-	-	-
SUBTOTAL - Local Revenue		338,404	26,033	1,882,293	483,845	588,737	476,877	467,812	4,264,000	7,978,158	7,418,401	(559,757)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Fundraising & Grants											
8802 Donations - Private	214	-	71	-	-	-	-	285	-	-	-
8803 Fundraising	-	-	164	-	-	-	-	164	-	-	-
SUBTOTAL - Fundraising & Grants	214	-	235	-	-	-	-	449	-	-	-
TOTAL REVENUE	338,618	26,033	1,882,528	483,845	588,737	476,877	467,812	4,264,449	7,978,158	7,418,401	(559,757)
EXPENSES DETAIL											
Certificated Salaries											
1100 TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-
1200 Cert Aid	313	2,500	5,417	2,500	2,500	2,500	8,333	24,063	-	-	-
1300 Cert Adminis	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Certificated Salaries	313	2,500	5,417	2,500	2,500	2,500	8,333	24,063	-	-	-
Classified Salaries											
2400 Clerical & Tech	431,808	404,955	424,420	426,574	436,463	459,458	517,652	3,101,330	5,781,077	5,318,863	(462,215)
2900 OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries	431,808	404,955	424,420	426,574	436,463	459,458	517,652	3,101,330	5,781,077	5,318,863	(462,215)
Employee Benefits											
3101 STRS-Certified	-	-	-	-	-	-	-	-	-	41,714	41,714
3102 STRS-Classified	38,080	37,684	40,314	38,817	29,572	38,362	43,001	265,829	527,377	440,445	(86,931)
3201 PERS-Cert	85	676	1,465	661	676	676	2,150	6,389	-	-	-
3202 PERS-Classified	10,231	10,339	10,122	10,033	10,231	10,196	10,122	71,273	95,813	95,991	177
3301 OASDI/Med-Cert	24	191	414	191	191	191	638	1,841	-	7,123	7,123
3302 OASDI/Med-Class	19,204	18,616	19,444	19,465	18,538	20,215	25,441	140,923	251,002	224,999	(26,003)
3401 HlthWelfareCert	46,872	44,988	52,219	57,873	52,634	(4,555)	58,491	308,522	664,272	603,079	(61,193)
3402 HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-
3501 UI-Certificated	76	-	-	-	(1,008)	39	88	(806)	-	14,396	14,396
3502 UI-Classified	517	627	165	370	318	6,871	2,297	11,165	15,580	-	(15,580)
3601 WorkersCmp-Cert	-	17,517	4,379	4,379	4,379	4,379	4,379	39,412	-	67,788	67,788
3602 WorkersCmp-Class	-	-	-	-	-	-	-	-	67,788	-	(67,788)
3701 Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes-Cert	-	-	-	-	-	-	-	-	-	18,238	18,238
3902 OthBenes-Class	6,266	6,692	3,036	(593)	9	4,505	14,599	34,513	346,262	318,857	(27,405)
3990 PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits	121,353	137,330	131,558	131,196	115,540	80,880	161,205	879,061	1,968,093	1,832,629	(135,464)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Books & Supplies											
4100 Text&CoreCurric	-	-	-	-	-	-	-	-	1,000	1,000	-
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-	-
4315 OthrSupplies	-	-	-	-	-	-	-	-	4,181	4,181	(0)
4320 Office Supplies	221	148	1,239	746	420	308	6,786	9,868	11,800	11,800	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4330 Staff Meals & Events	-	-	-	1,068	-	-	-	1,068	-	-	-
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-
4340 Educat Software	5,634	44,248	-	11,248	5,612	-	14,193	80,935	5,750	5,750	-
4345 NonInstStdntSup	-	-	-	-	-	857	1,175	2,032	25,000	25,000	-
4346 TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-
4350 Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-
4380 Marketing Materials	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	5,000	5,000	-
4400 NonCapEquip-Gen	-	-	100	-	403	-	2,409	2,913	10,500	10,500	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	6,920	1,674	-	-	8,594	-	-	-
4440 Computers <\$5k	-	5,285	4,500	12,951	7,464	2,631	-	32,830	17,700	32,200	14,500
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	-	-	-
4720 Food:Other Food	5,389	10,897	172	1,307	4,291	32	21,639	43,726	34,000	49,000	15,000
4990 Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	25,764	67,902	42,742	34,695	32,919	(51,625)	152,398	-	-	-
SUBTOTAL - Books and Supplies	11,244	86,342	73,912	76,982	54,559	36,747	(5,423)	334,362	114,931	144,431	29,500

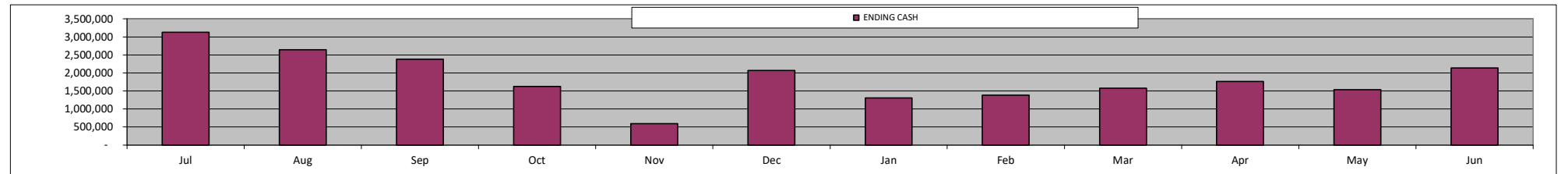
2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Services & Other Operating Expenses											
5101 CMO Fees	-	-	-	-	-	-	-	-	-	-	-
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	-	-	-	-	15,900	15,900	-
5210 MilesParkTolls	109	1,841	1,068	846	1,303	449	420	6,036	24,000	24,000	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	2,068	370	1,480	1,287	6,830	474	14,910	27,420	25,000	25,000	-
5300 DuesMemberships	14,040	75	25	10,854	675	650	1,371	27,690	31,500	31,500	-
5450 Other Insurance	-	3,878	970	970	970	970	970	8,728	8,890	8,890	-
5500 OpsHousekeeping	4,525	5,840	3,013	2,228	96	1,215	3,344	20,261	7,000	22,000	15,000
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	-	16,204	15,901	37,301	16,263	16,263	16,263	118,194	195,968	195,968	-
5611 Rent & Leases- Interest	-	-	-	-	-	-	-	-	-	-	-
5620 EquipmentLeases	-	5,958	370	370	6,161	5,469	370	18,698	8,000	22,000	14,000
5621 EquipmentLeases- Interest	-	-	-	-	-	-	-	-	-	-	-
5630 Reps&MaintBldng	-	650	-	-	-	1,356	-	2,006	-	-	-
5800 ProfessServices	69,107	12,505	8,352	136,072	148,845	66,260	126,178	567,319	1,073,000	1,073,000	-
5810 Legal	8,980	14,800	8,520	11,116	-	-	-	43,416	72,000	72,000	-
5813 SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819 SchIPrgs-Other	5,290	-	-	-	-	-	-	5,290	-	-	-
5820 Audit & CPA	-	-	-	13,136	-	-	2,109	15,245	12,000	12,000	-
5825 DMSBusiness Svcs	86,927	43,464	43,464	43,464	43,464	-	-	260,782	772,000	692,000	(80,000)
5835 Field Trips	-	-	-	-	-	-	-	-	-	-	-
5836 FieldTrip Trans	-	-	-	-	-	-	309	309	-	-	-
5840 MarkngStdtdRecrt	8,500	-	3,000	3,000	3,000	1,500	966	19,966	39,000	39,000	-
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Fees	2,245	1,810	1,914	1,928	1,958	2,047	2,031	13,932	21,000	21,000	-
5860 Service Fees	264	22	22	22	22	22	-	374	500	500	-
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	10,000	1,915	2,500	-	75	-	1,753	16,243	36,000	36,000	(0)
5864 Prof Dev-Other	-	5,000	-	-	-	-	-	5,000	32,000	32,000	-
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-
5869 SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-
5870 Livescan	-	-	147	262	124	154	1,556	2,243	-	-	-
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-
5875 Staff Recruiting	-	-	-	-	-	-	-	-	5,000	5,000	-
5884 Substitutes	-	-	-	-	-	-	-	-	-	-	-
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,442	-	-	104	-	-	1,872	3,418	1,450	1,450	-
5910 Communications 2	-	-	-	-	-	1,147	-	1,147	-	-	-
5920 TelecomInternet	-	1,342	-	2,682	1,343	1,347	1,347	8,061	15,000	15,000	-
5930 PostageDelivery	-	-	-	-	-	-	313	313	11,500	11,500	-
5940 Technology	9,692	-	3,424	6,556	18,788	13	13,946	52,420	34,737	44,737	10,000
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	223,188	115,674	94,170	272,197	249,917	99,335	190,027	1,244,508	2,441,445	2,400,445	(41,000)

2024-25 Second Interim Budget									Annual Budget		
Year to Date											
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	1st Interim Budget	2nd Interim Budget	Current Budget vs. First Interim
Capital Outlay & Depreciation											
6100 Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	129	-	-	-	-	129	515	515	-
SUBTOTAL - Capital Outlay & Depreciation	-	-	129	-	-	-	-	129	515	515	-
Other Outflows											
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	787,906	746,801	729,606	909,448	858,978	678,919	871,794	5,583,453	10,306,062	9,696,883	(609,179)



2024-25 Monthly Cash Flow (Actuals + Projections)

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,021,906	3,128,058	2,646,613	2,383,135	1,621,400	596,200	2,069,558	1,307,760	1,386,101	1,577,582	1,769,062	1,532,913	2,137,865	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	338,618	26,033	1,882,528	483,845	588,737	476,877	467,812	467,812	467,812	467,812	467,812	467,812	814,893	7,418,401
Total Revenue	338,618	26,033	1,882,528	483,845	588,737	476,877	467,812	467,812	467,812	467,812	467,812	467,812	814,893	7,418,401
Expenses														
Certificated Salaries	313	2,500	5,417	2,500	2,500	2,500	8,333	(4,813)	(4,813)	(4,813)	(4,813)	(4,813)	-	-
Classified Salaries	431,808	404,955	424,420	426,574	436,463	459,458	517,652	443,507	443,507	443,507	443,507	221,753	221,753	5,318,863
Benefits	121,353	137,330	131,558	131,196	115,540	80,880	161,205	190,714	190,714	190,714	190,714	95,357	95,357	1,832,629
Books and Supplies	11,244	86,342	73,912	76,982	54,559	36,747	(5,423)	(39,584)	(39,584)	(39,584)	(39,584)	(39,584)	7,991	144,431
Services and Operations	223,188	115,674	94,170	272,197	249,917	99,335	190,027	192,656	192,656	192,656	192,656	96,328	288,984	2,400,445
Depreciation / Cap Outlay	-	-	129	-	-	-	-	64	64	64	64	32	97	515
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	787,906	746,801	729,606	909,448	858,978	678,919	871,794	782,544	782,544	782,544	782,544	369,073	614,181	9,696,883
Other Transactions Affecting Cash														
Accounts Receivable - Current Year	14,371	-	-	(7,500)	(112,500.00)	-	(15,000)	29,116	29,116	29,116	29,116	29,116	-	24,951
Fixed Assets - Acquisitions	-	12,030	11,933	26,652	11,903	11,953	12,003	12,053	-	-	-	-	-	98,527
Accounts Payable - Current Year	549,739	(492,816)	(55,295)	4,696	508	(21,968)	122,593	(125,194)	-	-	-	-	-	(17,735)
Other	(8,671)	720,111	(1,373,040)	(359,980)	(654,869.01)	1,685,415	(477,412)	477,097	477,097	477,097	49,467	477,097	-	1,489,409
Total Other Transactions	555,440	239,324	(1,416,401)	(336,131)	(754,958)	1,675,400	(357,816)	393,072	506,213	506,213	78,583	506,213		1,595,152
Total Change in Cash	106,152	(481,445)	(263,479)	(761,735)	(1,025,199)	1,473,358	(761,798)	78,340	191,481	191,481	(236,149)	604,951		(683,330)
ENDING CASH	3,128,058	2,646,613	2,383,135	1,621,400	596,200	2,069,558	1,307,760	1,386,101	1,577,582	1,769,062	1,532,913	2,137,865	<<< = 80 days cash	



Coversheet

Approval of the Provisions of the Memorandum of Understanding for Magnolia Science Academy-1, 2 and 3

Section: IV. Action Items
Item: D. Approval of the Provisions of the Memorandum of Understanding for
Magnolia Science Academy-1, 2 and 3
Purpose: Vote
Submitted by:
Related Material: IV_D_LACOE MOU for MSA-1, 2 & 3.pdf



Agenda Item:	IV D: Action Item
Date:	March 13, 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. Brenda Olivares, Chief Impact Officer Andrew Zarmich, Director of Charter Petitions and Reporting
RE:	Approval of the Provisions of the Memorandum of Understanding for Magnolia Science Academy-1, 2 and 3

Action Proposed:

I move that the Board read, understand, and agree to the provisions of the Memorandum of Understanding (MOU) for each Magnolia Science Academy-1, (“MSA-1”), Magnolia Science Academy-2, (“MSA-2”), and Magnolia Science Academy-3 (“MSA-3”).

Purpose:

As outlined in LACOE’s Findings of Facts documents to Magnolia Public Schools, “the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school’s governing board.” We bring before you the MOUs to complete this step.

Background:

The Board of Directors of Magnolia Public Schools (“MPS”) sought authorization of the MSA-1, MSA-2, and MSA-3 charter renewal petitions submitted to the Los Angeles County Office of Education (“LACOE”); and LACOE approved the charter renewal petitions of MSA-1 and MSA-2 on December 17, 2024, and MSA-3 on February 18, 2025.



Impact:

Necessary step to complete the renewal process for MSA-1, MSA-2, and MSA-3.

Budget Implications:

None at this time.

Exhibits:

- Los Angeles County Office of Education Monitoring and Oversight Memorandum of Understanding Magnolia Science Academy
- Los Angeles County Office of Education Monitoring and Oversight Memorandum of Understanding Magnolia Science Academy 2
- Los Angeles County Office of Education Monitoring and Oversight Memorandum of Understanding Magnolia Science Academy 3

Los Angeles County Office of Education
Monitoring and Oversight Memorandum of Understanding¹

Magnolia Science Academy 1

Charter Authorization Period: July 1, 2025 – June 30, 2030

Charter Type: ☒ Appeal of Denied Petition (EC § 47605) ☐ Establish ☒ Renew

☐ Direct to County Board (EC § 47605.5) ☐ Establish ☐ Renew

☐ Countywide Petition to County Board (EC § 47605.6) ☐ Establish ☐ Renew

INTRODUCTION

The Los Angeles County Board of Education (hereinafter “County Board”) is guided by the intent of the legislature, that quality charter schools are and should be an integral part of the California educational system. The County Board believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. Charter schools operate under the provisions of the charter, applicable state and federal laws, and the general oversight of the County Board.

The County Board supports this effort by establishing a defined accountability system for determining the effectiveness of the charter schools it authorizes. Charter schools are public schools; as such, their performance is subject to review and comparison with any other publicly funded school. A charter school’s demographic composition should reflect the community it serves and in which it is located.

PURPOSE OF AGREEMENT

The State of California enacted the Charter Schools Act of 1992 authorizing the creation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

Education Code (EC) § 47605 requires a charter petition to provide a “reasonably comprehensive description” of the manner in which the school will operate; it is not a comprehensive document. An agreement is a useful tool for clarifying the expectations, operations, and responsibilities of both parties beyond that which is required in the charter but is required for successful operation and monitoring of a charter school.

The County Board has established this Monitoring and Oversight Memorandum of Understanding (“Agreement”) to address matters not covered in the charter in order to clarify monitoring and oversight expectations and responsibilities. The Charter School Act allows the County Board to authorize charter schools under specified circumstances and by doing so, becomes the authorizing agency of the charter schools. The County Board has delegated to the County Superintendent of Schools (Superintendent), its obligation to oversee its authorized charter schools under the terms of this Agreement the provisions of the school’s charter, applicable laws, regulations, and County Board Policy and Administrative Regulations. The County Board reserves the right and authority to modify any decision made by the Superintendent, Los Angeles County Office of Education (hereinafter “LACOE”) or a designee.

The fundamental interest of LACOE is, on a continuing basis, to be reasonably assured that charter schools authorized by the County Board are:

¹ Adapted from the Memorandum of Understanding (MOU) utilized by the State Board of Education. This agreement reflects changes made for the Los Angeles County Board of Education as the authorizer.

- 37 • Implementing the provisions of the charter as approved
- 38 • Adhering to all federal, state, and local laws and regulations that apply to the charter school
- 39 • Being operated prudently in all respects
- 40 • Providing a sound education pursuant to EC § 47605(c)(5)(A)(i-iii) including any future changes
- 41 and the California Core Content Standards for all of their students.

42 LACOE will report periodically (annually or as requested or when necessary) to the County Board
43 regarding its delegated oversight of the Magnolia Science Academy 1 (hereinafter, "Charter School").

44 The County Board recognizes that there are matters related to the operation of the Charter School and
45 to the effective oversight of the Charter School by LACOE that go beyond the provisions included in the
46 school's charter. The County Board also acknowledges that the day-to-day operation of the Charter
47 School is appropriately carried out by the Charter School's leadership, faculty, and staff. This Agreement
48 is intended to address those matters that have not been covered in the charter and to provide guidance
49 on the oversight policies and procedures of the County Board, as carried out by LACOE. Further, this
50 Agreement is intended to outline the parties' agreement governing their respective fiscal and
51 administrative responsibilities and their legal relationships.

52 The Charter School petition and this signed Agreement, which includes:

- 53 • Attachment A: Student Achievement Plan Guidelines
- 54 • Attachment B: Fiscal Oversight Requirements and Financial Reporting
- 55 • Attachment C: Reporting Timeline (as revised yearly)
- 56 • Attachment D: County Board Action to Approve the Charter including Conditions for Approval
- 57 constitutes the conditions and terms under which the charter shall be monitored. To the extent
- 58 that the terms in the charter vary from the provisions of this Agreement, the Agreement shall take
- 59 precedence unless both parties agree to other terms.

60 The Charter School agrees that violation of a specific material provision of this Agreement is conclusive
61 proof that the Charter School has violated the conditions of the charter within the meaning of EC §
62 47607(c)(1). The Charter School further agrees that it waives any right to argue that this Agreement is
63 not enforceable or that violation of this Agreement is not a violation of the charter in any court,
64 administrative body, or before a mediator or arbitrator in any matter involving this charter.

65 **TERM OF AGREEMENT**

66 This Agreement shall commence on the date upon which it is fully executed by all parties and shall cover
67 the term of the charter. This Agreement between LACOE and the Charter School is inclusive of
68 Attachments A through E.

69 Any modification of this Agreement must be in writing and executed by duly authorized representatives
70 of the parties.

- 71 1. The duly authorized representatives of the Charter School are the governing board president,
72 CEO/Director or Principal of the Charter School or designee.
- 73 2. The duly authorized representative of the County Board is the County Superintendent of Schools
74 or designee. For purposes of material revision/amendments to the charter, such
75 revisions/amendments may only be made upon the approval of the Charter School's governing
76 board, and will take effect only if approved by the County Board.

77 This Agreement shall be reviewed at least annually and may be amended or augmented by addendum
78 at any time with mutual agreement. In the case of changes in law or County Board policy, the County
79 Board and the Charter School reserve the right to request modifications to this Agreement. Such
80 modifications, if agreed upon, shall be included as Addenda to this Agreement. Failure to reach

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agreement on required changes to the Agreement which result in a violation of law will result in termination of the Agreement and lead to termination or revocation of the charter. The approved Agreement (including any subsequent addenda) shall continue unless modified in writing. If the Charter School becomes non-operational for any reason, this Agreement (including any addenda) shall remain in effect until closure procedures have been completed. The term of the charter automatically expires if the Charter School becomes non-operational, because of non-renewal, revocation, or closure. Should the term of the charter be affected by future legislation, the provisions of this MOU will remain in full force and effect.

TERM OF THE CHARTER

The Charter School is a public school that is or shall be operating pursuant to a charter (hereinafter the "charter"). On December 17, 2024, the County Board took action to approve the charter contingent upon the conditions specified in its action (Attachment D). Any condition of authorization that was not met through revision of the Charter may be addressed in this Agreement.

- The Charter School shall operate as a classroom based charter school within the geographic boundaries of Los Angeles Unified School District in the county of Los Angeles in accordance with EC § 47605 and/or EC § 47605.1 as applicable.
- The Charter School shall serve grades 6-12 and shall have an approximate enrollment of 925.
- The Charter School shall have a five (5) year term to expire on June 30, 2030. The provisions of the charter and the Agreement shall be aligned.

The Charter School shall be responsible for all the functions of a charter school subject to applicable statutes, the terms and conditions set forth in the charter, and this Agreement.

The County Board reserves the right to approve material revisions to the charter as authorized and/or revoke the charter as specified in EC § 47607.

This Agreement is subject to termination during its term as specified by law or as set forth in this Agreement.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The Charter School is operated by Magnolia Education and Research Foundation, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code § 5110 et seq.) The Charter School is a separate legal entity and neither the County Board nor LACOE is liable for the debts and obligations of the Charter School so long as the County Board has provided oversight in accordance with EC § 47604(c). The County Board reserves the right to appoint a single representative to the Charter School's Board of Directors pursuant to EC 47604(b). The Charter School shall use all revenue received from state and federal sources only for the educational services specified in the charter and this Agreement for the benefit of the students enrolled in and attending the Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions of any grant or donation.

1.1 Organization

The Charter School shall have a phone number and e-mail address posted on its website and shall update the posting immediately whenever the information changes. The Charter School's website shall also identify the authorizing entity as the Los Angeles County Board of Education. Prior to opening, annually and upon revision, the Charter School shall accurately provide LACOE with the following information in accordance with Attachment C, Reporting Timeline, and as updated:

- Contact information, including phone numbers, official addresses and e-mail addresses for the principal contacts for the Charter School, including a mailing address that can receive any type of official mail/packages and notices, and ensure that this information is kept current.

- Organization chart displaying relationship between the governing board and the Charter School leadership.
- Immediate written notice (within 10 calendar days) of any changes in the Charter School's directors, officers, and administrators, and ***provide resumes for the new individuals.***

1.2 Governing Board Establishment

Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE the following information; the Charter School shall also have the accurate information posted on its website at all times the Charter School is operational and shall update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board
- Conflict of Interest Policy
- Roster and resumes of current governing board members

The Charter School shall provide to LACOE's Internal Audit & Analysis Unit (which houses the filing officer), annually (except where noted otherwise in Attachment C, Reporting Timeline) and as updated Assuming Office, Leaving Office, and Annual Filings for the Statement of Economic Interests, Form 700 for all designated filers pursuant to the Conflict of Interest Code of the Los Angeles County Office of Education in an accurate and timely manner as follows:

- Assuming Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer assuming the responsibilities for the Charter School for the position the designated filer is submitting a Form 700.
- Leaving Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer no longer having responsibilities for the Charter School for the position the designated filer submitted an Assuming Office Form 700; and
- Annual Statement – by the annual deadline established by the Fair Political Practices Commission each year, which is typically April 1st.

1.3 Governing Board Activities

A. Calendar: The Charter School shall provide an annual calendar of regular meetings of the governing board, including a description of how students, parents, and community members shall be notified of meetings. This calendar, with an emphasis on the date of the next scheduled board meeting, shall be displayed prominently on the Charter school's website.

B. Governing Board Meetings: The governing board of the Charter School shall conduct public meetings included on the annual calendar at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective board policies and procedures. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 - 54962). Governing board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits. For all regular and special meetings of the governing board and all standing committee meetings, the Charter School shall provide LACOE with written notification of the meeting, including a copy of the posted agenda, and shall be posted on the Charter School's website no less than 72 hours prior to a regular meeting and no less than 24 hours prior to a special meeting. The posted agenda shall contain a description of where the agenda was posted and that the meeting is held in compliance with the Americans with Disabilities Act.

Within ten (10) working days of board meetings, the Charter School shall provide LACOE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, signed resolutions and signed and approved documents. Once approved by the Charter School's governing board, the Charter School

shall provide LACOE with a copy of the minutes of the meeting within ten (10) calendar days. All policies, policy changes, and approved meeting minutes shall be posted on the Charter School's website no more than 30 days after each meeting.

C. Brown Act Training: The Charter School shall provide Brown Act training to its governing board members and administrative staff **prior** to the execution of any duties. The Charter School shall certify to LACOE annually or after any changes in governing board members or administrative staff that the Brown Act training was provided.

D. Governing Board Policies: Prior to opening, the governing board shall develop and adopt policies and procedures to guide the operation of the Charter School, including but not limited to, policies in the areas listed below. The policies shall comply with law and be aligned to the approved charter. A copy of these policies and procedures shall be submitted to LACOE no less than 30 days prior to opening, annually, and upon revision. All policies and procedures are subject to review during site visits. Policies identified with an asterisk shall be posted on the Charter School's website at all times the Charter School is operational; the website will be updated within 30 days of any revision.

- **Conflicts of Interest Policy*: If it has not already done so for the current year, at the first meeting of the Charter School's governing board, following receipt of the MOU and each July thereafter, the Charter School's governing board shall: (1) adopt a conflict of interest policy, including provisions related to nepotism, for itself and the Charter School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; (2) provide verification that all board members and designated Charter School management employees (i.e., Form 700 filers) have participated in conflict of interest training; and (3) take action to comply with the Political Reform Act and its implementing regulations, including adoption of the Conflict of Interest Code of the Los Angeles County Office of Education. *Where the filing requirements for the authorizing entity and the Charter School are discrepant with regard to designated filing positions and/or assigned disclosure categories, the requirements of the authorizing entity shall prevail.* The Charter School shall follow the Political Reform Act, the California Corporation Code, and IRS regulations.
- **Internal Fiscal Control Policies*: The Charter School shall develop and maintain internal fiscal control policies governing all financial activities that are approved by the governing board. ***The charter school shall submit these policies to LACOE no later than 30 days prior to opening and within 10 days of governing board approval*** whenever the policies are revised
- *Adherence to County Board of Education Policy and Regulation*: At the first governing board meeting of the Charter School following receipt of the MOU and each July thereafter, the governing board of the Charter School shall review and acknowledge in its board minutes that it shall adhere to all policies and regulations pertaining to charter schools that have been adopted by the Los Angeles County Board of Education and Superintendent, as long as the policies do not conflict with Education Code. All new and/or revised policies and procedures will be posted on the Charter School's website no more than 14 days after their adoption. Updated policies and regulations are available to the Charter School on our website www.lacoe.edu.
- *Criminal Background Check Policies*: These policies shall set the school's standards for employment, volunteering, vendors, and contractors.
- **Educational and Admissions Policies*: These policies include admissions, enrollment, and lottery process; electronic device use; special education; homeless and foster youth; independent study; requirements for graduation and for the Certificate of Completion (as applicable)².
- **Uniform Complaint Procedures*: Uniform Complaint Procedures (UCP), approved by the Charter School's governing board, shall be posted at all of the Charter School's sites, in a place available

² If these policies are incorporated into documents that are posted on the Charter School's website, the posting of those documents is sufficient, it is the Charter School's responsibility to identify the document location.

for public viewing and on its website. Complaint procedures shall identify the Los Angeles County Board of Education as the authorizer and provide the telephone number to the LACOE Charter School Office and the LACOE website (www.lacoe.edu).

- **Health Policies:* Policies related to absences, illness, medications, blood borne pathogens, immunization requirements, for providing emergency medical services, establishing the Section 504 Accommodation Plan².
- **Comprehensive School Safety Policies:* Policies that provide for a safe learning environment for all pupils. Policies shall include but are not limited to those areas specified and/or associated with EC 32280-32289, as described in Section 1.4(B) of this document.
- **Parent/Student Handbook:* The governing board shall approve the Parent/Student Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to all families each year, to new enrollees during registration, and upon request, and that it is at all times available online. At a minimum, the handbook shall include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and should include policies regarding dress code, student fees and field trips, and the school calendar and bell schedule. Also, a description of complaint procedures that parents may pursue in the event of disagreements, Independent Study and graduation and/or Certificates of Completion requirements, and an indication of LACOE as the authorizing entity. An annual parent meeting shall be held to inform parents regarding policies. The handbook shall be translated into language(s) most represented in the Charter School.
- *Employee Handbook:* The governing board shall approve the Employee Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to each employee at the time of their hire and each year at the beginning of the school year. At a minimum, the handbook shall include detailed expectations for standard rules of behavior, employee performance, employee problem solving, due process rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both formal and informal complaint procedures, discrimination and harassment, workplace security, drug and alcohol policies, at-will employment (if applicable), confidentiality, electronic communications, family and medical leave and employee benefits.

Amendments to the employee handbook may be made and distributed to employees by the Charter School during the year. A copy of the handbook may be reviewed during site visits.

1.4 Administration

A. Enrollment and Admissions Documentation: The Charter School shall maintain on file and provide to LACOE upon request the following information:

- Descriptions of outreach and recruitment activities that have been conducted to reach target populations as described in the charter
- Procedures for application, enrollment, admission, wait listing and lotteries for placement (enrollment preferences) as described in the charter
- Evidence of enrollment preferences consistent with the charter and with LACOE conditions of operation
- Copy of application and enrollment forms and information provided to prospective families
- Documentation, while pertinent, that start-up enrollment is consistent with enrollment numbers described in the charter

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- 263 • Evidence that the school is not seeking apportionment for students who are not residents of
- 264 California in accordance with EC § 47612
- 265 • For students over 18, evidence that each student has been continuously enrolled (no break in
- 266 enrollment greater than 20 school days) in an educational program and is making satisfactory
- 267 progress toward completion of a high school diploma

268 B. Health and Safety Plans: Prior to opening, annually, and upon revision, the Charter School shall

269 provide to LACOE, and have posted on the Charter School's website, a copy of its Health and Safety

270 Plans as follows:

- 271 • A copy of its health plan for students and employees including policies and procedures related to
- 272 absences, illness, medications, blood borne pathogens, immunization requirements, plan for
- 273 providing emergency medical services, establishing a Section 504 Accommodation Plan, and
- 274 health/mental health services available at and/or through the Charter School.
- 275 • A copy of its Comprehensive School Safety Plan that addresses all components of EC § 32280-
- 276 32289.
- 277 • Student Discipline including a list of offenses for which students may be given detention, or may
- 278 and must be suspended or expelled, the procedures for suspension or expulsion, procedures by
- 279 which parents and students shall be informed about reasons for suspension or expulsion, and of
- 280 their due process rights in regard to the disciplinary action.
- 281 • Campus Supervision and Visitors including supervision of students before and after school, while
- 282 on campus, and student drop-off and pick-up; policies related to visitors on campus, entering and
- 283 leaving the campus.
- 284 • Child Abuse Reporting including procedures consistent with Article 2.5 (commencing with Section
- 285 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. The policy should include a timeline
- 286 for the annual training of mandated reporters and the process to be used by staff for reporting
- 287 suspected child abuse to the appropriate authorities.
- 288 • Teacher Notification of Dangerous Students including procedures to be used to notify teachers of
- 289 dangerous pupils pursuant to EC 49079.
- 290 • Discrimination and Harassment consistent with the prohibition of discrimination contained in EC
- 291 Part 1, Chapter 2 (commencing with section 200). The policy should include how the information
- 292 will be communicated to stakeholder groups and how related complaints may be filed.
- 293 • Dress Code including school-wide dress code, pursuant to EC 35183, that prohibits pupils from
- 294 wearing "gang-related apparel" or other items that, if worn on a school campus, could be
- 295 reasonably determined to threaten the health and safety of the school environment.
- 296 • Safe and Orderly Environment including procedures designed to ensure a safe and orderly
- 297 environment conducive to learning at the school in accordance with EC § 32282(a)(2)(H).
- 298 • Code of Conduct for all students clearly stating the responsibilities of students, teachers, and
- 299 administrators in maintaining a classroom environment that allows a teacher to communicate
- 300 effectively with all students in the class, allows all students to learn, has consequences that are
- 301 fair and age-appropriate, considers the student and circumstances and is enforced accordingly.
- 302 • Anti-Bullying including procedures aimed at the prevention of bullying, including cyber bullying, to
- 303 be developed in accordance with AB 9 and that include clear procedures for reporting incidents
- 304 of bullying or harassment.
- 305 • Disaster/Emergency Response Plan including the protective measures and procedures to be
- 306 followed in the event of a natural disaster or other incident that threatens the health and safety of
- 307 students and staff (ex. earthquake, fire, bomb threat or intruders on campus). Procedures should

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308 include accommodation for pupils with disabilities and information to parents on the student
309 release process.

310 The section of the plan that addresses intruders on campus, bomb threats and other information
311 that would compromise the Charter School's security ***should not*** be included in the website
312 posting.

313 • Evidence that staff has been trained in health, safety, and emergency procedures.

314 • A calendar of emergency drills for students.

315 The Charter School shall provide training for staff in responding to emergencies and conduct routine
316 emergency response drills for its students.

317 C. Notice to Parents/Guardians: Annually, the Charter School shall provide to LACOE a copy of the
318 annual notice sent to all parents/guardians regarding their rights under the Family Educational Rights
319 and Privacy Acts (FERPA).

320 If the Charter School receives Title I funding, parent notice shall provide information regarding the federal
321 Every Student Succeeds Act (ESSA), including the right to request and receive essential information
322 about the professional and qualifications of the teacher(s) instructing their child.

323 ***At all times the Charter School is operational, it shall post on its website and in the school's***
324 ***office(s), a notice that the Charter School is authorized by the Los Angeles County Board of***
325 ***Education and the contact telephone number for the Los Angeles County Office of Education,***
326 ***Charter School Office.***

327 D. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a
328 legitimate educational interest are entitled to access students education records under 20 U.S.C.A. §
329 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC § 49076(b)(6). The Charter
330 School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that
331 LACOE has an educational interest in the educational records of the Charter School such that LACOE
332 shall have access to those records for reasons that include, but are not limited to, records requests,
333 complaints, and school closure. Records at a minimum, shall include emergency contact information,
334 health and immunization data, attendance summaries, and academic performance data from the
335 statewide student assessments required pursuant to EC §§ 60605 and 60851.

336 E. Criminal Record Summaries:

337 • Department of Justice (DOJ) Clearance: Prior to hiring any employee, the Charter School must
338 obtain an Originating Agency Identifier (ORI) and receive approval of its designated Custodian of
339 Records from the DOJ for the purposes of processing all school employees for DOJ clearance.
340 Obtaining an ORI cannot be done prior to having obtained a school location.

341 • All employees of the Charter School, parent and non-parent volunteers who will be performing
342 services that are not under the direct supervision of a certificated teacher, onsite vendors and
343 contractors having unsupervised contact with students, and Charter School Board members shall
344 submit to background checks and fingerprinting in accordance with EC §§ 44237 and 45125.1.
345 The Charter School shall maintain documentation, and provide to LACOE upon request, that all
346 employees, volunteers, and vendors (as applicable) have clear criminal records summaries prior
347 to their having any unsupervised contact with students. The Charter School shall maintain on file
348 and have available for inspection during site visits, evidence that the Charter School has
349 performed criminal background checks for all employees and volunteers (as applicable) and
350 documentation that vendors have conducted required criminal background checks for their
351 employees prior to any unsupervised contact with students. The Charter school shall provide
352 certification to LACOE that all employees and volunteers/vendors (as applicable) have cleared a
353 criminal background check prior to any unsupervised contact with students.

- 354 • Any visitor to the Charter School shall wear an appropriate identification badge while at the
- 355 Charter School.

356 F. Data Reporting: The Charter School shall directly report data to the California Department of Education
 357 (CDE) meeting all required deadlines. These reporting engines include, but are not limited to, the
 358 California School Information Service (CSIS), the California Longitudinal Pupil Achievement Data System
 359 (CALPADS), the Consolidated Application (ConApp), and the CDE charter school database.

360 Some of the specific documents to be submitted are as follows:

- 361 • Charter School Annual Information Survey
- 362 • Local Educational Plan (LEA) Plan
- 363 • Federal Cash Management
- 364 • Consolidated Application

365 A copy of the Consolidated Application, as approved by the school's governing board, and sent to CDE,
 366 shall be submitted to the Charter School Office annually and upon revision.

367 G. The School Accountability Report Card (SARC): On or before the date determined by the CDE each
 368 year, the Charter School shall post its SARC on the Charter School's website. The Charter School may,
 369 but is not required to, use the template developed by the CDE and available at
 370 <http://www.cde.ca.gov/talac/sa> as a guide. The Charter School shall include all elements as determined
 371 by the CDE. If the Charter School does not maintain a school website, it shall print and make copies of
 372 the SARC available to parents and other members of the community and provide CDE with a copy of the
 373 SARC to post on its website. If the Charter School posts the SARC on its website, and receives a request
 374 for a copy, it shall provide the copy at no charge.

375 H. Insurance and Risk Management: Before any individuals are employed, or property or facilities are
 376 acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business
 377 in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-
 378 insurance pool consistent with Government Code § 6528 and keep in full force during the term of the
 379 charter, no less than the following insurance coverage:

- 380 • Commercial General Liability, including Damage to Rented Premises coverage (only required for
 381 rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The
 382 policy shall be endorsed to name the Los Angeles County Office of Education and the County
 383 Board of Education ("County Board") as named additional insured and shall provide specifically
 384 that any insurance carried by the District which may be applicable to any claims or loss shall be
 385 deemed excess and the Charter School's insurance shall be primary despite any conflicting
 386 provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured
 387 Retention above \$15,000 without the prior written approval of the Office of Risk Management for
 388 the LACOE.
- 389 • Workers' Compensation Insurance in accordance with provisions of the California Labor Code
 390 adequate to protect the Charter School from claims that may arise from its operations pursuant
 391 to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance
 392 coverage must also include Employers Liability coverage with limits of
 393 \$1,000,000/\$1,000,000/\$1,000,000.
- 394 • Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits
 395 of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a
 396 student bus service. If the Charter School provides student bus services, the required coverage
 397 limit is \$5,000,000 Combined Single Limit per Occurrence.
- 398 • Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School
 399 employees who handle, process or otherwise have responsibility for Charter School funds,

supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insureds and ***shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.***

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to:

www.mycoitracking.com

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

I. Exclusive Employer: The Charter School is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code § 3540, et seq. The Charter School shall have sole responsibility for employment, management, dismissal, and discipline of its employees.

J. Employee Contracts or Agreements: Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE a sample copy of the employee contract that, at a minimum, states that the Charter School is the exclusive employer of employees and has sole responsibility for employment,

management, dismissal, and discipline of its employees. Employee contracts, for each type of employee, shall be available for review by LACOE upon request.

K. Teacher Credentials, Highly Qualified Teacher Requirements, and Non-Certificated Personnel: Biannually in October and February, in accordance with Attachment C, Reporting Timeline, the Charter School shall provide to LACOE an accurate and timely all Staff Information List (certificated and non-certificated personnel) and documentation that all teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by The Charter Schools Act. The Charter School shall notify the CSO when any employee undergoes a change in credential status.

The Charter School shall adhere to all provisions of employment laws applicable to charter schools including, but not limited to, EC § 47612.5(e)(1) which states: "Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the school who possesses a valid teaching certification in accordance with subdivision (I) of Section 47605."

L. Specific Roles to be Identified:

- School Accountability Report Card (SARC) Coordinator – To ensure timely receipt of important SARC information, it is the Charter School's responsibility to register and/or update the contact information for a school employee who will assume the responsibilities of SARC Coordinator on the California Department of Education's (CDE) Accountability Report Card Listserv web page. This is a user managed unrestricted listserv available to the public.
- Accountability (Testing) Coordinator – Coordinates and supervises implementation and administration of federal testing programs, statewide testing programs, state field testing and sample testing, and local group testing programs. It is the Charter School's responsibility to name a school employee who will manage, coordinate, identify, organize and distribute materials and ensure fidelity to the requirements of testing and ensure that all testing information is properly reported.
- Custodian of Records – Person responsible for processing, reviewing and maintaining DOJ clearance records. The individual must receive approval to fulfill this role from the DOJ.
- Homeless and Foster Youth Liaison – Individual responsible to act as point of contact for families as required by federal law: 42 USC § 11432 (g)(1)(J)(ii).

M. Business Services, Education Management, and Vendor Contracts: If within the term of the charter, the Charter School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the Charter School must provide LACOE a copy of the agreement that specifies the exact services to be provided and their cost, the term of the contract and the Charter School's provisions for monitoring the contract to ensure compliance with the contract and quality of service. ***The charter school shall submit all contracts to LACOE no later than 30 days prior to opening and within 10 days of governing board approval whenever a new contract is entered into or revised.***

N. Management Contracts: ***Prior*** to entering into a new or revised contract with an education or charter management organization (EMO/CMO), the Charter School shall provide LACOE with the following:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO/CMO.
- A description of the EMO/CMO's roles and responsibilities for the management of the Charter.
- School and the internal controls that shall be put in place to guide the relationship.

- 493 • A list of other charter schools managed by the EMO/CMO and the academic and operational
- 494 results of such management.
- 495 • A list of and background on the EMO/CMO's leaders and board of directors.
- 496 • A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that
- 497 none of the principals of either the EMO/CMO or the Charter School have conflicts of interests.

498 The County Board considers entering into a contract with an EMO/CMO not identified in the charter to
 499 be a material revision to that charter. The County Board shall review and approve any charter school
 500 management contracts prior to the Charter School entering into the contract. (See Section 4.1 Material
 501 Revision to Charter)

502 O. Facilities: No later than 60 days prior to the opening of school or the occupying or re-occupying of a
 503 facility or site, including learning centers, satellite facilities, administrative offices, and/or other facilities
 504 used by the Charter School, the Charter School shall provide evidence that the facility is/will be adequate
 505 for the Charter School's needs.

- 506 • A pre-opening site visit will be conducted regardless of whether the Charter School is located in
- 507 a facility provided by a district under EC § 47614 (Proposition 39), in a privately-leased facility, or
- 508 in a facility to be occupied under any other arrangement.
- 509 • Prior to signing any lease or similar document, the Charter School will ensure compliance with
- 510 EC § 17215 regarding sites located near runways or potential runways.
- 511 • The Charter School will provide a written signed Agreement (lease or other similar document)
- 512 indicating the Charter School's right to use the principal school site and any ancillary facilities
- 513 identified by the Charter School for the first year of the school's operation and upon any change.
- 514 • Prior to opening a site or before an existing school may occupy a new or different facility, LACOE
- 515 will conduct a site review to determine that the facilities are clean, safe, Americans with Disabilities
- 516 Act (ADA) compliant, and have the necessary local approvals to operate. The Charter School may
- 517 not operate in the facility until the County Board has granted approval to do so. Section 1.4.O of
- 518 this Agreement describes the pre-opening site visit process and requirements.
- 519 • At all times it is operational, the Charter School shall maintain on file, post as required, and furnish
- 520 upon request, certification that its facility or facilities is/are located at a site or sites zoned and/or
- 521 permitted for operation of a charter school (grades 6-12) and has been cleared for use as a charter
- 522 school by all appropriate local authorities (EC § 47610(d)). The facility shall meet all applicable
- 523 fire marshal clearances, certificates of occupancy, signed building permit inspections, and
- 524 approved zoning variances. The Charter School cannot exempt itself from applicable/local zoning
- 525 or building code ordinances.
- 526 • If the Charter School seeks facilities from the district in which it intends to locate, or is located,
- 527 under EC § 47614 (Proposition 39), it will follow applicable statute and regulations regarding
- 528 timely submission of such a request to the district. LACOE will conduct a pre-opening site review
- 529 to approve any facilities allocated to the school by the district.
- 530 • LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the Charter
- 531 School's needs, is safe, and complies with all applicable codes, laws, and ordinances. The school
- 532 will be expected to make any required corrections identified by the facilities inspection team within
- 533 a timeframe that is commensurate with the violation, or concern.
- 534 • Once open, a Charter School may change facilities only with prior approval of the County Board.
- 535 • Under ordinary circumstances, the Charter School shall provide LACOE not less than 60 days
- 536 notification of any change in facilities in order for LACOE to conduct a site visit prior to students
- 537 attending the new facilities. Under extraordinary circumstances, (e.g., a change of facilities
- 538 necessitated by fire or natural disaster), LACOE may waive the pre-opening site visit.

SECTION 2: EDUCATIONAL PERFORMANCE**2.1 Adherence to the Eight Areas of State Priority**

The Charter School must recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs have attained the skills, knowledge, and attitudes specified in the school's educational program. To ensure success, a description of annual goals to be achieved in the following eight State Priorities as they apply to the grade levels served, or the nature of the program operated, by the Charter School must be contained in the charter and reported on annually to the County Board (Annual Report, Section 2.5).

	State Priority	Description
1	Basic Services	The degree to which teachers are appropriately assigned (EC § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (EC § 60119), and school facilities are maintained in good repair (EC § 17002(d)).
2	Implementation of Common Core State Standards	Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
3	Parental Involvement	Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation
4	Student Achievement	Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. CA Measurement of Academic Progress and Performance statewide assessment b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education c. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) d. EL reclassification rate e. Percentage of pupils who have passed an AP exam with a score of 3 or higher f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC § 99300 et seq.) or any subsequent assessment of college preparedness
5	Student Engagement	Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. School attendance rates b. Chronic absenteeism rates c. Middle school dropout rates (EC § 52052.1(a)(3)) d. High school dropout rates e. High school graduation rates
6	School Climate	School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. Pupil suspension rates b. Pupil expulsion rates c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7	Course Access	The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; EC § 42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (EC § 51210)

	State Priority	Description
		Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (EC § 51220(a)-(i))
8	Other Student Outcomes	From the subject areas described above in "Course Access" (or #7), as applicable.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding the charter school's actions and expenditures to support pupil outcomes and overall performance. The Charter School is expected to describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in EC § 52052, including pupils with disabilities for each of the state priorities that apply for the grade levels served, or the nature of the program operated by the Charter School. The Charter School may identify additional school priorities, the goals for the school priorities and the specific annual actions to achieve those goals.

2.2 Academic Performance

Academic Standards are the **benchmarks** of quality and excellence in education. Benchmarks indicate the interim steps a student will take to reach an annual goal or objective. The benchmarks serve as a measurement gauge to monitor a student's progress and to determine if the student is making sufficient progress towards attaining those goals.

It will be the responsibility of the Charter School to submit to the LACOE, in an accurate and timely manner, the results of the academic performance of the students, biannually, using verified data as defined in EC 47607.2(c)(1). The results shall be provided for both English Language Arts and Mathematics, shall cover all grade levels served by the school, and shall be disaggregated for any numerically significant student groups. Those results should provide the comparison of the students from their baseline assessment to their mid-year and/or their end of year results.

- Mid-Year: mid-point of the fall semester or end of first trimester.
- End-of-year: mid-to-end of spring semester, end-of-second trimester or mid-third trimester.

This data must be submitted electronically in a format easily read by LACOE staff. In submitting benchmark school specific data, the Charter School must address how the students are progressing towards the measurable pupil outcomes written in the charter. Pursuant to EC 47604.3, the charter school shall, upon request, provide LACOE with access to their verifiable data program.

2.3 Educational Program

At all times it is operational the Charter School shall have available the information listed below. The information shall be submitted to LACOE prior to opening, whenever updated, and upon request:

- Scope and sequence for all subjects to be offered by the Charter School during the school year and during any supplemental instruction offering.
- The complete educational program for students to be served during the first year and each subsequent year of operation including, but not limited to:
 - (1) A description of the curriculum and identification of the basic instructional materials to be used.
 - (2) Plans for professional development for instructional personnel who will deliver the curriculum and use the instructional materials, including agendas, topics to be covered, and speakers.
 - (3) Results of interim/benchmark assessments used to evaluate student specific progress during the school year in addition to the results of the California Assessment of Student Progress and Performance (CAASPP) program in evaluation of student progress.

- (4) If a high school, the University of California course descriptions submitted to UC Doorway (<http://www.ucop.edu/doorwav/>).
- (5) The Charter School's annual calendar for the school year that includes the number of instructional days (minimum 175 days or as required by law), the annual instructional minutes, minimum or early release days, holidays, board recess days, and professional development days.
- (6) Daily bell schedule for site-based programs that includes any passing time, breaks or recess, lunch breaks, before and after school activities.
- (7) Designation of any nonclassroom-based instructional days.
- (8) Sample student contracts, description of frequency of contact with teachers, pupil/teacher ratios, and description of how student work will be evaluated for time value for nonclassroom-based programs (if applicable).
- (9) Initial and mid-term (as appropriate) Western Association of Schools and Colleges (WASC) accreditation self-study and visiting committee reports (if the school seeks such accreditation).
- (10) The Charter School's Single Plan/Single School District Plan (if applicable).

2.4 Student Achievement Plan³

The Charter School shall not be required to submit a Student Achievement Plan if it has met its LCAP goals both school-wide and by significant subgroups, each year. If the Charter School fails to meet goals school-wide or by numerically significant subgroups, it shall be required to submit a Student Achievement Plan to LACOE according to the following dates:

- December 1 - Draft Student Achievement Plan
- February 1 - Final Student Achievement Plan

If the Charter School is seeking renewal of a charter and has not met its LCAP goals in the prior year, it shall submit a draft Student Achievement Plan for the future concurrent with the charter renewal request.

The Charter School shall implement its final Student Achievement Plan that sets forth school specific goals, how progress towards and achievement of each goal shall be measured and plans for addressing areas identified as needing improvement. The Student Achievement Plan shall build upon the assessment measures, educational goals, and student outcomes described in the charter petition, and shall provide for more stringent assessment measures, educational goals, and student outcomes than those described in the charter petition. If the final Student Achievement Plan is less stringent than the charter, this shall be considered a material revision to the charter and shall be subject to County Board of Education review and approval. The specific requirements of the Student Achievement Plan are described in Attachment A, Student Achievement Plan Guidelines.

2.5 Annual Report

Beginning with the second year of operation, by December 1 each year, the Charter School shall submit a written "Annual Report/School Accountability Report Card" (SARC) to the County Board of Education for the prior year that examines and describes the following:

- California Assessment of Student Performance and Progress (CAASPP) results both in aggregate and disaggregated by numerically significant subgroups.
- Progress made toward each of the educational goals and student outcomes identified in the charter (Measurable Pupil Outcomes).

³ This requirement is subject to amendment in accordance with AB 97, EC § 47605.5 and the implementing Regulations.

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- 628 • Evidence that the Charter School is systematically examining student data and using it to drive
629 decisions regarding curriculum and instruction.
- 630 • Names and results of any additional verifiable internal assessments used by the Charter School.
- 631 • Plans to address areas identified as needing improvement by the Charter School.
- 632 • Evidence that the Charter School is financially sound based on certain criteria as indicated in
633 Attachment B, Fiscal Oversight Requirements and Financial Reporting.
- 634 • Other relevant information as determined by LACOE or the County Board.

635 LACOE shall provide the Charter School with a template for completing the Annual Report/SARC each
636 year. The Charter School shall also be provided with comparison schools.

637 If the Charter School has been required to submit a Student Achievement Plan, it shall address the
638 following elements in the Annual Report/SARC:

- 639 • Progress made in areas identified where progress falls short of meeting outcomes identified in
640 the Student Achievement Plan.
- 641 • Professional development provided to further progress on goals described in the Student
642 Achievement Plan.
- 643 • Progress made on the implementation of changes to curriculum and instructional strategies
644 identified in the Student Achievement Plan.
- 645 • Identification of targeted funds to support elements of Student Achievement Plan.
- 646 • Specific evidence that the results, as shown in the Annual Report, are targeting improvement in
647 student achievement, and that the Charter School is financially sound according to the criteria as
648 set forth in Attachment B, Fiscal Oversight Requirements and Financial Reporting.

649 On or before July 1, 2015, and each year thereafter, the Annual Report shall conform to the requirements
650 of AB 97 as specified in EC § 47606.5, the implementing Regulations, County Board Policy and
651 Administrative Regulations. LACOE shall comply with EC § 47606.3 and the implementing Regulations,
652 County Board Policy and Administrative Regulations with respect to the monitoring, oversight, technical
653 assistance and revocation.

654 **2.6 Oral Report to the Los Angeles County Board of Education**

655 If requested by the County Board, the Charter School shall also participate in presenting an oral report
656 to the County Board each year. The presentation shall be after December 1 as calendared by the County
657 Board, typically between January and April. LACOE shall promptly inform the Charter School of the date
658 when it is calendared.

659 At the discretion of the County Board, the Charter School may be requested to present additional updates
660 and or reports during the year.

661 **2.7 Services for Students with Disabilities**

662 The Charter School shall submit documentation that it is a Local Education Agency (LEA) with a Special
663 Education Local Plan Area (SELPA) prior to commencing operations and provide a copy of its SELPA
664 Agreement to LACOE annually.

665 **2.8 Annual Assessment of Students**

666 The Charter School shall comply with all state and federal student assessment requirements. The Charter
667 School shall test independent of LACOE, comply with all requirements of the Educational Testing Service
668 (ETS), and provide LACOE with an electronic copy of all Student Level Data provided by ETS within ten
669 (10) days of receipt of the data from ETS.

670 **2.9 Independent Study**

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671 If the Charter School provides instruction through independent study, (whether it is the primary mode of
 672 instruction or it is on an incidental basis), it will comply with all requirements of statute applicable to the
 673 provision of independent study in charter schools, including EC, Part 28, Chapter 5, Article 5.5
 674 (commencing with Section 51745), and applicable regulations.

675 The Charter School may, on a case-by-case basis, use short-term independent study contracts for
 676 students who receive prior approval for absences due to travel or extended illness. Any such independent
 677 study will be limited to occasional, incidental instances of extended absences, and must be fully compliant
 678 with all independent study statutes and regulations applicable to charter schools.

679 The letter from the auditor certifying compliance must be submitted to LACOE **prior** to reporting
 680 independent study ADA at the apportionment reporting periods.

681 A. Instructional Time Requirements: If the Charter School is approved as a site-based school, it must
 682 provide a classroom-based instructional program such that at least 80 percent of the instructional time
 683 offered by the Charter School is at the school site and the Charter School requires the attendance of all
 684 students for at least 80 percent of the minimum instructional time offered. If the Charter School fails to
 685 meet the instructional time requirements, it will be required to file a funding determination in accordance
 686 with EC § 47634.2.

687 B. Calendar and Bell Schedules: No later than June 30, the Charter School will provide to LACOE-Pupil
 688 Attendance Accounting and Compliance Unit the instructional calendar for the coming year showing all
 689 holidays, staff development days, minimum days, and any other non-instructional days. In addition, the
 690 school will provide a daily schedule of instruction including minimum days and other non-standard day
 691 schedules necessary to compute annual instructional minutes.

692 The calendar and bell schedules will be reviewed to ensure compliance with minimum annual
 693 instructional minutes by grade level per EC § 47612.5.

694 If the Charter School changes or updates its daily schedule, or instructional days, it must provide to
 695 LACOE-Pupil Attendance Accounting and Compliance Unit evidence of informing parents and guardians
 696 at least 30 days in advance of the changes as well as the updated calendar or daily schedule.

697 **SECTION 3: FISCAL OPERATIONS**

698 **3.1 Funding**

699 The Charter School shall be funded in accordance with LCFF legislation, Chapter 47, Statutes of 2013
 700 (AB 97) and Chapter 49, Statutes of 2013 (SB 91). The Charter School's entitlement shall be calculated
 701 in accordance with LCFF Base Grant, Supplemental Grant and Concentration Grant. The parties
 702 recognize the authority of the Charter School to pursue additional sources of funding.

703 The County Board of Education must receive prior written notification of any source of additional funding
 704 that may result in incurring additional debt (i.e., line of credit, selling of receivables, loans, grants
 705 investments and/or bonds) to the Charter School. LACOE shall not be responsible for resolving fiscal
 706 deficiencies for the Charter School.

707 **3.2 Fiscal Agent**

708 The Charter School shall contract with LACOE for the Charter School's participation in the State
 709 Teachers' Retirement System (STRS) and/or the Public Employees Retirement System (PERS) if
 710 applicable. See section 3.7 for further discussion of the STRS/PERS responsibilities.

711 **3.3 Student Attendance Accounting and Reporting**

712 The Charter School shall use commercially available attendance accounting software that is compliant
 713 with CALPADS data collection requirements. Prior to opening, annually, and upon revision, the Charter
 714 School shall provide a copy of the Charter School's procedures for attendance accounting, with evidence
 715 of internal controls. Spreadsheets on Excel or other programs **shall not be accepted**. The Charter
 716 School shall submit a calendar of attendance months to LACOE no later than June 30, submitting it along

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717 with the school's bell schedules and instructional calendar. The structure of attendance months shall
 718 adhere to EC § 37201.

719 The Charter School shall submit monthly enrollment and attendance data as required to receive
 720 apportionment of funding within five (5) business days after the end of the attendance month to LACOE.

721 In addition, the Charter School shall prepare and submit to LACOE-Pupil Attendance Accounting and
 722 Compliance Unit, the certified data file and original signature reports using the State Principal
 723 Apportionment Data Collection Software reports according to the following schedule:

- 724 • Charter School Physical Location Report by April 10 or if it falls on a Saturday or Sunday, the first
 725 business day following April 10.
- 726 • Charter School Adjustments to CALPADS Data (as applicable) by April 10 or if it falls on a
 727 Saturday or Sunday, the first business day following April 10.
- 728 • First Principal Apportionment (P-1) (attendance for all full attendance months between July 1 and
 729 December 31) by January 4 or if it falls on a Saturday or Sunday, the first business day following
 730 January 4.
- 731 • Second Principal Apportionment (P-2) (attendance for all full attendance months between July 1
 732 and April 15) by April 20 or if it falls on a Saturday or Sunday, the first business day following April
 733 20.
- 734 • Annual Apportionment (attendance for the Charter School year) by July 5 or if it falls on a Saturday
 735 or Sunday, the first business day following July 5.
- 736 • Corrections to the second principal apportionment and annual principal apportionment reports
 737 shall be received by LACOE no later than September 15 or if it falls on a Saturday or Sunday, the
 738 first business day following September 15.

739 NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely
 740 manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded
 741 from that apportionment's certification and funding period. For example, if P-1 attendance data is not
 742 received in time for inclusion in the P-1 certification, the school ADA defaults to zero and no funds are
 743 paid for the P-1 funding period, February through May. Any subsequent attendance report corrections
 744 shall include a narrative justification for the corrections made.

745 The Charter School shall submit with the Monthly Attendance Report, an Exit Report for each student
 746 who leaves the school (except when matriculating to sixth grade). The Exit Report shall be completed by
 747 the parent/guardian and minimally include: (1) reason for withdrawal; (2) date of withdrawal; (3) school
 748 to which student is transferring; (4) parent/guardian signature and date; and (5) administrative signature
 749 and date. The Exit Reports shall coincide with the inclusive dates of the Monthly Attendance Report.

750 Summer Instruction: If the school is providing summer instruction, a calendar of the summer program
 751 shall be provided to LACOE no less than two (2) weeks prior to the start of the instruction.

752 **3.4 Revenue and Expenditure Reporting**

753 The Charter School is required by EC § 47604.33 to submit periodic reports of revenues, expenditures,
 754 and reserves. The Charter School shall submit to LACOE monthly statement of cash flows, copies of
 755 bank statements, General Ledger, Revenue and Expenditure Summary, Statement of Financial Position,
 756 Statement of Fund Balance, Year-to-date Budget to Actual Statement and notes to financial statements
 757 in accordance with Attachment B, Fiscal Oversight Requirements and Financial Reporting. As part of the
 758 continuous oversight, LACOE shall make a periodic assessment of the charter's fiscal condition.

759 Charter schools with one or more authorizers or participating in a CMO/EMO structure, shall establish
 760 and maintain a separate checking account for all LACOE authorized charters. All site-base payables and
 761 receivables shall be conducted through the school's separate bank accounts.

762 In order to meet statutory timelines for revenue and expenditure reporting, The Charter School shall
 763 submit Charter School Board approved fiscal reports to LACOE for review using the state software
 764 (SACSWEB System) according to the following schedule:

- 765 • Preliminary budget on or before July 1
- 766 • First Interim Report (expenditures through 10/31) on or before December 15
- 767 • Second Interim Report (expenditures through 1/31) on or before March 15
- 768 • Unaudited Actuals Report for the prior fiscal year on or before September 15

769 Any changes in the budget or interim reports from one reporting period to the next period shall be
 770 explained in writing. Explanations and budget assumptions shall accompany the reports. The Charter
 771 School is expected to maintain reserves of no less than three (3) percent of the Charter School's Adopted
 772 Budget for the fiscal year. An explanation of any projected drop in reserves below the three (3) percent
 773 level shall be included in the assumptions.

774 3.5 Annual Audit

775 In accordance EC § 41020(b)(3) by March 13 of each year, the Charter School shall submit to LACOE
 776 information regarding the audit firm that will be conducting the annual audit. Information shall include the
 777 following:

- 778 • Cover letter includes: Audit firm name, address, partner(s), and audit firm contract number; e-mail
 779 address, contract period, contract amount, and date of Board approval
- 780 • Copy of Board minutes approving audit firm
- 781 • Copy of the fully executed contract with the audit firm

782 In accordance with EC § 41020, by **December 15** of each year, the Charter School shall submit an annual
 783 independent financial audit to the State Controller's Office (SCO), LACOE, and the CDE. The audit shall
 784 be conducted by an auditor from the list approved by the SCO and mutually agreeable to LACOE and
 785 the Charter School. If any findings or exceptions are identified in the annual audit, the Charter School
 786 shall implement corrective action plans in a timely manner. ***Continuing or unresolved prior year***
 787 ***findings or deficiencies shall have a negative impact on the Charter School's renewal request.***

788 The SCO does not grant filing extensions to charter schools. The extension must be obtained through
 789 the chartering entity. Submit extension requests to the LACOE Business Advisory Services Division, and
 790 LACOE will notify the SCO and the CDE of the approved extensions.

791 In addition to the Charter School's financial statements, the audit shall include, as applicable, but not be
 792 limited to:

- 793 • Contemporaneous records of attendance
- 794 • Annual instructional minutes
- 795 • Documentation related to non-classroom-based instruction
- 796 • Determination of funding for nonclassroom-based instruction as per EC § 47634.2

797 3.6 Oversight Fees

798 The Charter School shall be charged an oversight fee not to exceed one (1) percent of the LCFF Base
 799 Grant, Supplemental Grant and Concentration Grant received by the Charter School in accordance with
 800 EC § 47613 and used to offset consultant and administrative costs required for comprehensive
 801 oversight, which includes but is not limited to the following categories:

- 802 • Curriculum and instruction
- 803 • Assessment and accountability

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- 804 • School fiscal review
- 805 • Site visitations
- 806 • Renewal evaluations
- 807 • Attendance accounting processing, analysis and certification
- 808 • In the case of a countywide charter (EC § 47605.6), the County Board may enter into an
- 809 agreement with a third party, at the expense of the Charter School, to oversee, monitor, and report
- 810 to the County Board on the Charter School's operations. The County Board may prescribe the
- 811 aspects of the Charter School's operations to be monitored by the third party and may prescribe
- 812 appropriate requirements regarding the reporting of information concerning the operations of the
- 813 Charter School to the County Board of education. (EC § 47605.6(a)(1)) The County Board
- 814 delegates the authority to make this determination and enter into the agreement to the County
- 815 Superintendent of Schools/designee.

816 The oversight fee shall be based on the LCFF Base Grant, Supplemental Grant and Concentration Grant
 817 funding provided to the Charter School at the Second Principal Apportionment (P-2). Failure to remand
 818 oversight fees shall incur interest fees and LACOE may withhold or charge apportionment to recoup fees
 819 owed.

820 **3.7 State Teachers Retirement System (STRS)/Public Employees Retirement System (PERS)**

821 **Reporting**

822 If the Charter School offers its employees the opportunity to participate in STRS or PERS, the Charter
 823 School shall be responsible for contracting with LACOE for reporting purposes. Such arrangements shall
 824 be made prior to the hiring of any employee. The Charter School shall notify LACOE of the staff person
 825 who will make the arrangements and provide written notification that arrangements have been made prior
 826 to the hiring of employees. If the school participates in any alternative retirement systems, information
 827 regarding those systems must also be provided.

828 **SECTION 4: FULFILLING CHARTER TERMS**

829 **4.1 Material Revision to Charter**

830 Changes to the charter deemed to be material revisions may not be made without prior approval by the
 831 County Board of Education. Revisions to the charter considered to be material changes include, but are
 832 not limited to, the following:

- 833 • Substantial changes to the educational program (including the addition or deletion of an
- 834 educational program), mission, or vision.
- 835 • Changing to or adding a nonclassroom-based program.
- 836 • Proposed changes in enrollment that increases by more than 20 percent of the enrollment
- 837 originally projected in the charter petition in any given year or a change that could significantly
- 838 impact the academic or financial sustainability of the School.
- 839 • Addition or deletion of grades or grade levels to be served.
- 840 • Changes to location of facilities or lease agreements for the Charter School sites, resource
- 841 centers, meeting space, or other satellite facility including the opening of a new facility; temporary
- 842 locations rented for annual student testing purposes shall be exempted from this provision.
- 843 • Changing admissions requirements and procedures.
- 844 • Governance structure, including but not limited to: changes in number of board members, method
- 845 by which new board members are selected, and/or changes in majority/quorum or other
- 846 provisions relating to resolution approval.

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847 Entering into or revising a contract with an EMO/CMO. **4.2 State Assessments**

848 The Charter School agrees to comply with and adhere to the state requirements for participation and
 849 administration of all state mandated tests, including the designation of a test site coordinator and the
 850 establishment of accounts with each test vendor. The state tests required to be administered include, but
 851 may not be limited to:

- 852 • Smarter Balanced Assessments
- 853 • California Standards Tests (select tests/grades)
- 854 • Physical Fitness Test
- 855 • California English Language Development Test / English Language Proficiency Assessments for
 856 California
- 857 • California Alternate Assessments

858 **4.3 Site Visits**

859 LACOE shall conduct at least two (2) visits during the school year. The site visits shall consist of the
 860 following:

- 861 • At least one (1) site visit shall be conducted in order to assess the Charter School's progress in
 862 governance and organizational management, educational performance, fiscal operations, and
 863 fulfillment of the terms of the charter. The primary focus of the visit shall be on teaching and
 864 learning and, if applicable, the Student Achievement Plan (described under Section 2: Educational
 865 Performance). The site visit may include review of the facility, review of records maintained by
 866 the Charter School, interviews with administrators, staff, students, and parents, and observation
 867 of instruction in the classroom. The evaluations for each year shall constitute one (1) basis upon
 868 which a renewal decision shall be made at the end of the term of the charter in accordance with
 869 the Education Code. Any deficiencies shall be reviewed with the Charter School administration.
 870 The Charter School administration will be given an opportunity to address the deficiencies.
- 871 • At least one (1) site visit shall be conducted to review the charter school facilities. LACOE will
 872 conduct an annual facilities inspection to ensure the facility is adequate for the Charter School's
 873 needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be
 874 expected to make any required corrections identified by the facilities inspection team within a
 875 timeframe that is commensurate with the violation, or concern.

876 EC § 47604.32(b) requires LACOE to conduct a site visit at least annually. The purpose of the visits
 877 shall be to monitor the instructional program and operations in accordance with County Board of
 878 Education Policy 0420.4. The County Board and LACOE staff may inspect or observe any part of the
 879 charter school at any time. (EC § 47607(a)(1)).

880 **4.4 Renewals**

881 The Charter School may seek renewal of its charter prior to expiration of the term of the charter in
 882 accordance with EC § 47605(k)(3), EC § 47607(a) and (b), the implementing Regulations, County Board
 883 Policy and Administrative Regulations.

884 In the case of a countywide charter, the elements of the renewal petition shall comply with EC § 47605.6.
 885 The Charter School shall submit its renewal petition for the next charter term along with a copy of the
 886 most recent Annual Report and Student Achievement Plan (if applicable) to LACOE. The renewal petition
 887 may be submitted no earlier than the date CDE releases the schools' academic performance data for the
 888 school year prior to the last year of the term of the charter and no later than January 31 of the last year
 889 of the term of the charter except as provided for under County Board Policy.

890 LACOE shall review the charter petition, consider the Charter School's academic, financial, and
 891 operational performance (including its audit reports and annual visitation reports), and conduct a renewal
 892 site visit as part of the renewal process. To the extent required, the charter petition shall be revised in

accordance with current statutes and regulations. LACOE shall abide by Education Code, California Code of Regulations (CCR), and County Board Policy and Regulation when considering charter renewal.

4.5 Notice of Violation, Opportunity to Remedy, and Revocation

The County Board may provide notice of violation, opportunity to remedy, and revoke the charter as set forth in EC § 47607, its implementing Regulations, County Board Policy, and Administrative Regulations.

4.6 Closure Procedures

At all times it is operational, the Charter School shall have closure procedures in place and available for review. Closure procedures shall be submitted to LACOE prior to opening, whenever updated, and upon request. Procedures shall be compliant with EC § 47604.32, 47605, 47605.6 and 47607; with Title 5, CCR § 11962 and 11962.1; as well as with County Board Policies and Procedures, and shall contain at a minimum, the following:

- Identification of a responsible person(s) (e.g., Executive Director, Financial Officer, President of the Charter School governing board) to oversee and conduct the closure process; this provision shall include a process to ensure that closure procedures are updated no less than annually or when any change is made.
- Notification of students and families of the Charter School closure.
- Security of student and business records.
- System for exiting all students correctly in CALPADS. The exit date must be on or before the official closure date.
- Processing of final employee payroll and benefits, including contributions to STRS/PERS, as applicable.
- Identification of all assets and liabilities and the plan for transfer as detailed in the charter.
- Final close-out audit to be paid for by the Charter School.
- Identification of a source of funding to be used for closeout expenses including the final audit.
- Dissolution of the Charter School and/or nonprofit corporation.

Further descriptions of each of these items can be found in the laws and regulations listed above in 4.6.

If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), LACOE shall serve written notice on the Charter School that closure procedures have been invoked. No later than 10 days after receiving that notice, the Charter School will meet with LACOE to plan for the orderly closing of the Charter School following procedures noted within the petition as well as those within Appendix E. Individuals present at that meeting shall include the individual the Charter School identified as responsible for closure, a member of the Charter School's governing board and LACOE staff that will work with the Charter School to complete all close out activities.

The Charter School expressly acknowledges the right of LACOE, on behalf of the County Superintendent of Schools to take immediate and direct control of all of the Charter School's student and business records at any time after LACOE gives written notice that it is invoking closure procedures.

If the Charter School closes without a designated entity, or the designated entity no longer exists, for the transfer of assets, LACOE becomes the designated entity for the transfer of assets.

SECTION 5: REQUIRED DISCLOSURES

The preliminary or final written results of any investigation of Magnolia Science Academy 1 Charter School will be provided as soon as possible, (within 48 hours of receipt), to the LACOE Charter School Office for its review. This includes, but is not limited to, any Notices of Violation or Orders to Comply from

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935 any federal, state or local agency. LACOE will determine whether the violation constitutes grounds for
 936 revocation under Education Code 47607(c)(1).

937 The notice of any litigation or pending litigation in which the school is involved, the subject of litigation,
 938 the nature of the dispute, and the potential liability, if any, to LACOE will be provided as soon as possible,
 939 (within 5 business days of receipt), to the LACOE Charter School Office.

940 Pursuant to reasonable requests under EC 47604.3, the charter school shall, upon request, provide
 941 LACOE with parent notifications, documents related to due process, summary reports on internal or
 942 external investigations, financial records, and student disciplinary records.

943 The Charter School will provide advance notification (in alignment with parent notification) of expulsion
 944 hearings to the LACOE CSO. The Charter School will provide to the LACOE CSO for review, *upon*
 945 *request*, documentation of findings/evidence related to expulsions; including an audio or video recording,
 946 or certified written transcript, of the hearing.

947 The Charter School will provide advance notification of changes to the school's bylaws.

948 **SECTION 6: NONDISCRIMINATION**

949 The parties recognize and agree that the Charter School shall not charge tuition, shall be nonsectarian,
 950 and pursuant to EC § 200, the School shall be open to all students regardless of race, ethnicity, national
 951 origin, gender, sexual orientation (whether perceived or actual), religion, socioeconomic status, or
 952 disability, immigration status, or any other characteristic that is contained in the definition of hate crimes
 953 set forth in § 422.55 of the Penal Code. These non-discrimination provisions shall apply to employment
 954 of all staff members as well.

955 **SECTION 7: SEVERABILITY**

956 If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable
 957 or contrary to public policy, or statute, the remainder of this Agreement shall not be affected thereby and
 958 shall remain valid and fully enforceable.

959 **SECTION 8: NON-ASSIGNMENT**

960 No portion of this Agreement or the charter petition approved by the LACOE may be assigned to another
 961 entity without the prior written approval of the County Board of Education.

962 **SECTION 9: WAIVER**

963 A waiver of any provision or term of this Agreement shall be in writing and signed by both parties. Any
 964 such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that
 965 neither party to this Agreement waives any of the rights, responsibilities, and privileges established by
 966 the Charter Schools Act of 1992.

967 **SECTION 10: NOTIFICATION**

968 All notices, requests, and other communications under this Agreement shall be in writing and mailed to
 969 the proper addresses as follows:

To LACOE:

Business Services
 C/O Karen Kimmel
 Chief Financial Officer
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

or Charter School Office
 C/O Indra Ciccarelli
 Director II
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

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To the Charter School:

Name: Mr. Alfredo Rubalcava Title: CEO & Superintendent
 Magnolia Science Academy 1 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

To the Charter School governing board:

Name: Mr. Mekan Muhammedov Title: Board Member
 Magnolia Science Academy 1 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

970 This Agreement, including Attachments A through D, contains the entire agreement of the parties with
 971 respect to the matters covered hereby, and supersedes any oral or written understandings, agreement
 972 or agreements between the parties with respect to the subject matter of this Agreement. No person or
 973 party is authorized to make any representations or warranties except as set forth herein, and no
 974 agreement, statement, representation or promise by any party hereto which is not contained herein shall
 975 be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties,
 976 representations, statements, or promises by any of the parties herein or any of their agents or consultants
 977 except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement
 978 shall only be modified in writing by the mutual agreement of the parties.

 Date Print Sign
 Authorized School Representative, Magnolia Science Academy 1 Charter School

 Date Print Sign
 Authorized Board Representative, Magnolia Science Academy 1 Charter School

 Date Karen Kimmel, Chief Financial Officer
 Business and Finance
 Los Angeles County Office of Education

Attachment A: Student Achievement Plan Guidelines

I. Overview

A Student Achievement Plan is required to be submitted to the Los Angeles County Office of Education (LACOE) if the Charter School fails to meet all of its Measurable Pupil Outcomes (MPOs) and/or LCAP goals in any year. The Achievement Plan requires the Charter School to establish specific goals and actions the Charter School will take to improve student academic achievement in those areas identified through the MPOs and/or LCAP update as not meeting performance criteria. The Charter School shall be expected to present an annual update to the County Board of Education on the progress made in meeting goals identified in the Student Achievement Plan. These guidelines make explicit the elements that shall be addressed in the Student Achievement Plan for any subject area or criteria in which the Charter School falls short of targets. Data compiled from this Student Achievement Plan and the annual update, plus confirming evidence gathered during periodic site visits will provide LACOE with evidence of whether the Charter School is on track to its charter being renewed.

In addition to the MPOs and LCAP goals, the Charter School may incorporate a variety of additional outcome measures to further demonstrate academic achievement and organizational effectiveness. While these various supplemental measures will not carry as much weight as the required measures in making renewal decisions, they may be important in helping the Charter School achieve its academic goals and distinctive qualities in the Charter School's mission as well as highlight those goals.

II. Required Components of the Student Achievement Plan

For each area in which the Charter School did not meet its MPOs or LCAP goals, the Charter School shall submit a plan to the LACOE describing specific and concrete actions the Charter School will take in order to improve student achievement over the course of the current school year. The Student Achievement Plan shall address, at a minimum, the following elements:

- Methods or system the Charter School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the Charter School as a whole.
- Analysis of the CAASPP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.
- Specific actions, which follow from the examination of student data, which the Charter School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
- Professional development plan for teachers and/or other staff that supports the activities the Charter School will implement to improve performance in targeted areas.
- Diagnostic assessments that will be used to enable the Charter School to monitor the effects of proposed changes on student performance.

The Charter School shall submit a draft Student Achievement Plan to LACOE by October 1 if the Charter School did not meet its MPOs or LCAP goals in the prior year. LACOE will review the draft plan and either approve it as submitted or request changes to it. If changes are required, the final Plan shall be due to LACOE by December 1.

Further information regarding API may be found at www.cde.ca.gov/italaciap/index.asp on the LACOE website. Information on AYP, including targets and criteria may be found at www.cde.ca.gov/iteac/ayfindex.asp.

In accordance with AB 97, prior to July 1, 2015, these guidelines may be amended to reflect EC § 47605.5 and the implementing Regulations.

Attachment B: Fiscal Oversight Requirements and Financial Reporting

LACOE shall determine fiscal soundness of the Charter School by reviewing and analyzing the financial reports and documents provided by the Charter School. This determination shall be made each month and LACOE shall notify the Charter School in writing of any concerns it may have regarding the financial stability of the Charter School.

If the Charter School is in its first year of operation and will begin instruction by September 30, or if the Charter School is significantly expanding, the school may receive a special advance and/or allocation on their funding for certain state and federal categorical programs. The special advance and/or allocation are based on estimates of the school's upcoming enrollment, average daily attendance and/or pupil demographic data. These data estimates are submitted in the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report. This report should be submitted online on the CDE website with the original report submitted to LACOE, no later than the last day of July of that same year.

LACOE requires that the charter school shall make available for the authorizer's review any revisions in revenue and expenditures that it has made to its budget, not later than 45 days after the Governor signs the annual Budget Act, to reflect the funding made available by that Budget Act. This is pursuant to Education Code § 42127(i)(4).

In addition to the above, by the fifteen of each month the Charter School and/or CMO/EMO shall provide the following reports and documents with full disclosure of transactions to the Business Advisory Services Division for the prior month:

1. Monthly bank statements
2. Monthly bank reconciliations
3. Monthly general ledger
4. Statement of revenue and expenditures (month-to-date/year-to-date for actuals and budget and comparisons)
5. Statement of financial position
6. Year to date budget to actual statement
7. Notes to financial statements
8. General Ledger (excel or compatible spreadsheet)
9. Schedule of Debts/Liabilities with dates of the origin of the debt, cost of borrowing, and repayment plan with timelines
10. Monthly Cash Flow Projections - submit on quarterly basis by the 15th day after the end of each quarter
11. Quarterly Consolidated Financial Report(s) – for organization that have more than one charter school or operating under a CMO/EMO structure.
12. Shared cost allocation plan, along with established methodology for cost shared between the Charter schools, CMO/EMO, and other organizations.

Beginning with the 2012–13 school-year, the Charter School will receive general purpose state aid funding pursuant to Proposition 30, known as the Education Protection Account (EPA). To be compliant with the requirements of Proposition 30, the school must:

1. The Charter School's governing board must meet to make spending determinations for the funds at an open public meeting.
2. Report the amount of funds received and how the funds will be/were spent.

LACOE may require additional financial related documents and shall request them of the Charter School as needed.

Attachment C: Reporting Timeline (Revised Annually)

Annual Submission Timeline and Due Dates

(Provided as a separate file)

Attachment D

Action of the County Board to Authorize the Charter School

(Provided as a separate file)

Attachment E

Closure Procedures

(Provided as a separate file)

Request for Taxpayer Identification Number and Certification

(Provided as a separate file)

	Month due	Category	Report/Activity	Send to^	File	Document Links
1	July '24	Fiscal	Adopted Budget for Fiscal Year 2024 - 25 Board Approved: Due July 1, 2024 Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
2	July	Fiscal	Adopted Fiscal Policies for Fiscal Year 2024-25 Due July 1, 2024 (Resubmit within 10 days if changed)	BAS & Canvas	Fiscal	
3	July	Administrative	All Site Lease Agreements, Shared Use Agreement (SUA) and/or Facilities Use Agreement (FUA) Due July 1, 2024 (and when modified).	Canvas	Facilities	
4	July	Administrative	2024-25 Local Control Accountability Plan (LCAP) and Budget (Board approved). Due July 1, 2024 Note: Upload PDF copy to Canvas.	BAS & Canvas	LCAP	
5	July	Attendance	Instructional Calendar and Bell Schedules: Final Board approved calendars and bell schedules Due July 1, 2024 - to PAAC and CSO. Bell Schedule by grade as follows: TK & K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period) If calendar/bell schedule need to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
6	July	Instruc-Title I	School Plan/Single Plan for Student Achievement Due July 1, 2024 (if using LCAP for SPSA notify rudolph_sheila@laoe.edu)	Canvas	Title I & EL	
7	July	Administrative	Workplace Violence Prevention Plan (WVPP): As a result of Senate Bill 553 (SB 553), all employers, including charter schools, that fall within the scope of California Labor Code (LC) 6401.7 and LC 6401.9, are required to establish, implement, and maintain an effective, written Workplace Violence Prevention Plan (WVPP). California's new law requiring a WVPP-related training, record keeping, and reporting protocol for nearly all employers, is in effect now, with a compliance deadline of July 1, 2024. Using the CSO template, please confirm that your school has developed a Workplace Violence Prevention Plan (WVPP) by July 1, 2024. http://dir.ca.gov/dosh/Workplace-Violence/General-Industry.html	Canvas	Governance	Link to Charter School Office Templates
8	July	Attendance	P-3 State Annual Attendance Report SY 2023-24: Original signature documents received and certified data file e-mailed by July 8, 2024. Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
9	July	Attendance	New charters* or expanding grade level charters ONLY: Submit certification pages for the PENSEC for signatures to PAAC no later than July 19, 2024. *Email PAAC for clarification as to whether you're considered a new charter and "CC" Charter School Office.	PAAC	ADA	
10	July	Attendance	Summer Session Attendance Reports: Due no later than the Friday following the close of the summer session (if applicable) for all 10-Month charter schools.	PAAC	ADA	
11	Aug	Administrative	Blank Employment Agreement/Contract for each employee type (i.e., certificated, non-certificated, mgnt., etc.). Please include a list of position titles applicable to each contract type. Due August 9, 2024	Canvas	Governance_Employment Agreement	
12	Aug	Administrative	FERPA (Family Educational Rights and Privacy Act): Annual Parent Notification (https://studentprivacy.ed.gov/resources/ferpa-model-notification-rights-elementary-secondary-schools) Sample copy of dated Notification: Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
13	Aug	Administrative	Parent/Student Handbook: Due August 9, 2024 (and when modified) Please upload an English copy, and if applicable, a copy translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.)	Canvas & PAAC	Governance_Handbook & Safety Plan	
14	Aug	Administrative	Employee Handbook: Due August 9, 2024 (and when modified)	Canvas & PAAC	Governance_Handbook & Safety Plan	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
15	Aug	Administrative	School Contact Information List 2024-25: Submit the 2024-25 School Contact Information List (Use CSO template) Include name, title, phone and email address for the following positions as applicable: Principal, Assistant Principal, Dean, Testing Coordinator, Accountability Coordinator, English Learner Coordinator, Homeless Liaison, Foster Youth Liaison, Special Education Coordinator, Title IX Coordinator, School Counselor(s), and Home Office Staff if applicable). Due August 9, 2024	Canvas	Staff & Student roster	Link to Charter School Office Template
16	Aug	Administrative	Staff Affidavit of DOJ Clearance. Site Administrator's signed statement that background checks have been completed for all staff. Due on or before August 9, 2024	Canvas	Staff & Student roster	
17	Aug	Administrative	Proof of Insurance: (Worker's Comp., Comp. Bodily Injury & Property Damage Liability, Property Damage/Boiler & Machinery/Electronic Data Processing Insurance, etc. per MOU requirements): Annually, 30 days prior to the start of the school year.	https://mycoitracking.com/	Insurance	
18	Aug	Governance	List of Governing Board Members, Officers, Affiliations, and Contact Info: (Use LACOE CSO Excel Form) Due August 9, 2024 (resubmit within 10 days of any change)	Canvas	Governance	Link to Charter School Office Templates
19	Aug	Governance	Governing Board Bylaws (signed): Due August 9, 2024 (and within 10 days of any changes)	Canvas	Governance	
20	Aug	Governance	Approved Governing Board Meeting Schedule for 2024-25: Due August 9, 2024 (and when modified)	Canvas	Governance	
21	Aug	Governance	Organization Chart: Display the relationship between governing board and school leadership: Due August 9, 2024	Canvas	Governance_Board_Policies	
22	Aug	Administrative	Comprehensive School Safety Plan 2024-25 (Updated March 1, 2024): Include emergency drill calendar and staff training schedule including mandated report trainings. Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
23	Aug	Governance	All Board Policies: Board policies uploaded should include but not be limited to, fiscal, Title IX, suspension/expulsion, UCP, K/TK, graduation/credit, employment (if not in employment handbook or student/parent handbook), admissions/enrollment, student fees, suicide prevention, and sexual harassment prevention training. If applicable, upload all board policies translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.) Due August 9, 2024 (and when modified or new CDE requirements)	Canvas	Governance_Board_Policies	
24	Aug	Instruction	SELPA (Special Education Local Plan Area) Agreement: Due August 9, 2024 (and when modified) (https://www.cde.ca.gov/sp/se/as/caselpas.asp)	Canvas	Selpa	
25	Aug	Instruction-EL	English Learner Master Plan: Due August 9, 2024 (http://www.cde.ca.gov/sp/el/)	Canvas	Title I & EL	
26	Aug	Instruction-EL	English Learner "Annual Parent Notification Letter " and "EL Placement Parent Letter": Sample of information to be sent to parents Due August 9, 2024 (https://www.cde.ca.gov/sp/ml/elparentletters.asp)	Canvas	Title I & EL	
27	Aug	Administrative	Staff Information List (Fall) (Use CSO Excel spreadsheet template): Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency. Due August 30, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
28	Aug	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due August 30, 2024. (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
29	Aug	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due August 30, 2024.	Canvas & PAAC	Calendars & Schedules	

	Month due	Category	Report/Activity	Send to^	File	Document Links
30	Aug	Fiscal	Final Unaudited Financial Report for the full prior year FY 2023-24: Both DAT file and Form CA with original signatures must be received. Due August 30, 2024	BAS	Fiscal	
31	Sept	Administrative	2024-25 Professional Development Plan: Submit a calendar or listing of professional development activities planned for the 2024-25 school year. Due September 20, 2024	Canvas	Site Visits	
32	Sept	Instruction-Spec Ed	Quarterly Special Education Report: (Use LACOE CSO Excel Form) Due September 27, 2024.	Canvas	SELPA	Link to Charter School Office Templates
33	Oct	Instruction	Title I 4-week Parent Letter: See Sample CDE Template (https://www.cde.ca.gov/pd/ee/documents/modlet4weeknotieng.doc) Due October 4, 2024	Canvas	Staff & Student roster_Staff List 1st Semester	Link to Charter School Office Templates
34	Oct	Administrative	Student Information List (Fall) using LACOE Excel spreadsheet: (Use LACOE CSO Template provided) Due October 4, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
35	Oct	Attendance	Charter 20 Day Attendance Report: New charters or expanding grade level charters ONLY: Submit certification pages for the Charter 20 Day Attendance Report for signatures to PAAC no later than the due date provided by PAAC. These reports must be certified electronically before the certification page can be generated. See CDE website for details, instructions and PIN information: http://www.cde.ca.gov/fg/aa/pa/ *Email PAAC for clarification as to whether you're considered a new charter	PAAC	ADA	
36	Oct	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
37	Oct	Fiscal	Quarterly Consolidated Financial Reports submitted on a quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
38	Oct	Instruction	CBEDS (California Basic Educational Data System): Reporting date is the first Wednesday in October . Data should be submitted online. See CBEDS website for more information. (http://www.cde.ca.gov/ds/dc/cb/)	CDE	ADA	
39	Nov	Administration	2024-25 Website Certification: Using the CSO template, please confirm that your school has updated its website for the 2024-25 school year to be in compliance with applicable state and federal laws and the County Board MOU. Due November 8, 2024	Canvas	Governance	Link to Charter School Office Templates
40	Dec	Attendance	P-1 State Attendance Report: Certified data file e-mailed by the due date provided by PAAC . Send original signature documents sent after the data file is accepted by PAAC.	PAAC	ADA	
41	Dec	Fiscal	First Interim Financial Report: Due December 6, 2024 (Ed Code 47604.33)	BAS	Fiscal	
42	Dec	Fiscal	Annual Audit Report for FY 23-24: Submit the 2023-24 Local Control Accountability Plan (LCAP) with the audit. Due: December 15, 2024 (date may be extended by CDE)	State, County Office, CDE, BAS	Fiscal (audit) BAS	
43	Dec	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel template): Due the last day of school prior to Winter Break.	Canvas	SELPA	Link to Charter School Office Templates
44	Jan	Administrative	Copy of Intent to Enroll/ Lottery Application and Enrollment Forms: Due Jan. 10, 2025 for the 2025-26 school year.	Canvas	ADA	
45	Jan	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
46	Jan	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
47	Jan	Instruction	AP Course Audit (High School Only): Submission due no later than January 31, 2025 . Print screen of approved courses for 2024-25 and upload to Canvas.	Canvas	Calendars_schedules	
48	Feb	Administrative	SARC (School Accountability Report Card): Due: February 1, 2025	CDE & Canvas	SARC	
49	Feb	Administrative	Staff Information List (Spring) (Update LACOE CSO Excel spreadsheet template used in the fall) Due February 7, 2025 (Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency).	Canvas	Staff & Student roster	Link to Charter School Office Templates
50	Feb	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due February 7, 2025 . (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
51	Feb	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due February 7, 2025	Canvas & PAAC	Calendars_schedules	
52	Feb	Administrative	Student Information List (Spring): Due February 7, 2025 Use LACOE CSO Template . (Update the February 2025 tab in the spreadsheet submitted in October 2024)	Canvas	Staff & Student roster	Link to Charter School Office Templates
53	Feb	Instruction	CAASPP Testing Dates: Copy of the testing dates Due Feb 14, 2025 .	Canvas	Calendars & Schedules	
54	Mar	Administrative	Comprehensive School Safety Plan for 2025-26 (Update to 2024-25 CSSP): Due: March 3, 2025 (Ed Code Sections 32280–32289.5)	Canvas	Governance_Handbook & Safety Plan	
55	Mar	Fiscal	Second Interim Financial Report: Due March 6, 2025 (Ed Code 47604.33 due 3-15)	BAS	Fiscal	
56	Mar	Administrative	Annual Report to LACOE (Draft): Due March 7, 2025 to be completed online in the LACOE eLCAP System . https://elcap.lacoe.edu/	LACOE eLCAP System	Annual Report to LACOE	https://elcap.lacoe.edu/
57	Mar	Administrative	CALPADS Report 4.3 Staff Teaching Assignments - Detail: Due March 21, 2025 .	Canvas	Calendars & Schedules	
58	Mar	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel Template) Due March 31, 2025	Canvas	SELPA	Link to Charter School Office Templates
59	April	Attendance	P-2 State Attendance Report: Original signature documents received & certified data file e-mailed by due date provided by PAAC . Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
60	April	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends .	BAS	Fiscal	
61	April	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	
62	April	Governance	Form 700 - Evidence of Annual filings: Due by April 1, 2025	Canvas	Governance	
63	April	Fiscal	Audit Contract for 2024-25: Due April 5, 2025 . Submit cover letter and Board minutes approving auditor and copy of signed contract.	BAS	Fiscal	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
64	May	CDE	Charter School Annual CDE Information Update: Due to CDE May 23, 2025; CDE Website (https://www3.cde.ca.gov/CharterSchoolSurvey/)	CDE & Canvas	Facilities	
65	June	Instruction	2024-25 Internal Benchmark Data (ie: NWEA MAP, iReady, Reading Inventory, Star Assessments): Submit verifiable data reports from the school's benchmarking system. Assessment reporting must include state-approved growth metrics for all students and applicable student groups. Due June 30, 2025	Canvas	Academic Performance	
66	June	Instruction	12th Grade Lists: Submit rosters using LACOE CSO Excel template. TAB #1 - List all 12th grade students that are or were enrolled during current school year. Include student number, full name, date of birth and status including graduation status and explanation for non-grads (i.e. Drop out, Transfer, pending credits). TAB #2 - List all 2024-25 graduates only. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	Link to Charter School Office Templates
67	June	Instruction	Copies of all 12th Grade Official Transcripts: Submit one (1) PDF including the official transcripts for all 12th grade students that attended the charter school during the 2024-25 school year. (Should match the senior lists submitted.) Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
68	June	Instruction	Copies of all Official Transcripts for students that were filed, printed and placed in each students' CUM file. Use PDF format. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
69	June	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE Excel Template). Due the last week of school.	Canvas	SELPA	Link to Charter School Office Templates
70	June	Instruction	Summer Session and/or ESY Schedule (including days and hours): Due no later than 2 weeks prior to start of summer session for all 10-Month charter schools. (Provide email notification if no summer session or ESY will be held.)	PAAC & Canvas	Calendars & Schedules	
71	June	Instruction	UC Doorways Course Submission (High Schools Only): 2025-26 Course submission cycle opens February 2025 and closes June 30, 2025. (https://hs-articulation.ucop.edu/agcmp#login) Due: June 30, 2025	Canvas	Staff & Student roster_Seniors	
#1 (2025-26)	Jul '25	Fiscal	Adopted Budget for Fiscal Year 2025-26 (Board Approved): Due July 1, 2025. Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
#4 (2025-26)	Jul '25	Administrative	2025-26 Local Control Accountability Plan (LCAP) and Budget (Board approved): Upload PDF copy into Canvas. Due July 1, 2025	Canvas	LCAP	
#5 (2025-26)	Jul '25	Attendance	Instructional Calendar and Bell Schedule for 2025-26 SY: Final Board approved calendars and bell schedules due by July 1, 2025 - to PAAC and CSO. Bell Schedule by grade as follows: TK &K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period(s) If calendar or bell schedule needs to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
	Daily	Instruc	CALPADS (California Longitudinal Pupil Achievement Data System): Upload all required student data. Follow CALPADS guidelines. (http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp)	CDE	n/a	

	Month due	Category	Report/Activity	Send to^	File	Document Links
	Monthly	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	Monthly	Attendance	Monthly Attendance Reports: Must be received by the first Friday after end of the attendance month. Exceptions P-1, P-2 and P-3/Annual closing periods: the attendance reports for the last month in the reporting period must be received by the first Wednesday after the end of the attendance month. Amendments: must be received as soon as created, or no later than the next attendance month.	PAAC	ADA - Monthly	
	Monthly	Attendance	Monthly Student Exits and Entries: Submit a monthly Excel spreadsheet (Use the Template provided by CSO) of students who have exited and/or entered each reporting period, with Monthly Attendance Report.	PAAC & Canvas	ADA_Exit_Entry	
	Monthly	Fiscal	Monthly Financial Reports: Must be received by the 15th day of the following month: 1) Monthly bank statements, 2) Monthly bank reconciliation, 3) Monthly general ledger, 4) Statement of revenue and expenses, 5) Statement of financial position, 6) Year to date Budget to Actual Statement, 7) Notes to financial statements, 8) Schedule of Debts/Liabilities, 9) Copies of quarterly payroll tax reports, 10) Copies of Annual Tax returns.	BAS	Fiscal (audit)	
	Monthly	Governance	Governing Board regular meeting agendas due 72hrs prior to meeting date/time. Governing Board Special Meeting Agendas due 24hrs prior to meeting date/time. Per The Brown Act. Include full board packet (documents) shared during the meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Governance	Governing Board meeting Audio Recordings, approved meeting minutes, items & resolutions: Submit within 10 working days after meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Administrative	Notification of Changes to Teacher Credentialing and Teacher/Admin. staff, after the Fall/Spring Staff List submission: Submit updated excel spreadsheet with highlighted changes within three (3) business days to your CSO Coordinator The following updates need to be submitted when: 1.) An employee leaves the school for any reason 2.) A new staff member is hired 3.) A new contractor is hired 4.) Change in credential or permit (renewals, expirations and/or additions) 5.) Change of fingerprint/TB status Must be included with updates and additions	rudolph_sheila@laoe.edu	Staff & Student roster	
	Quarterly	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	As Applicable	Instruc	WASC: Accreditation timeline/report, if applicable. Follow individual school plan submission and visitation cycle. (http://www.acswasc.org/)	CSO	WASC (in school's main folder)	
	As Needed	Instruc-EL	EL Initial Assessment - Within 30 days of enrollment for students not previously enrolled in a CA school (https://www.cde.ca.gov/ta/tg/ep/)	Upon request	Title I & EL	
	As Needed	Fiscal	Board Approved Contracts. Submit when signed and approved.	Canvas (BAS)	Fiscal	
	Annual	Instruc-EL	ELPAC Annual Testing Window	Upon request	Title I & EL	
	Annual	Site Visit	Annual Site Facility Inspections	TBD by Facilities Planning Unit	Facilities	
	Annual	Site Visit	Site Visit Per EC 47604.32 (TBD)	Contact Assigned Coordinator	Site Visits	

	Month due	Category	Report/Activity	Send to^	File	Document Links
			<p>*Key to Abbreviations when sending submission items: CDE = California Department of Education CSO = Charter School Office (rudolph_sheila@laoe.edu; copy assigned Coordinator*** Canvas = https://laoe.edu/CanvasDiscovery.html PAAC = Pupil Attendance (DeLaRoca_Jeremiah@laoe.edu) LCAP = e-LCAP filing or per instructions on paper submission see https://elcap.laoe.edu BAS = Business Advisory Services submit to dropbox BAScharters@laoe.edu CAASPP = California Assessment of Student Performance & Progress FYI = For Your Information (no documents to submit)</p>			

December 17, 2024

APPROVED: DD:br

Board Meeting – ~~December 10, 2024~~ December 17, 2024

Item VII. Recommendations / Public Hearing

A. Adopt the Superintendent's Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy, Grades 6-12*: Renewal Petition with Attached Reporta. Staff Findings on the Renewal Petition for *Magnolia Science Academy, Grades 6-12*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

The Magnolia Science Academy (MSA-1) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-1 is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated MSA-1 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

- (1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide

performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607**. (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be

limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(*Not applicable to a renewal petition*)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Magnolia Science Academy (MSA-1) Charter School Petition for Renewal			Meets Requirements*
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		Yes
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		Yes
Finding 3	Ability to Successfully Implement Intended Program		Yes
Finding 4	Affirmation of Specified Conditions		No
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	No
	2	Measurable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	Yes
	4	Governance Structure	Yes*
	5	Employee Qualifications	Yes
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	Yes*
	10	Suspension and Expulsion Procedures	Yes
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes
	15	Closure Procedures	Yes
Finding 6:	Declaration of whether or not it will be the exclusive employer for the employees of the charter school		Yes
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Does not Meet
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies
*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent's Administrative Regulations.			
**Charters created to target academically low achieving pupils are given a priority for authorization.			
^There are indicators of potential civil liability effects upon the authorizer.			

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By February 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school’s governing board.
2. **By March 1, 2025**, the school shall submit to LACOE a revised charter petition that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated December 10, 2024. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on interventions and how the charter will meet the needs of foster youth, English learners, and homeless youth as specified in the findings of fact.

Element 2 (Measurable Pupil Outcomes): Changes necessary to include goals that factor in the outcomes of previous objective measures and attempt to close the current achievement gaps among student groups as specified in the findings of fact.

Element 4 (Governance Structure): Changes necessary to include an organizational chart that indicates a direct line from the board to school leaders as specified in the findings of fact.

Element 6 (Health and Safety Procedures): Changes necessary to include concussion protocols and required safeguards as specified in the findings of fact.

Element 8 (Admission Requirements): Changes necessary required by the California Department of Education notice as specified in the findings of fact.

Element 9 (Annual Independent Financial Audits): Changes necessary to the petition to conform to financial reporting as specified in the findings of fact.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **April 30, 2025**.

3. **By July 1, 2025,**

- a. The school shall submit to LACOE a revised 2025-26 budget. The budget should include the 2025-26 Position Control Budget, including salaries and benefits for MSA-1.
- b. A Local Control and Accountability Plan (LCAP) approved by the charter school's governing board.
- c. The fiscal policies and procedures must clearly define the Charter Management Organization's (CMO) fee rate to be charged to each school.
 - i. The Magnolia Educational Research Foundation (MERF) allocates a CMO fee to each charter within the network based on The Home Office's actual expenses, factoring in the ADA.
 - ii. The CMO fee is not to exceed 15% of the schools' revenue, defined as the amount received in the current fiscal year from the local control formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
 - iii. The CMO fee allocation shall be the lesser of i. or ii. above during the charter's authorization.
 - iv. Annual documentation submitted for the CMO fee must include:
 1. The Magnolia Public Schools (MPS) Home Office Budget, including the position control budget.
 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all MSA charter schools.
 - v. **As a condition of approval, any intercompany or intraorganizational (Including transfers and/or loans) between MSA charter schools, MERF, or any other related entity that extend beyond a one**

year term require a material revision and submission of a revised budget.

- vi. **While a school's eligibility of differentiated assistance persists**, based on the performance criteria set by the SBE (where LEAs have at least one student group meeting the criteria in two or more priority areas), the school shall be prohibited from engaging in intercompany or intraorganizational transactions as defined in section v. above.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy, Grades 6-12*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: December 10, 2024

Staff Findings on the *Magnolia Science Academy*, Grades 6-12
Renewal Petition

BACKGROUND INFORMATION

Magnolia Science Academy (MSA-1) opened in 2002 when it was first authorized by the Los Angeles Unified School District Board of Education (LAUSD Board). It was subsequently twice renewed by the LAUSD Board in 2007 and 2012. In 2016, the LAUSD Board denied MSA-1's renewal request citing various fiscal and operational deficiencies, including: a failure to respond to reasonable requests from the authorizer; unlikely to successfully implement STEAM program; inconsistent fiscal policies and procedures; and failure to provide comprehensive descriptions of four of the 15 required elements.

MSA-1 submitted an appeal to the Los Angeles County Board of Education (County Board), and on December 20, 2016, the County Superintendent's recommendation to deny the appeal was overturned by the County Board. The staff report cited various concerns, including unsound educational programs for English learners (ELs) and students with disabilities (SWD); unrealistic financial plans; and failure to provide comprehensive descriptions for seven of the 15 required elements. The County Board authorized MSA-1 for a five-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

This renewal petition submitted by MSA-1 is to renew the charter for a grades 6-12 school with current enrollment of approximately 720 students. The school is located at 18238 Sherman Way, Reseda, California, within the geographic boundary of LAUSD.

MSA-1 is one of 10 schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF), which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight schools in Los Angeles County, one in Orange County, and one in San Diego County.

Mission and Vision: The petition states the charter school's mission as: "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The school's vision is: "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-1 serves students in grades 6-12, and the petition states enrollment is drawn mainly from Reseda and neighboring communities in the San Fernando Valley.

The 2023-24 enrollment at MSA-1 was approximately 714 students, with the following demographics: 90% Hispanic or Latino; 4% White; 3% Asian and 3% other. Significant student groups include: 90% Socioeconomically Disadvantaged Students (SED); 24% EL; 15% SWD; 4% Homeless Youth (HY); and less than 1% Foster Youth (FY).

The charts below present the most current demographic and enrollment data for MSA-1.

Staff Findings on the Renewal for the Magnolia Science Academy

**Table 1: Racial and Ethnic Composition of MSA-1
2023-24**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	714	100
African American or Black	5	0.7
American Indian	1	0.1
Asian	23	3.2
Filipino	11	1.5
Hispanic or Latino	641	89.8
Pacific Islander	—	—
Two or More Races	3	0.4
White	30	4.2
“—” = no data Source: CDE Data & Statistics/Accessing Educational Data/ Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 10-29-24		

**Table 2: Student Group Composition of MSA-1
2023-24**

Student Groups	Number Enrolled	Percent of Total Enrollment
English Learners	174	24.4
Foster Youth	2	0.3
Homeless Youth	25	3.5
Socioeconomically Disadvantaged	642	89.9
Students With Disabilities	109	15.3
Source: CDE Data & Statistics/Accessing Educational Data/ Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 10-29-24		

Table 3: Enrollment by Year and Grade at MSA-1

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	88	84	84	75	77	73	62	543
2018-19	133	89	86	77	71	65	69	590
2019-20	125	133	87	86	80	73	66	650
2020-21	140	125	129	90	80	79	74	717
2021-22	115	133	116	133	86	83	76	742
2022-23	105	113	126	82	113	78	77	694
2023-24	111	123	117	104	80	104	75	714
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp CDE Data & Statistics/Accessing Educational Data/Enrollment by School (1981-2022) https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp Retrieved 11-6-24								

Since its authorization by the County Board, MSA-1 has received no formal, written notices of concern.

In 2023, MSA-1 was determined to be eligible for Differentiated Assistance (DA) due to the 2022 California Dashboard indicators for ELs and SWD in the areas of Academic Performance on California Assessment of Student Performance and Progress (CAASPP) and Chronic Absenteeism, and again in 2023 for ELs in the areas of CAASPP and Suspension Rate.

Staff Findings on the Renewal for the Magnolia Science Academy

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5 (5 CCR), County Board Policy and the Superintendent's Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

RENEWAL ELIGIBILITY

Basic Renewal Criteria²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-1 is designated Middle Performing for *EC* 47607.2(b) Evaluation Purposes³

The school was not found eligible for high performing under *EC* 47607(c) nor low performing under *EC* 47607.2(a); therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal

¹ Words in italics indicate a direct reference to the language in these documents.

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files
<https://www.cde.ca.gov/sp/ch/performcategorydf.asp>. Retrieved 11-16-24

Staff Findings on the Renewal for the Magnolia Science Academy

- B. Shall also consider clear and convincing evidence with verified data showing either:
1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school
 - OR
 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

Note: An Authorizer MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- AND
- (2) Closure is in the best interest of the pupils;
- AND
- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

FINDINGS OF FACT

Finding 1: The charter school met the renewal criteria specified in *EC 47607.2(b)*.

MSA-1 was identified as middle performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [*EC 47607.2(c)*]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California Dashboard and the verified data provided by the charter school, MSA-1 has provided clear and convincing evidence that the school is making year-over-year progress. As a grades 6-12 charter school, the California Dashboard for MSA-1 consists of the following indicators, academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. MSA-1 uses NWEA MAP assessments as its verified data source for grades 6-11 to show year-over-year growth. Extensive data tables of these indicators are available in Appendix C.

Academic Performance Indicators on the California Dashboard Compared to State

In 2022, the school performance in ELA measured by the Distance from Standard (DFS) was lower than the state average for all students and three of the four numerically significant student groups. In 2023, the school performance in ELA, the DFS was lower than the state average for all students and all four numerically significant student groups.

Staff Findings on the Renewal for the Magnolia Science Academy

Table 4: MSA-1 ELA Distance From Standard Compared to the State

	2022	2023
Indicator	ELA	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	NO (1 of 4)	NO (0 of 4)
Comprehensive CAASPP data including student groups and state comparison is available in Appendix C		

In 2022 and 2023, the school's DFS for Math was lower than the state average for all students and the four numerically significant student groups.

Table 5: MSA-1 Math Distance from Standard Compared to the State

	2022	2023
Indicator	Math	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	NO (0 of 4)	NO (0 of 4)
Comprehensive CAASPP data including student groups and state comparison is available in Appendix C		

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school's verified data, NWEA MAP, was reviewed. To demonstrate year-over-year progress, the student group's Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math. Of note, the school only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing the CGI, the participation rate was considered. The participation of students taking the NWEA test, as reported by the school in the petition, falls within an acceptable range when compared to the school's total enrollment.

The 2021-2022 Reading data for both all students in a grade level and all numerically significant student groups indicate that the school did not meet the required CGI for the majority of grade levels and student groups. However, the school did meet the required CGI for the majority of student groups for Reading in

Staff Findings on the Renewal for the Magnolia Science Academy

2022-2023 and 2023-2024 as well as all three years in Math. Therefore, the review of the data indicates that the school met year-over-year growth in both Reading and Math.

Table 6: MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	2 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Hispanic or Latino	3 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
English Learners	2 of 4*	4 of 5*	5 of 6		4 of 4*	5 of 5*	6 of 6
Socioeconomically Disadvantaged	3 of 6	5 of 6	5 of 6		4 of 6	6 of 6	6 of 6
Students with Disabilities	2 of 6	5 of 5*	3 of 4*		4 of 6	5 of 6	4 of 4*
Are the majority of student groups performing above the state average?	NO (0 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

It is noteworthy that the school's petition included a weighted average of the student group, which NWEA and its psychometrician do not recommend as an appropriate way to display the data.

In 2023, the CCI for MSA-1 was higher than the state average for all students and the two numerically significant student groups. CCI was first reported on the California Dashboard in 2023; therefore, there is no data for 2022.

Table 7: MSA-1 CCI Percent Compared to the State

	2022	2023
Indicator	College and Career Indicator (CCI)	
Status Metric	Percent Prepared	
All Students	Not Reported in 2022	Higher
Numerically Significant Student Groups		
Hispanic or Latino		Higher
Socioeconomically Disadvantaged		Higher
Are the majority of the numerically significant student groups performing at or above the state average?		YES (2 of 2)
Comprehensive CCI data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the ELPI for MSA-1 was higher than the state average.

Table 8: MSA-1 ELPI Percent Compared to the State

	2022	2023
Indicator	English Learner Progress Indicator (ELPI)	
Status Metric	Percent Making Progress	
English Learners	Higher	Higher
Comprehensive ELPI data including student groups and state comparison is available in Appendix C		

Staff Findings on the Renewal for the Magnolia Science Academy

The school attained measurable increases in academic achievement schoolwide and for numerically significant student groups for renewal in the four academic indicators per *EC 47607.2(b)*. The performance on these academic indicators shall hold greater weight in determining charter renewal criterion.

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

In both 2022 and 2023, the graduation rate for MSA-1 was higher than the state average for all students and the two numerically significant student groups.

Table 9: MSA-1 Graduation Rate Percent Compared to the State

	2022	2023
Indicator	Graduation Rate	
Status Metric	Percent Graduated	
All Students	Higher	Higher
Numerically Significant Student Groups		
Hispanic or Latino	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES (2 of 2)	YES (2 of 2)
Comprehensive Graduation data including student groups and state comparison is available in Appendix C		

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In 2022, the chronic absenteeism percentage for MSA-1 was lower than the state average for all students and three of the four numerically significant student groups. In 2023, the chronic absenteeism percentage for MSA-1 was lower than the state average for all students and two of the four numerically significant student groups. The two student groups that were above the state average did decrease from 2022 to 2023; EL decreased from 33.0% to 27.5%; and SWD decreased from 47% to 36.5%.

Table 10: MSA-1 Chronic Absenteeism Percent Compared to the State

	2022	2023
Indicator	Chronic Absenteeism	
Status Metric	Percent Chronically Absent	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Higher
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES 3 of 4	NO 2 of 4
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the suspension rate for MSA-1 was equal to or lower than the state average for all students and the majority of the numerically significant student groups.

Staff Findings on the Renewal for the Magnolia Science Academy

Table 11: MSA-1 Suspension Rate Percent Compared to the State

	2021-22	2022-23
Indicator	Suspension Rate	
Status Metric	Percent Graduated	
All Students	Lower	Same
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Same
English Learners	Lower	Higher
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 4 of 4	YES 3 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, all Local Indicators⁴ were met.

Table 12: MSA-1 Local Indicators

	2021-22	2022-23
	Local Indicators	
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Other Considerations

While the school was eligible for Differentiated Assistance (DA) starting in 2023-2024, the school created a plan for improvement. NWEA MAP data and school reported internal data indicated promising progress for ELs.

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code* 47607(d), did not reveal any evidence that the school failed to serve students seeking enrollment.

The school has attained measurable increases in academic achievement, academic engagement, and school conditions and climate renewal criteria indicators providing clear and convincing evidence that the school is making year-over-year progress based on *EC* 47607(b).

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [*EC* 47605(c)(1)]

The program does not involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.

⁴ Per *EC* 52064.5, local indicators are self-assessed and self-reported by LEAs.

Staff Findings on the Renewal for the Magnolia Science Academy

Finding 3: The petitioners are likely to successfully implement the proposed educational program.
[EC 47605(c)(2)]

5 CCR 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections; and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this determination and is provided for the Board’s consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages 10 charter schools. **Table 13** presents a summary of MERF's and its affiliated organizations' financial performance over the past five years (2018-19 to 2022-23). The table highlights financial metrics, including **Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, Students Served**, and **P2-ADA**. These figures provide insights into MERF's fiscal health and operational trends during the specified period.

Table 13: Magnolia Educational & Research Foundation and affiliated organizations

Year of Operation (2021-20)	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*
2018-19 (Year 1)	21,006,470	(1,594,023)	28,113,703	1,202,741	51,712,956	3,957
2019-20 (Year 2)	24,880,403	3,749,681	30,921,731	2,808,028	55,476,652	3,890
2020-21 Year (3)	22,858,187	(2,022,123)	43,676,816	12,755,085	48,148,303	3,870
2021- 22 Year (4)	29,396,853	6,537,566	47,696,574	4,019,758	50,067,338	3,708
2022- 23 Year (5)	41,517,716	12,154,451	53,752,216	6,055,642	92,250,232	3,586
Source: Annual independent consolidated audit reports (FY 2018-19 through FY 2022-23). MERF's FY 2023-24 annual independent consolidated audit report will be available on December 15, 2024. *Per Magnolia Educational & Research Foundation Audit Report consolidated financial statements.						

Table 14 illustrates the last five years of financial performance (FY 2019 through FY 2023) for MERF and affiliated organizations.

Table 14: Organization-Wide Fiscal Performance

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
Magnolia Educational & Research Foundation				
2018-19	\$2,681,572	\$1,623,663	\$829,702	\$2,565,353
2019-20	\$3,193,616	\$1,954,702	\$331,041	\$1,785,709
2020-21	\$2,713,961	\$2,958,031	\$1,003,329	\$765,455
2021-22	\$3,494,526	\$2,390,863	(\$567,168)	\$1,970,165
2022-23	\$1,880,254	\$3,563,059	\$1,172,196	\$2,312,334
MSA 1 – Magnolia Science Academy authorized by LACOE				
2018-19	\$2,939,938	\$4,862,158	\$50,314	\$1,117,549
2019-20	\$2,636,263	\$5,302,115	\$439,957	\$2,486,765
2020-21	\$2,702,957	\$8,002,068	\$2,699,953	\$2,003,143

Staff Findings on the Renewal for the Magnolia Science Academy

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
2021-22	\$4,691,999	\$9,528,476	\$1,526,408	\$2,512,394
2022-23	\$7,082,543	\$11,005,785	\$1,477,309	\$30,312,538
MSA 2 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,158,184	\$1,016,553	(\$100,677)	\$918,809
2019-20	\$2,288,348	\$1,576,974	\$560,422	\$1,666,546
2020-21	\$2,270,880	\$3,041,572	\$1,464,598	\$1,092,239
2021-22	\$3,159,968	\$3,805,042	\$763,470	\$1,353,130
2022-23	\$3,171,900	\$5,642,260	\$1,837,218	\$24,114,024
MSA 3 – Magnolia Science Academy authorized by LACOE				
2018-19	\$991,716	\$1,047,010	(\$16,707)	\$751,997
2019-20	\$1,393,344	\$800,715	(\$246,293)	\$1,392,347
2020-21	\$1,191,007	\$2,178,326	\$1,377,611	\$796,105
2021-22	\$1,037,387	\$2,646,594	\$468,268	\$1,159,075
2022-23	\$3,240,633	\$3,254,116	\$607,522	\$2,342,482
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,475,263	\$1,322,729	(\$147,785)	\$520,194
2019-20	\$1,317,106	\$908,289	(\$414,439)	\$632,850
2020-21	\$1,137,866	\$1,221,947	\$313,658	\$442,177
2021-22	\$1,105,035	\$1,349,016	\$127,069	\$526,330
2022-23	\$1,599,759	\$1,448,873	\$99,857	\$953,012
MSA 5 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,987,156	\$1,782,007	(\$113,325)	\$607,609
2019-20	\$1,478,382	\$2,107,384	\$325,377	\$921,508
2020-21	\$1,648,188	\$3,033,303	\$925,919	\$618,388
2021-22	\$2,309,363	\$3,694,602	\$661,299	\$835,846
2022-23	\$4,234,391	\$5,303,440	\$1,608,838	\$2,265,217
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,719,960	\$1,814,289	\$210,391	\$189,559
2019-20	\$2,024,300	\$1,851,544	\$37,254	\$416,321
2020-21	\$2,037,758	\$2,410,544	\$559,000	\$252,105
2021-22	\$2,434,523	\$2,440,121	\$29,577	\$482,446
2022-23	\$2,993,077	\$2,848,933	\$408,212	\$723,790
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,314,944	\$1,542,641	\$44,445	\$374,015
2019-20	\$1,632,981	\$1,878,892	\$336,252	\$757,493
2020-21	\$1,421,162	\$2,499,146	\$620,254	\$392,881
2021-22	\$1,783,300	\$2,614,648	\$115,502	\$828,250
2022-23	\$2,865,843	\$3,259,094	\$644,446	\$3,101,905
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2018-19	\$2,529,656	\$4,235,561	\$151,844	\$741,755
2019-20	\$3,014,092	\$4,787,947	\$552,388	\$1,232,735
2020-21	\$3,386,788	\$6,112,819	\$1,324,872	\$771,350
2021-22	\$3,937,972	\$6,432,844	\$320,025	\$984,578
2022-23	\$6,786,891	\$7,604,881	\$1,172,037	\$2,580,419
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2018-19	\$882,408	\$7,528,510	\$26,217	\$15,236,923
2019-20	\$2,509,874	\$7,618,559	\$90,043	\$16,013,355
2020-21	\$634,784	\$9,109,585	\$1,491,026	\$14,589,850

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<i>Year of Operation</i>	<i>Cash</i>	<i>Net Assets</i>	<i>Operating Results</i>	<i>Liabilities</i>
2021-22	\$1,791,037	\$9,513,550	\$403,965	\$14,056,814
2022-23	\$3,317,444	\$9,527,466	\$13,916	\$14,640,151
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2018-19	\$235,322	\$342,660	(\$810,426)	\$727,325
2019-20	\$1,269,671	\$291,397	(\$51,265)	\$1,989,409
2020-21	\$1,598,406	\$1,219,780	\$928,383	\$1,528,696
2021-22	\$1,420,535	\$1,369,110	\$149,330	\$1,324,174
2022-23	\$1,964,663	\$1,409,667	\$40,557	\$9,279,744
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2018-19	\$3,090,351	\$1,431,590	\$1,078,748	\$32,985,659
2019-20	\$2,122,426	\$2,278,881	\$847,291	\$29,549,320
2020-21	\$2,114,430	\$2,325,363	\$46,482	\$28,933,131
2021-22	\$2,231,208	\$2,347,376	\$22,013	\$28,287,064
2022-23	\$2,380,318	\$53,592,082	\$51,244,706	\$55,573,919
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)				

Review of Prior Year Audit Reports

The petition includes annual audit reports for fiscal years 2018-19 through 2022-23, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2022-23 fiscal year with a positive fund balance of **\$53,752,216**.

The Independent Auditors' Reports for this period consistently resulted in an **unmodified opinion**, reflecting that the financial statements fairly represent MERF's financial position in all material respects. However, findings related to state awards were noted in the fiscal year 2022-23 audits for **MSA Bell** and **MSA San Diego**.

Table 15: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2018-19	EideBailly CPAs & Business Advisors	Unmodified	None	28,113,703
Magnolia Educational & Research Foundation	2019-20	EideBailly CPAs & Business Advisors	Unmodified	Yes	30,921,731
Magnolia Educational & Research Foundation	2020-21	EideBailly CPAs & Business Advisors	Unmodified	None	43,676,816
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	State Award	53,752,216
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)					

Audit Findings**Table 16: MERF Annual Audit Reports FY 2019-20**

Finding Detail	Finding Description
Fiscal Year	FY 2019-20
Finding	2020-001 Internal Control
Code	30000

Staff Findings on the Renewal for the Magnolia Science Academy

Finding Detail	Finding Description
Finding Type	Internal Control
Criteria or Specific Requirements	Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.
Conditions	Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.
Questioned Cost	There are no questioned costs identified with the condition note.
Context	An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.
Effect	During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.
Cause	The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.
Recommendation	We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization agrees that having an internal control system over monitoring the year-end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls.
Current Status	Implemented

Table 17: MERF Annual Audit Reports FY 2022-23

Table 17: MERN Annual Audit Reports FY 2022-23

Finding Detail	Finding Description																				
Fiscal Year	FY 2022-23																				
Finding	2023-001 After School Education and Safety Program																				
Code	40000																				
Finding Type	State Compliance																				
Criteria or Specific Requirements	According to the California <i>Education Code</i> 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.																				
Conditions	<p>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 8⁵ 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.</p> <p>This resulted in the Organization misstated the number of students served by 501.</p> <table><tr><th></th><th>Summarized Attendance Documentation</th><th>Attendance Report to the CDE</th><th>Difference</th></tr><tr><td><u>Charter School</u></td><td></td><td></td><td></td></tr><tr><td>Magnolia Science Academy 8</td><td>666</td><td>151</td><td>515</td></tr><tr><td>Magnolia Science Academy San Diego</td><td>7,221</td><td>7,235</td><td>-14</td></tr><tr><td></td><td></td><td></td><td>501</td></tr></table>		Summarized Attendance Documentation	Attendance Report to the CDE	Difference	<u>Charter School</u>				Magnolia Science Academy 8	666	151	515	Magnolia Science Academy San Diego	7,221	7,235	-14				501
	Summarized Attendance Documentation	Attendance Report to the CDE	Difference																		
<u>Charter School</u>																					
Magnolia Science Academy 8	666	151	515																		
Magnolia Science Academy San Diego	7,221	7,235	-14																		
			501																		

⁵ MSA 8 is also referred to as MSA Bell.

Staff Findings on the Renewal for the Magnolia Science Academy

Finding Detail	Finding Description
Questioned Cost	Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.
Effect	In addition, the Organization was not compliant with <i>Education Code</i> Section 8482.4(c)(1) for the 2022-23 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.
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.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.
Current Status	Not available at this time of the review (December 15) FY 2023-24 Audit is due.

Budget Projections

Table 18 provides a summary of the charter's proposed budget for the fiscal years 2024-25 through 2027-28. This includes projected **Average Daily Attendance (ADA)**, **Net Assets**, **Net Income**, and **Ending Cash Balance for the four years**. The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school's targeted enrollment and ADA.

Table 18: MSA-1 Proposed Budget Overview				
Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
ADA	666.16	714.61	745.36	764
Net Assets	\$12,741,216	\$12,898,542	\$13,084,525	\$13,391,004
Net Income Projections	\$148,220	\$157,326	\$185,983	\$306,479
Projected Ending Cash Balance	\$7,210,289	\$8,127,982	\$8,332,064	\$8,897,236

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

4. The petitioners do not lack the necessary background in areas critical to the charter school's success.

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

While the petition includes an affirmation for EC 47605(e)(4)(D), the language does not include the requirement of posting the notice to the charter school's website.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, two of the 15 required elements are not reasonably comprehensive. The findings of the Review Team are as follows:

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Element 1: Description of the Educational Program. *Not reasonably comprehensive*

1. The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)(F)]
 - A. While the petition has some intended interventions such as, after school tutoring, computer tutorials, intervention blocks, and support through co-teaching and instructional assistants, it is unclear how these are deployed, when these are deployed and how these vary or increase as a student moves from tier to tier. During the capacity interview, the school shared some metrics of determining interventions and how they are deployed during the school day.
 - B. The educational program does not include a description of how it meets the needs of and challenges for EL students. Considering the current gap in academic achievement of ELs at the school, the petition fails to include research-based interventions unique to this student group.
2. The petition lacks an adequate description of *how the charter school will meet the needs of special populations: foster youth and homeless youth.* [5 CCR 11967.5.1(f)(1)(G)] Immediate enrollment, minimum state graduation requirements and partial credits are absent from the petition in accordance with AB 167/216 and SB 578. The school has board policy for Foster Youth and Homeless Youth including minimum state requirements.

Element 2: Measurable Pupil Outcomes. *Not reasonably comprehensive*

1. The petition does not factor in *the outcome of previous objective measurements* and is not specific to each student group. *To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.*
 - A. Uniform growth for every student group without consideration of previous measurements only exacerbates the current achievement gap, fails to create a place for targeted intervention, and creates goals that are either unrealistic or that would allow the school to greatly decline in achievement.
 - i. Goal 2, Outcome 5 does not propose to decrease the achievement gap of student groups in comparison to state averages and between student groups. Further, it may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by DFS on the CA School Dashboard.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -114.1 to -41.1 and while all statistically significant student groups are below the state average, they vary from being 3.1 below the average of that student group to 39.5 below the average. Concerningly, if each group continues to meet the same increase each year the achievement gap would persist. Further, a student group that is 39 points below the state would take 13 years to equal the state average at a three-point increase yearly.
 - ii. Goal 2, Outcome 8 does not propose to decrease the achievement gap of student groups in comparison to state averages and between student groups. Further, it may even increase the gap between some student groups. This goal states, “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.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -161.8 to -82.7 and while all statistically significant student

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groups are below the state average, they vary from being 8.2 below the average of that student group to 47.2 below the average. A student group that is 47 points below the state would take over 17 years to equal the state average at a three-point increase yearly.

- iii. Goal 2, Outcome 10 does not propose to take meaningful steps to close the achievement gap between student groups. Further, this goal includes grade levels the school does not serve. This goal states, “Schoolwide and all statistically significant student groups in grades 5, 8, and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.” The baseline for EL and SWD was 0.0% yet the goal is to increase 1% yearly, despite all other statistically significant student groups performing above 5% with a goal to increase at the same rate.
 - iv. Goal 3, Outcome 4 states, “Students graduating from MSA-1 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.” The baselines for all students and reported student group are above 70%, but the goal is to be above 55% allowing a decline of 15 percentage points.
 - v. Goal 3, Outcome 8 proposes a decline in achievement for all student groups. This goal states, “Graduating seniors will have passed an AP exam with a score of 3 or higher.” The baseline for all students is 66.7%, but the goal is greater or equal to 35% allowing a decline of more than 31 percentage points.
 - vi. Goal 4, Outcome 3 proposes to eliminate a significant number of events thereby robbing families of opportunities to engage with the school. This goal states, “Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.” The baseline for this goal is the school having 78 events, but the goal is to be above 10 events, thereby proposing an 87% decline.
2. The petitioner contends that MPOs are not eligible criteria for renewal. On page 16 of the petition, the petitioner contends, “MSA-1 contests LACOE’s position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement.”

It is not only LACOE’s position that MPOs must be considered part of the review process, *EC 47601 states, It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Further, *EC 47607(b) states, Renewal and material revisions of charters are governed by the standards and criteria described in Sections 47605. EC 47605(c)(5)(B) defines measurable pupil outcomes as one of the criteria of EC 47605.*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive with a specific deficiency*

The petition fails to include *evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that the educational program will be*

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successful. The organizational chart does not include the role and reporting of the central office and the school to the governing board. During the capacity interview, the MPS board members clarified that the Superintendent directly reports to the board.

Element 5: Employee Qualifications. *Reasonably comprehensive***Element 6: Health and Safety Procedures.** *Reasonably comprehensive with specific deficiencies*

1. The petition fails to describe *how it will comply with requirements for an athletic program and concussion protocols set forth in law.*
2. The petition fails to describe the safeguard required for Family Educational Rights and Privacy Act (FERPA) procedures. FERPA and all appropriate safeguards are instead found in the Magnolia Public School Student-Parent Handbook.

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Table 19: Racial and Ethnic Composition of MSA-1 and Local Community

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91335
		Percent of Total Community
African American or Black	0.7	4.1
American Indian	0.1	0.8
Asian	3.2	8.20
Filipino	1.5	4.2
Hispanic or Latino	89.8	52.50
Pacific Islander	—	0.30
Two or more Races	0.4	9.70
White	4.2	39.3
“—” = no data Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/files/enrcensus.asp Retrieved 10-29-24 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations_20and20People&q=860XX00US91335		

Element 8: Admission Requirements. *Reasonably comprehensive with a specific deficiency*

The Petition failed to include CDE notice to parents regarding filing complaints regarding admission policy and processes. The CDE notice to parents regarding complaints of admission policy and process is instead found only in the Magnolia Public School Student-Parent Handbook.

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive with a specific deficiency*

The petition lacks the following statement determined by the LACOE Controller’s Office as necessary for the element to be considered reasonably comprehensive:

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Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33. The petition does not include this statement.

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive.*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Finding 6: *The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).*

Finding 7: *The petition satisfies all of the Required Assurances of Education Code section 47605(d), (f) through (i), and (l) through (n) as follows:*

Standards, Assessments and Parent Consultation. *[EC 47605(d)] Meets the condition*

Employment is Voluntary. *[EC 47605(f)] Not applicable*

Pupil Attendance is Voluntary. *[EC 47605(g)] Not applicable*

Effect on the Authorizer and Financial Projections. *[EC 47605(h)] Provides the necessary evidence*

Preference to Academically Low Performing Students. *[EC 47605(i)] Qualifies*

Teacher Credentialing Requirement. *[EC 47605(l)] Does not meet the condition*

The assurance regarding teacher credentialing includes language for teachers authorized to teach based on 2019-2020 Charter flexibility; however, this law sunsets prior to the charter term.

Transmission of Audit Report. *[EC 47605(m)] Meets the condition*

Parent Involvement in Voluntary *[EC 47605(n)] Meets the condition*

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Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations*, Title 5 (5 CCR), County Board Policy and Superintendent's Administrative Regulations.⁶

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contains an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a "technical adjustment" to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains

⁶ Words in italics indicate a direct reference to the language in these documents.

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specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in EC section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with EC section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by EC sections 47607 and 47605 or 47605.6 and 5 CCR section 11966.5, which provides the requirements for a renewal submission to a county board of education.

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EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

- (1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).*
- (2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*
 - (A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.*
- (3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.*
- (4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.*

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support*

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one or more of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b)

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Appendix B**RENEWAL CRITERIA****Basic Renewal Criteria**

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing *EC 47607.2(a)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers



Appendix C

MAGNOLIA SCIENCE ACADEMY-1 CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table A:MSA-1 Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2021-22	Low*	Very Low*	Medium*	No Data	Very High*	Very High*	Low*
2022-23	Orange	Yellow	Green	Very High*	Yellow	Yellow	Orange

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table B: MSA-1 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Low*	423	-33.9	-12.2	-21.7	Lower
Asian	100	No Status	13	54.3	63	-8.7	Lower**
Hispanic or Latino	99	Low*	383	-41	-38.6	-2.4	Lower
White	100	No Status	12	40.2	21.9	18.3	Higher**
English Learner ³	99	Very Low*	130	-98.5	-61.2	-37.3	Lower
Homeless Youth	100	No Status	11	-70.5	-62.9	-7.6	Lower**
Socioeconomically Disadvantaged	99	Low*	362	-37.6	-41.4	3.8	Higher
Students With Disabilities	98	Very Low*	58	-109.7	-97.3	-12.4	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table C: MSA-1 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Orange	397	-41.1	Declined	-13.6	-27.5	Lower
Asian	100	No Status	12	-4.5	Declined	61.8	-66.3	Lower**
Filipino	100	No Status	11	31.4	No Data	44	-12.6	Lower**
Hispanic or Latino	98	Orange	353	-46.7	Declined	-40.2	-6.5	Lower
White	100	No Status	11	2.8	Declined	20.8	-18	Lower**
English Learners	97	Red	140	-107.2	Declined	-67.7	-39.5	Lower
Socioeconomically Disadvantaged	98	Orange	356	-45.7	Declined	-42.6	-3.1	Lower
Students With Disabilities	95	Red	56	-114.1	Declined	-96.3	-17.8	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24


Table D: MSA-1 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low*	421	-100.2	-51.7	-48.5	Lower
Asian	100	No Status**	13	-18.9	48.4	-67.3	Lower**
Hispanic or Latino	98	Very Low*	381	-107.8	-83.4	-24.4	Lower
White	100	No Status**	12	-37.4	-13.4	-24	Lower**
English Learners	99	Very Low*	129	-144.9	-92	-52.9	Lower
Homeless Youth	100	No Status**	11	-74.1	-101.8	27.7	Higher**
Socioeconomically Disadvantaged	99	Very Low*	361	-103.3	-84	-19.3	Lower
Students With Disabilities	97	Very Low*	57	-158.6	-130.8	-27.8	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table E: MSA-1 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Yellow	399	-82.7	Increased	-49.1	-33.6	Lower
Asian	100	No Status**	12	-40.1	Declined	50.8	-90.9	Lower
Filipino	100	No Status**	11	-12.6	No Data	7.4	-20	Lower**
Hispanic or Latino	98	Yellow	355	-89	Increased	-80.8	-8.2	Lower
White	100	No Status**	11	-37.2	Maintained	-11.1	-26.1	Lower**
English Learners	98	Orange	142	-140.6	Increased	-93.4	-47.2	Lower
Socioeconomically Disadvantaged	98	Yellow	358	-89	Increased	-80.8	-8.2	Lower
Students With Disabilities	97	Red	57	-161.8	Declined	-127.3	-34.5	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24


Table F: MSA-1 English Learner Progress Indicator

Year	Participation Rate	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	98.8	Medium*	151	53.6	50.3	3.3	Higher
2023	100	Green	148	55.4	48.7	6.7	Higher

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table G: MSA-1 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	77	72.7	43.9	28.8	Higher
Hispanic or Latino	Very High*	65	70.8	35.5	35.3	Higher
English Learners	No Status**	11	36.4	15.3	21.1	Higher**
Socioeconomically Disadvantaged	Very High*	74	71.6	35.4	36.2	Higher
Students With Disabilities	No Status*	13	30.8	12.3	18.5	Higher**

*Status only, performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table H: MSA-1 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	73	95.9	87.4	8.5	Higher
Hispanic or Latino	Very High*	67	95.5	85.3	10.2	Higher
English Learners	No Status**	18	94.4	73.3	21.1	Higher**
Socioeconomically Disadvantaged	Very High*	73	95.9	85.1	10.8	Higher
Students With Disabilities	No Status**	15	93.3	75.2	18.1	Higher**

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24


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Table I: MSA-1 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Yellow	78	94.9	Declined	86.4	8.5	Higher
Hispanic or Latino	Yellow	66	93.9	Declined	84.2	9.7	Higher
English Learners	No Status**	11	81.8	Declined	73.5		Higher**
Socioeconomically Disadvantaged	Yellow	75	94.7	Declined	83.7	11	Higher
Students With Disabilities	No Status**	14	92.9	Maintained	72.7	20.2	Higher**

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table J: MSA-1 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	368	29.9	30.0	-0.1	Lower
Hispanic or Latino	Very High*	337	31.5	35.8	-4.3	Lower
English Learner	Very High*	106	33.0	33.6	-0.6	Lower
Socioeconomically Disadvantaged	Very High*	311	28.3	37.4	-9.1	Lower
Students With Disabilities	Very High*	48	47.9	39.6	8.3	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Table K: MSA-1 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State	Difference from State Average	Higher or Lower
All	Yellow	370	23.5	Declined	24.3	-0.8	Lower
African American or Black	No Status**	11	18.2	No Data	36.4	-18.4	Lower**
Asian	No Status**	12	25.0	No Data	10.1	14.9	Higher**
Hispanic or Latino	Yellow	324	23.5	Declined	28.4	-4.9	Lower
White	No Status**	12	33.3	No Data	18.5	14.8	Higher**
English Learners	Orange	109	27.5	Declined	26.3	1.2	Higher
Homeless Youth	No Status**	11	27.3	No Data	38.7	-11.4	Lower**
Socioeconomically Disadvantaged	Yellow	332	23.5	Declined	29.9	-6.4	Lower
Students With Disabilities	Orange	52	36.5	Declined	33.1	3.4	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24


Table L: MSA-1 2022 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Low*	759	1.7	3.1	-1.4	Lower
Asian	No Status**	26	0	0.9	-0.9	Lower**
Filipino	No Status**	13	0	1.2	-1.2	Lower**
Hispanic or Latino	Low*	683	1.9	3.3	-1.4	Lower
White	No Status**	26	0	2.6	-2.6	Lower**
English Learners	Medium*	179	2.8	3.2	-0.4	Lower
Homeless Youth	No Status**	14	0	5.5	-5.5	Lower**
Socioeconomically Disadvantaged	Low*	651	1.8	4	-2.2	Lower
Students With Disabilities	High*	116	5.2	5.4	-0.2	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table M: MSA-1 2023 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Orange	747	3.5	Increased	3.5	0	Same
African American or Black	No Status**	11	0	No Data	8.8	-8.8	Lower**
Asian	No Status**	28	0	Maintained	1.1	-1.1	Lower**
Filipino	No Status**	14	0	Maintained	1.3	-1.3	Lower**
Hispanic or Latino	Orange	665	3.8	Increased	3.8	0	Same
White	No Status**	27	3.7	Increased	2.9	0.8	Higher
English Learners	Red	180	5	Increased	3.7	1.3	Higher
Homeless Youth	No Status**	20	0	Maintained	6.5	-6.5	Lower**
Socioeconomically Disadvantaged	Orange	662	3.6	Increased	4.5	-0.9	Lower
Students With Disabilities	Green	113	1.8	Declined	5.9	-4.1	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24


MSA N: MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	2 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Hispanic or Latino	3 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
English Learners	2 of 4*	4 of 5*	5 of 6		4 of 4*	5 of 5*	6 of 6
Socioeconomically Disadvantaged	3 of 6	5 of 6	5 of 6		4 of 6	6 of 6	6 of 6
Students with Disabilities	2 of 6	5 of 5*	3 of 4*		4 of 6	5 of 6	4 of 4*
Are the majority of student groups performing above the state average?	NO (0 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Table O: MSA-1 NWEA MAP Reading and Math CGI for All Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.56	-1.47	-0.04		-0.16	-0.18	1.10
7	1.12	1.36	1.96		0.46	0.92	0.95
8	-0.22	1.89	0.32		0.15	1.32	1.39
9	-0.78	-0.07	0.85		-0.31	0.62	0.98
10	0.73	1.35	2.00		1.09	1.00	4.41
11	-0.39	0.34	1.90		-1.12	1.49	1.49
Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							

Table P: MSA-1 NWEA MAP Reading and Math CGI for Hispanic Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.59	-1.70	-0.03		-0.14	-0.06	0.80
7	1.04	1.22	2.09		0.48	0.79	0.97
8	-0.15	1.97	0.14		0.20	1.24	1.23
9	-0.79	-0.19	0.80		-0.37	0.62	1.08
10	0.41	1.38	1.99		0.85	1.01	4.67
11	-0.67	0.34	2.02		-1.56	1.59	1.50
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							


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Table Q: MSA-1 NWEA MAP Reading and Math CGI for English Learners

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-2.06	-1.33	-1.19		0.35	-0.08	0.93
7	1.49	1.50	2.84		0.14	1.07	1.58
8	0.29	1.94	0.74		-0.06	1.16	1.79
9	-2.33	0.49	0.57		-0.01	0.25	3.15
10	--	0.73	3.73		--	0.44	11.48
11	--	--	1.54		--	--	1.48
Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ - 0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							

Table R: MSA-1 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.77	-1.18	-0.32		-0.11	-0.13	1.21
7	1.20	1.24	1.99		0.52	0.73	0.73
8	-0.10	1.87	0.32		0.08	1.32	1.39
9	-0.52	-0.09	0.54		-0.57	0.46	1.03
10	0.87	1.14	2.21		0.80	1.31	3.92
11	-0.67	0.30	1.98		-1.61	1.56	1.39

Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ - 0.2
Red cell indicates student group has not met the minimum requirement for one year's growth
Gray cell indicates the number of students is less than 10

Table S: MSA-1 NWEA MAP Reading and Math CGI for Students With Disabilities

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.40	0.20	--		1.48	0.48	--
7	0.36	0.74	2.69		1.77	1.27	1.15
8	-0.75	3.68	2.63		-0.47	0.83	0.94
9	-1.26	--	-0.25		0.04	3.30	1.39
10	1.07	1.68	--		1.02	-0.21	--
11	-2.64	0.93	1.76		-1.76	2.81	0.39

Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq - 0.2
Red cell indicates student group has not met the minimum requirement for one year's growth
Gray cell indicates the number of students is less than 10

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Attachment E: Charter School Closure Procedures Checklist*

Closure Procedures: A charter school may close voluntarily, or through non-renewal or revocation. The procedures for charter school closure are guided by California Education Code (EC) sections [47604.32](#), [47605](#), [47605.6](#), and [47607](#) as well as the California Code of Regulations, Title 5 (5 CCR), sections [11962](#) and [11962.1](#). A charter school that is closing must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on Charter School Closures (Revised July 14, 2023 – which is subject to change and this checklist may be adjusted to align itself with the state’s guidance) as posted on the California Department of Education website (<https://www.cde.ca.gov/sp/ch/csclosuresrules.asp>). References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**The procedures presented below are not meant to be all inclusive but are suggestions that represent best practices and compliance with LACOE and state requirements. Check with your Legal and Financial Consultants to ensure that all closing procedures are met and completed in accordance with the CDE, Corporate Law, your Charter Petition, and any other requirements.*

General Information

School Name	
CDS Code	
State Charter Number	
Type of Closure	
Date of Board Resolution Approving Closure Action	
Anticipated/Actual School Closure Date	
Grade Levels Served	

Charter School Designee

Name & Title of Designee	
Phone Number (active after closure)	
Email Address (active after closure)	
Charter Board Member Designee	
Phone Number (active after closure)	
Email Address (active after closure)	

Student Records Designee & Location at Charter School

Name of Designee & Title	
Phone Number	
Email Address	
Last Day for Students/Educ. Rights Holders to Request Records from School	

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Item	Description	Due Date/To Whom	Responsible Party	Completion Date	Notes
Invoking Closure Procedure					
1	<p>When revocation, non-renewal, or appeal proceedings have been exhausted, LACOE shall provide the Charter School with written notification by certified mail/courier service, of the closure action.</p> <p>In the case of voluntary surrender of a charter, the Charter School Board shall, within three (3) business days of the decision to close, provide LACOE Charter School Office (CSO) with written notification by registered mail that closure procedures have been invoked.</p> <p>In both instances, the dated notice shall be referred to as the "Closure Action." The Closure Action date is (Date completed: 0/0/2025)</p> <p>The Charter School shall post, in public view at each site and on the school's website, a copy of the Closure Action upon receipt/issuance whether it originates with LACOE or the Charter School.</p>	Due to LACOE CSO by 0/0/2025	LACOE CSO Charter School Charter School	0/0/2025 Date of Post 0/0/2025	
2	At all times, the Charter School shall grant LACOE CSO , Business Advisory Services (BAS) , and any other LACOE departments/units immediate access to, inspection of, and the ability to copy school records, including, but not limited to, financial and attendance records, upon LACOE's request.	Ongoing	Charter School	Ongoing	
Immediate Actions					
3	<p>LACOE CSO shall, upon Closure Action, immediately notify the California Department of Education (CDE). The notice will include (but not be limited to):</p> <ul style="list-style-type: none"> Charter School name, charter number, CDS Code Reason for closure (revocation, non-renewal, other) Effective date of closure Description of the circumstances (reason) for the closure Location of student and personnel records 	LACOE CSO will send out by 0/0/2025	LACOE CSO	0/0/2025	.
4	The Charter School shall within two (2) business days of the Closure Action, <u>provide</u> LACOE CSO the location of all student and business records. No student or business	Due to LACOE	Charter School	0/0/2025	

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	records shall be disposed of, moved, or duplicated without the express written consent of the LACOE CSO , except that student records may be copied for students' families or for the purpose of sending them to a receiving school. A record must be kept of all files copied and/or sent; the record must be provided to LACOE. The Charter School shall immediately ensure that all student and business records are organized, current, accurate, and maintained in a secure location.	CSO by 0/0/2025			
5	<p>The Charter School shall, within two (2) business days of the Closure Action, provide LACOE CSO with the name, address, and contact information of the individual designated as the primary contact for all closeout activities of the school, and the charter board-approved resolution appointing this person as the primary contact.</p> <p>LACOE's single point contact is [COORDINATOR NAME]. [She/He] can be reached via email at [EMAIL ADDRESS] and by phone at 562-922-8806.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	
6	<p>The Charter School primary contact and a member of the Charter School's governing board shall meet with the LACOE Superintendent or designee within five (5) business days of the Closure Action to review the orderly closing of the Charter School. At this meeting:</p> <ul style="list-style-type: none"> The Charter School shall provide LACOE CSO with a complete and accurate roster of all students enrolled in the Charter School including: <ul style="list-style-type: none"> Student names Parent(s)/guardian(s) names, addresses, phone numbers Grade levels and grades completed Each student's district of residence <p>LACOE CSO will determine the date and time when LACOE CSO will retrieve all pupil cumulative records, including, but not limited to, specific information on completed courses, credit or grade levels, report cards, Individualized Education Programs (IEPs), discipline records, and immunization records. High school charter schools will include verification of all UC/CSU approved courses, as well as all curriculum and standard syllabi, instructional materials, and one textbook for each subject.</p> <p>The date of this meeting shall be referred to as the "Closure Meeting." The Closure Meeting date is 0/0/2025.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	DATE and TIME of retrieval of pupil records 0/0/2025

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Students, Families, and other Educational Partners					
7	<p>The Charter School shall, within five (5) business days of the Closure Action, <u>submit to LACOE CSO</u> for approval a draft of a notification letter* to parent(s)/guardian(s). The letter shall include:</p> <ul style="list-style-type: none"> Reason for closure Date of closure Process for the transfer of student records Current list of local public and Charter Schools Name(s) and contact information of the Charter School personnel to whom inquiries may be made The manner in which parent(s)/guardian(s) may obtain copies of pupils' cumulative records, including but not limited to, specific information on completed courses, credits or grade level, report cards, IEPs, discipline records, immunization records List of public schools in the districts of residence of Charter School students <p>*Upon <u>LACOE's CSO</u> approval, the Charter School shall mail the letter to parent(s)/guardian(s) within three (3) business days. The Charter School shall ensure that the letter is translated, if applicable</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Parent(s)/Guardian(s) within 3 days of LACOE approval</p>	Charter School	0/0/2025	
8	<p>The Charter School shall, within five (5) business days of the Closure Action, draft a notification letter* to the districts of residence for all its students and <u>submit to LACOE CSO</u> for approval; the letter will include the date of closure and the Charter School personnel to whom requests for records can be made.</p> <p>*Upon approval by LACOE, the Charter School will mail the letter to the districts within three (3) business days.</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Districts within 3 days of LACOE approval</p>	Charter School	0/0/2025	
9	<p>The Charter School, if a Local Education Agency (LEA) in a Special Education Local Plan Area (SELPA), shall within five (5) business days of the Closure Action, <u>notify</u> the SELPA of the Closure Action and complete all documentation necessary to comply</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p>	Charter School	0/0/2025	

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	<p>with requirements of the SELPA for transferring and storing copies of student records. The Charter School shall <u>provide</u> LACOE CSO with a copy of the notification.</p> <ul style="list-style-type: none"> If the last date of instruction is ten (10) or more days from the Closure Action, the Charter School must mail parent(s)/guardian(s) copies of their child's current IEP within five (5) business days of the last date of instruction. If the last date of instruction is less than ten (10) days from the Closure Action, the Charter School shall mail copies of all student IEPs to the SELPA within 10 days of the Closure Action. 				
10	The Charter School shall, within five (5) business days of the Closure Action, notify all contractors (e.g., charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure. The Charter School shall terminate all existing leases, service agreements, and other contracts as part of the school's closeout process. Leases, service agreements and contracts should be terminated in a cost-effective manner in order to minimize expenses. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
11	The Charter School shall, within five (5) business days of the Closure Action, provide written notification to the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or other retirement benefit administration systems, and follow their procedures for dissolving contracts and reporting. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
12	The Charter School shall, within five (5) business days of the Closure Action, notify all faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
13	The Charter School shall notify the CDE CALPADS office within fourteen (14) days of the closure action and comply with any requirements of that office. The Charter School shall <u>provide</u> LACOE CSO a copy of this notification.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
14	The Charter School shall respond within seven (7) days to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placements available.	Ongoing	Charter School and LACOE CSO	Ongoing	

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15	LACOE CSO shall respond promptly to inquiries from students, their families, Charter School faculty and staff, the community/public, and the media.		LACOE CSO		
16	Provided that LACOE CSO has possession of pupil records, LACOE CSO shall, within five (5) business days , respond to parent(s)/guardian(s) written requests for a copy of their child's cumulative file, ensuring that the documents are given to the parent(s)/guardian(s) identified as having legal custody/guardianship of the student with regard to educational placement.		LACOE CSO		
17	LACOE CSO shall, within ten (10) business days , respond to requests for the transfer of students' cumulative files to other public or private schools in which students enroll.		LACOE CSO		
18	If the Charter School continues instruction to the end of the current academic year, it shall issue report cards within five (5) business days of the last date of instruction.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
Enrollment and Attendance					
19	The Charter School shall, within fourteen (14) days of the Closure Action , submit to LACOE CSO an updated list of students (names, addresses, and phone numbers) in each grade level and the classes that they completed. The list shall identify each student's district of residence and include a notation of where the student's records have been transferred.	Due to LACOE CSO 0/0/2024	Charter School	0/0/2025	
20	20a. The Charter School shall, within five (5) business days of the last date of instruction, submit an enrollment update to the CDE California School Information Services (CSIS) Program and provide a copy to LACOE CSO.	Due to CDE and copy to LACOE CSO 0/0/2024	Charter School	0/0/2025	
	20b. The Charter School shall, within twenty (20) business days of the last date of instruction, provide LACOE's Accounting and Budget Development (ABD), Pupil Attendance & Accounting unit (PAAC) with the final monthly student attendance registers (signed by teachers and certified by the designated administrator); all teacher contemporaneous records (daily class lists/rosters); and all absence logs, sign-in/out sheets and other supporting documentation for attendance accounting.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	
	20c. The Charter School shall provide closing State Attendance Report (SAR) with original signatures as well as the electronic file on a flash drive either hand-delivered or certified/return receipt mail to LACOE ABD, Pupil Attendance & Accounting unit, within ten (10) business days of the above.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	

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Ongoing Activities					
21	The Charter School must maintain the same insurance coverage for the period following the dissolution and winding up of the corporation or entity.	Ongoing	Charter School		
22	<p>The Charter School shall continue to protect assets against misappropriation, theft, and deterioration.</p> <p>Insurance coverage must be maintained until assets are properly disposed of in accordance with the distribution plan.</p> <p>All materials/inventory purchased with federal dollars and subject to federal restrictions must be disposed of in accordance with applicable federal law.</p> <p>No assets may be liquidated, disposed of, moved, or transferred in accordance with this proposed plan until LACOE has been notified and the final closure audit has been concluded.</p>	Ongoing	Charter School		
23	The Charter School shall, within ten (10) business days of the Closure Action, in writing <u>notify</u> LACOE CSO of all pending lawsuits or legal claims to which the school is a party. The Charter School shall immediately notify LACOE CSO if litigation or claims are filed thereafter until the school is formally dissolved. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to CSO 0/0/2025	Charter School	0/0/2025	
Finance and Business Closing Procedures					
24	The Charter School shall, within ten (10) business days of the Closure Action, produce for LACOE BAS a comprehensive list of copies of all existing leases, service agreements, and other contracts. LACOE BAS shall be <u>copied</u> on all correspondences with identified contractors.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
25	The Charter School shall, within ten (10) business days of the Closure Action, notify all funding sources (including charitable partners) of the school's closure. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
26	The Charter School shall, within ten (10) business days of the Closure Action, prepare and <u>submit to</u> LACOE BAS a comprehensive inventory of all assets.	Due to LACOE	Charter School	0/0/2025	

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Attachment E: Charter School Closure Procedures Checklist*

		BAS 0/0/2025			
27	<p>The Charter School shall, within ten (10) business days of the Closure Action, provide the LACOE BAS with a closeout budget that includes the following:</p> <p>27a. A description of current and outstanding projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties.</p> <p>27b. A projection of the funds necessary to complete all administrative closure-related tasks.</p> <p>27c. Prepare and submit to LACOE BAS a comprehensive list of all creditors and debtors.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
28	<p>The Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants to the granting agency within twenty (20) business days from the last date of instruction. Federal grants must be closed out, including filing the required Final Expenditure Report and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education. LACOE BAS shall be copied on all correspondence.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
29	<p>The Charter School shall, within twenty (20) business days of the Closure Action and monthly until dissolution, <u>submit to</u> LACOE BAS monthly accounts payable along with detailed payment schedules.</p> <p>The Charter School will submit any required year-end financial reports (i.e., Unaudited Actuals, Audit Report) to the CDE and LACOE BAS in the form and time frame required.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
30	<p>The Charter School shall, within twenty (20) business days from the Closure Action, prepare and <u>submit to</u> LACOE BAS a proposed plan and timeline for the disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with the law, payment of any and all liabilities and the disbursement of any remaining assets of the school and liquidation of assets to pay off any and all outstanding liabilities.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
31	<p>The Charter School shall arrange for a final closure audit no more than 120 calendar days from the last date of instruction; the cost of the audit will be considered a liability of the Charter School. This audit may coincide with the regular required annual audit.</p>	<p>Due to LACOE</p>	Charter School	0/0/2025	

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Attachment E: Charter School Closure Procedures Checklist*

	<p>The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office. The independent auditor will conduct a final audit of the Charter School, including but not limited to the following task(s):</p> <ul style="list-style-type: none"> • An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value. • An accounting of the liabilities, including accounts payable and any reductions in apportionments due to audit findings or other investigations, loans, and unpaid staff compensation. • An assessment of the disposition of net assets, including all unrestricted and restricted funds received by or due to the Charter School. • Verification of school's comprehensive list of creditors and debtors • <u>Provide</u> LACOE BAS with a copy of the audit contract within ten (10) business days upon execution. 	BAS 0/0/2025			
32	<p>The Charter School shall, within ten (10) business days following the audit report issuance date, <u>submit</u> a corrective action plan with an implementation timeline to address all audit findings and submit the plan to LACOE BAS.</p>	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
33	<p>On the dissolution date, the Charter School shall perform all of the following on behalf of the faculty and staff:</p> <ul style="list-style-type: none"> • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines; • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63); • Make final federal tax payments (employee taxes, etc.); • File the final withholding tax return (Treasury Form 941 and State Form DE6); • File the final return with the IRS (Form 990 and Schedule). <p>The Charter School will submit any required year-end financial reports to the CDE and LACOE BAS in the form and time frame required and provide copies of all items above to the LACOE BAS within twenty (20) business days of the dissolution date.</p>	Due to LACOE BAS 0/0/2025 Ongoing	Charter School	0/0/2025	
Faculty and Staff					
34	<p>The Charter School shall, within thirty (30) calendar days of the Closure Action, <u>submit</u> to LACOE CSO a written accounting of all its current and former faculty and staff with verification of each individual's dates of employment with the Charter School up to,</p>	Due to LACOE	Charter School	0/0/2025	

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Attachment E: Charter School Closure Procedures Checklist*

	and including, the individual's last day of service. Copies of the verification shall include verification letters, personnel files for all employees and documentation of sick leave balances as of the end of employment. The Charter School shall <u>provide</u> LACOE CSO with a copy of letters and an Excel spreadsheet containing all pertinent information.	CSO 0/0/2025			
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Los Angeles County Office of Education
Monitoring and Oversight Memorandum of Understanding¹
 Magnolia Science Academy 2
 Charter Authorization Period: July 1, 2025 – June 30, 2030

Charter Type: ☒ Appeal of Denied Petition (EC § 47605) ☐ Establish ☒ Renew

☐ Direct to County Board (EC § 47605.5) ☐ Establish ☐ Renew

☐ Countywide Petition to County Board (EC § 47605.6) ☐ Establish ☐ Renew

INTRODUCTION

The Los Angeles County Board of Education (hereinafter “County Board”) is guided by the intent of the legislature, that quality charter schools are and should be an integral part of the California educational system. The County Board believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. Charter schools operate under the provisions of the charter, applicable state and federal laws, and the general oversight of the County Board.

The County Board supports this effort by establishing a defined accountability system for determining the effectiveness of the charter schools it authorizes. Charter schools are public schools; as such, their performance is subject to review and comparison with any other publicly funded school. A charter school’s demographic composition should reflect the community it serves and in which it is located.

PURPOSE OF AGREEMENT

The State of California enacted the Charter Schools Act of 1992 authorizing the creation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

Education Code (EC) § 47605 requires a charter petition to provide a “reasonably comprehensive description” of the manner in which the school will operate; it is not a comprehensive document. An agreement is a useful tool for clarifying the expectations, operations, and responsibilities of both parties beyond that which is required in the charter but is required for successful operation and monitoring of a charter school.

The County Board has established this Monitoring and Oversight Memorandum of Understanding (“Agreement”) to address matters not covered in the charter in order to clarify monitoring and oversight expectations and responsibilities. The Charter School Act allows the County Board to authorize charter schools under specified circumstances and by doing so, becomes the authorizing agency of the charter schools. The County Board has delegated to the County Superintendent of Schools (Superintendent), its obligation to oversee its authorized charter schools under the terms of this Agreement the provisions of the school’s charter, applicable laws, regulations, and County Board Policy and Administrative Regulations. The County Board reserves the right and authority to modify any decision made by the Superintendent, Los Angeles County Office of Education (hereinafter “LACOE”) or a designee.

The fundamental interest of LACOE is, on a continuing basis, to be reasonably assured that charter schools authorized by the County Board are:

¹ Adapted from the Memorandum of Understanding (MOU) utilized by the State Board of Education. This agreement reflects changes made for the Los Angeles County Board of Education as the authorizer.

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- 37 • Implementing the provisions of the charter as approved
- 38 • Adhering to all federal, state, and local laws and regulations that apply to the charter school
- 39 • Being operated prudently in all respects
- 40 • Providing a sound education pursuant to EC § 47605(c)(5)(A)(i-iii) including any future changes
- 41 and the California Core Content Standards for all of their students.

42 LACOE will report periodically (annually or as requested or when necessary) to the County Board
 43 regarding its delegated oversight of the Magnolia Science Academy 2 (hereinafter, "Charter School").

44 The County Board recognizes that there are matters related to the operation of the Charter School and
 45 to the effective oversight of the Charter School by LACOE that go beyond the provisions included in the
 46 school's charter. The County Board also acknowledges that the day-to-day operation of the Charter
 47 School is appropriately carried out by the Charter School's leadership, faculty, and staff. This Agreement
 48 is intended to address those matters that have not been covered in the charter and to provide guidance
 49 on the oversight policies and procedures of the County Board, as carried out by LACOE. Further, this
 50 Agreement is intended to outline the parties' agreement governing their respective fiscal and
 51 administrative responsibilities and their legal relationships.

52 The Charter School petition and this signed Agreement, which includes:

- 53 • Attachment A: Student Achievement Plan Guidelines
- 54 • Attachment B: Fiscal Oversight Requirements and Financial Reporting
- 55 • Attachment C: Reporting Timeline (as revised yearly)
- 56 • Attachment D: County Board Action to Approve the Charter including Conditions for Approval
- 57 constitutes the conditions and terms under which the charter shall be monitored. To the extent
- 58 that the terms in the charter vary from the provisions of this Agreement, the Agreement shall take
- 59 precedence unless both parties agree to other terms.

60 The Charter School agrees that violation of a specific material provision of this Agreement is conclusive
 61 proof that the Charter School has violated the conditions of the charter within the meaning of EC §
 62 47607(c)(1). The Charter School further agrees that it waives any right to argue that this Agreement is
 63 not enforceable or that violation of this Agreement is not a violation of the charter in any court,
 64 administrative body, or before a mediator or arbitrator in any matter involving this charter.

65 **TERM OF AGREEMENT**

66 This Agreement shall commence on the date upon which it is fully executed by all parties and shall cover
 67 the term of the charter. This Agreement between LACOE and the Charter School is inclusive of
 68 Attachments A through E.

69 Any modification of this Agreement must be in writing and executed by duly authorized representatives
 70 of the parties.

- 71 1. The duly authorized representatives of the Charter School are the governing board president,
 72 CEO/Director or Principal of the Charter School or designee.
- 73 2. The duly authorized representative of the County Board is the County Superintendent of Schools
 74 or designee. For purposes of material revision/amendments to the charter, such
 75 revisions/amendments may only be made upon the approval of the Charter School's governing
 76 board, and will take effect only if approved by the County Board.

77 This Agreement shall be reviewed at least annually and may be amended or augmented by addendum
 78 at any time with mutual agreement. In the case of changes in law or County Board policy, the County
 79 Board and the Charter School reserve the right to request modifications to this Agreement. Such
 80 modifications, if agreed upon, shall be included as Addenda to this Agreement. Failure to reach

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agreement on required changes to the Agreement which result in a violation of law will result in termination of the Agreement and lead to termination or revocation of the charter. The approved Agreement (including any subsequent addenda) shall continue unless modified in writing. If the Charter School becomes non-operational for any reason, this Agreement (including any addenda) shall remain in effect until closure procedures have been completed. The term of the charter automatically expires if the Charter School becomes non-operational, because of non-renewal, revocation, or closure. Should the term of the charter be affected by future legislation, the provisions of this MOU will remain in full force and effect.

TERM OF THE CHARTER

The Charter School is a public school that is or shall be operating pursuant to a charter (hereinafter the "charter"). On December 17, 2024, the County Board took action to approve the charter contingent upon the conditions specified in its action (Attachment D). Any condition of authorization that was not met through revision of the Charter may be addressed in this Agreement.

- The Charter School shall operate as a classroom based charter school within the geographic boundaries of Los Angeles Unified School District in the county of Los Angeles in accordance with EC § 47605 and/or EC § 47605.1 as applicable.
- The Charter School shall serve grades 6-12 and shall have an approximate enrollment of 564.
- The Charter School shall have a five (5) year term to expire on June 30, 2030. The provisions of the charter and the Agreement shall be aligned.

The Charter School shall be responsible for all the functions of a charter school subject to applicable statutes, the terms and conditions set forth in the charter, and this Agreement.

The County Board reserves the right to approve material revisions to the charter as authorized and/or revoke the charter as specified in EC § 47607.

This Agreement is subject to termination during its term as specified by law or as set forth in this Agreement.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The Charter School is operated by Magnolia Education and Research Foundation, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code § 5110 et seq.) The Charter School is a separate legal entity and neither the County Board nor LACOE is liable for the debts and obligations of the Charter School so long as the County Board has provided oversight in accordance with EC § 47604(c). The County Board reserves the right to appoint a single representative to the Charter School's Board of Directors pursuant to EC 47604(b). The Charter School shall use all revenue received from state and federal sources only for the educational services specified in the charter and this Agreement for the benefit of the students enrolled in and attending the Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions of any grant or donation.

1.1 Organization

The Charter School shall have a phone number and e-mail address posted on its website and shall update the posting immediately whenever the information changes. The Charter School's website shall also identify the authorizing entity as the Los Angeles County Board of Education. Prior to opening, annually and upon revision, the Charter School shall accurately provide LACOE with the following information in accordance with Attachment C, Reporting Timeline, and as updated:

- Contact information, including phone numbers, official addresses and e-mail addresses for the principal contacts for the Charter School, including a mailing address that can receive any type of official mail/packages and notices, and ensure that this information is kept current.

- Organization chart displaying relationship between the governing board and the Charter School leadership.
- Immediate written notice (within 10 calendar days) of any changes in the Charter School's directors, officers, and administrators, and ***provide resumes for the new individuals.***

1.2 Governing Board Establishment

Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE the following information; the Charter School shall also have the accurate information posted on its website at all times the Charter School is operational and shall update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board
- Conflict of Interest Policy
- Roster and resumes of current governing board members

The Charter School shall provide to LACOE's Internal Audit & Analysis Unit (which houses the filing officer), annually (except where noted otherwise in Attachment C, Reporting Timeline) and as updated Assuming Office, Leaving Office, and Annual Filings for the Statement of Economic Interests, Form 700 for all designated filers pursuant to the Conflict of Interest Code of the Los Angeles County Office of Education in an accurate and timely manner as follows:

- Assuming Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer assuming the responsibilities for the Charter School for the position the designated filer is submitting a Form 700.
- Leaving Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer no longer having responsibilities for the Charter School for the position the designated filer submitted an Assuming Office Form 700; and
- Annual Statement – by the annual deadline established by the Fair Political Practices Commission each year, which is typically April 1st.

1.3 Governing Board Activities

A. Calendar: The Charter School shall provide an annual calendar of regular meetings of the governing board, including a description of how students, parents, and community members shall be notified of meetings. This calendar, with an emphasis on the date of the next scheduled board meeting, shall be displayed prominently on the Charter school's website.

B. Governing Board Meetings: The governing board of the Charter School shall conduct public meetings included on the annual calendar at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective board policies and procedures. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 - 54962). Governing board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits. For all regular and special meetings of the governing board and all standing committee meetings, the Charter School shall provide LACOE with written notification of the meeting, including a copy of the posted agenda, and shall be posted on the Charter School's website no less than 72 hours prior to a regular meeting and no less than 24 hours prior to a special meeting. The posted agenda shall contain a description of where the agenda was posted and that the meeting is held in compliance with the Americans with Disabilities Act.

Within ten (10) working days of board meetings, the Charter School shall provide LACOE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, signed resolutions and signed and approved documents. Once approved by the Charter School's governing board, the Charter School

shall provide LACOE with a copy of the minutes of the meeting within ten (10) calendar days. All policies, policy changes, and approved meeting minutes shall be posted on the Charter School's website no more than 30 days after each meeting.

C. Brown Act Training: The Charter School shall provide Brown Act training to its governing board members and administrative staff **prior** to the execution of any duties. The Charter School shall certify to LACOE annually or after any changes in governing board members or administrative staff that the Brown Act training was provided.

D. Governing Board Policies: Prior to opening, the governing board shall develop and adopt policies and procedures to guide the operation of the Charter School, including but not limited to, policies in the areas listed below. The policies shall comply with law and be aligned to the approved charter. A copy of these policies and procedures shall be submitted to LACOE no less than 30 days prior to opening, annually, and upon revision. All policies and procedures are subject to review during site visits. Policies identified with an asterisk shall be posted on the Charter School's website at all times the Charter School is operational; the website will be updated within 30 days of any revision.

- **Conflicts of Interest Policy*: If it has not already done so for the current year, at the first meeting of the Charter School's governing board, following receipt of the MOU and each July thereafter, the Charter School's governing board shall: (1) adopt a conflict of interest policy, including provisions related to nepotism, for itself and the Charter School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; (2) provide verification that all board members and designated Charter School management employees (i.e., Form 700 filers) have participated in conflict of interest training; and (3) take action to comply with the Political Reform Act and its implementing regulations, including adoption of the Conflict of Interest Code of the Los Angeles County Office of Education. *Where the filing requirements for the authorizing entity and the Charter School are discrepant with regard to designated filing positions and/or assigned disclosure categories, the requirements of the authorizing entity shall prevail.* The Charter School shall follow the Political Reform Act, the California Corporation Code, and IRS regulations.
- **Internal Fiscal Control Policies*: The Charter School shall develop and maintain internal fiscal control policies governing all financial activities that are approved by the governing board. ***The charter school shall submit these policies to LACOE no later than 30 days prior to opening and within 10 days of governing board approval*** whenever the policies are revised
- *Adherence to County Board of Education Policy and Regulation*: At the first governing board meeting of the Charter School following receipt of the MOU and each July thereafter, the governing board of the Charter School shall review and acknowledge in its board minutes that it shall adhere to all policies and regulations pertaining to charter schools that have been adopted by the Los Angeles County Board of Education and Superintendent, as long as the policies do not conflict with Education Code. All new and/or revised policies and procedures will be posted on the Charter School's website no more than 14 days after their adoption. Updated policies and regulations are available to the Charter School on our website www.lacoe.edu.
- *Criminal Background Check Policies*: These policies shall set the school's standards for employment, volunteering, vendors, and contractors.
- **Educational and Admissions Policies*: These policies include admissions, enrollment, and lottery process; electronic device use; special education; homeless and foster youth; independent study; requirements for graduation and for the Certificate of Completion (as applicable)².
- **Uniform Complaint Procedures*: Uniform Complaint Procedures (UCP), approved by the Charter School's governing board, shall be posted at all of the Charter School's sites, in a place available

² If these policies are incorporated into documents that are posted on the Charter School's website, the posting of those documents is sufficient, it is the Charter School's responsibility to identify the document location.

for public viewing and on its website. Complaint procedures shall identify the Los Angeles County Board of Education as the authorizer and provide the telephone number to the LACOE Charter School Office and the LACOE website (www.lacoe.edu).

- **Health Policies:* Policies related to absences, illness, medications, blood borne pathogens, immunization requirements, for providing emergency medical services, establishing the Section 504 Accommodation Plan².
- **Comprehensive School Safety Policies:* Policies that provide for a safe learning environment for all pupils. Policies shall include but are not limited to those areas specified and/or associated with EC 32280-32289, as described in Section 1.4(B) of this document.
- **Parent/Student Handbook:* The governing board shall approve the Parent/Student Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to all families each year, to new enrollees during registration, and upon request, and that it is at all times available online. At a minimum, the handbook shall include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and should include policies regarding dress code, student fees and field trips, and the school calendar and bell schedule. Also, a description of complaint procedures that parents may pursue in the event of disagreements, Independent Study and graduation and/or Certificates of Completion requirements, and an indication of LACOE as the authorizing entity. An annual parent meeting shall be held to inform parents regarding policies. The handbook shall be translated into language(s) most represented in the Charter School.
- *Employee Handbook:* The governing board shall approve the Employee Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to each employee at the time of their hire and each year at the beginning of the school year. At a minimum, the handbook shall include detailed expectations for standard rules of behavior, employee performance, employee problem solving, due process rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both formal and informal complaint procedures, discrimination and harassment, workplace security, drug and alcohol policies, at-will employment (if applicable), confidentiality, electronic communications, family and medical leave and employee benefits.

Amendments to the employee handbook may be made and distributed to employees by the Charter School during the year. A copy of the handbook may be reviewed during site visits.

1.4 Administration

A. Enrollment and Admissions Documentation: The Charter School shall maintain on file and provide to LACOE upon request the following information:

- Descriptions of outreach and recruitment activities that have been conducted to reach target populations as described in the charter
- Procedures for application, enrollment, admission, wait listing and lotteries for placement (enrollment preferences) as described in the charter
- Evidence of enrollment preferences consistent with the charter and with LACOE conditions of operation
- Copy of application and enrollment forms and information provided to prospective families
- Documentation, while pertinent, that start-up enrollment is consistent with enrollment numbers described in the charter

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- 263 • Evidence that the school is not seeking apportionment for students who are not residents of
- 264 California in accordance with EC § 47612
- 265 • For students over 18, evidence that each student has been continuously enrolled (no break in
- 266 enrollment greater than 20 school days) in an educational program and is making satisfactory
- 267 progress toward completion of a high school diploma

268 B. Health and Safety Plans: Prior to opening, annually, and upon revision, the Charter School shall

269 provide to LACOE, and have posted on the Charter School's website, a copy of its Health and Safety

270 Plans as follows:

- 271 • A copy of its health plan for students and employees including policies and procedures related to
- 272 absences, illness, medications, blood borne pathogens, immunization requirements, plan for
- 273 providing emergency medical services, establishing a Section 504 Accommodation Plan, and
- 274 health/mental health services available at and/or through the Charter School.
- 275 • A copy of its Comprehensive School Safety Plan that addresses all components of EC § 32280-
- 276 32289.
- 277 • Student Discipline including a list of offenses for which students may be given detention, or may
- 278 and must be suspended or expelled, the procedures for suspension or expulsion, procedures by
- 279 which parents and students shall be informed about reasons for suspension or expulsion, and of
- 280 their due process rights in regard to the disciplinary action.
- 281 • Campus Supervision and Visitors including supervision of students before and after school, while
- 282 on campus, and student drop-off and pick-up; policies related to visitors on campus, entering and
- 283 leaving the campus.
- 284 • Child Abuse Reporting including procedures consistent with Article 2.5 (commencing with Section
- 285 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. The policy should include a timeline
- 286 for the annual training of mandated reporters and the process to be used by staff for reporting
- 287 suspected child abuse to the appropriate authorities.
- 288 • Teacher Notification of Dangerous Students including procedures to be used to notify teachers of
- 289 dangerous pupils pursuant to EC 49079.
- 290 • Discrimination and Harassment consistent with the prohibition of discrimination contained in EC
- 291 Part 1, Chapter 2 (commencing with section 200). The policy should include how the information
- 292 will be communicated to stakeholder groups and how related complaints may be filed.
- 293 • Dress Code including school-wide dress code, pursuant to EC 35183, that prohibits pupils from
- 294 wearing "gang-related apparel" or other items that, if worn on a school campus, could be
- 295 reasonably determined to threaten the health and safety of the school environment.
- 296 • Safe and Orderly Environment including procedures designed to ensure a safe and orderly
- 297 environment conducive to learning at the school in accordance with EC § 32282(a)(2)(H).
- 298 • Code of Conduct for all students clearly stating the responsibilities of students, teachers, and
- 299 administrators in maintaining a classroom environment that allows a teacher to communicate
- 300 effectively with all students in the class, allows all students to learn, has consequences that are
- 301 fair and age-appropriate, considers the student and circumstances and is enforced accordingly.
- 302 • Anti-Bullying including procedures aimed at the prevention of bullying, including cyber bullying, to
- 303 be developed in accordance with AB 9 and that include clear procedures for reporting incidents
- 304 of bullying or harassment.
- 305 • Disaster/Emergency Response Plan including the protective measures and procedures to be
- 306 followed in the event of a natural disaster or other incident that threatens the health and safety of
- 307 students and staff (ex. earthquake, fire, bomb threat or intruders on campus). Procedures should

include accommodation for pupils with disabilities and information to parents on the student release process.

The section of the plan that addresses intruders on campus, bomb threats and other information that would compromise the Charter School's security ***should not*** be included in the website posting.

- Evidence that staff has been trained in health, safety, and emergency procedures.
- A calendar of emergency drills for students.

The Charter School shall provide training for staff in responding to emergencies and conduct routine emergency response drills for its students.

C. Notice to Parents/Guardians: Annually, the Charter School shall provide to LACOE a copy of the annual notice sent to all parents/guardians regarding their rights under the Family Educational Rights and Privacy Acts (FERPA).

If the Charter School receives Title I funding, parent notice shall provide information regarding the federal Every Student Succeeds Act (ESSA), including the right to request and receive essential information about the professional and qualifications of the teacher(s) instructing their child.

At all times the Charter School is operational, it shall post on its website and in the school's office(s), a notice that the Charter School is authorized by the Los Angeles County Board of Education and the contact telephone number for the Los Angeles County Office of Education, Charter School Office.

D. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a legitimate educational interest are entitled to access students education records under 20 U.S.C.A. § 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC § 49076(b)(6). The Charter School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that LACOE has an educational interest in the educational records of the Charter School such that LACOE shall have access to those records for reasons that include, but are not limited to, records requests, complaints, and school closure. Records at a minimum, shall include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC §§ 60605 and 60851.

E. Criminal Record Summaries:

- Department of Justice (DOJ) Clearance: Prior to hiring any employee, the Charter School must obtain an Originating Agency Identifier (ORI) and receive approval of its designated Custodian of Records from the DOJ for the purposes of processing all school employees for DOJ clearance. Obtaining an ORI cannot be done prior to having obtained a school location.
- All employees of the Charter School, parent and non-parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, onsite vendors and contractors having unsupervised contact with students, and Charter School Board members shall submit to background checks and fingerprinting in accordance with EC §§ 44237 and 45125.1. The Charter School shall maintain documentation, and provide to LACOE upon request, that all employees, volunteers, and vendors (as applicable) have clear criminal records summaries prior to their having any unsupervised contact with students. The Charter School shall maintain on file and have available for inspection during site visits, evidence that the Charter School has performed criminal background checks for all employees and volunteers (as applicable) and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter school shall provide certification to LACOE that all employees and volunteers/vendors (as applicable) have cleared a criminal background check prior to any unsupervised contact with students.

- 354 • Any visitor to the Charter School shall wear an appropriate identification badge while at the
- 355 Charter School.

356 F. Data Reporting: The Charter School shall directly report data to the California Department of Education
 357 (CDE) meeting all required deadlines. These reporting engines include, but are not limited to, the
 358 California School Information Service (CSIS), the California Longitudinal Pupil Achievement Data System
 359 (CALPADS), the Consolidated Application (ConApp), and the CDE charter school database.

360 Some of the specific documents to be submitted are as follows:

- 361 • Charter School Annual Information Survey
- 362 • Local Educational Plan (LEA) Plan
- 363 • Federal Cash Management
- 364 • Consolidated Application

365 A copy of the Consolidated Application, as approved by the school's governing board, and sent to CDE,
 366 shall be submitted to the Charter School Office annually and upon revision.

367 G. The School Accountability Report Card (SARC): On or before the date determined by the CDE each
 368 year, the Charter School shall post its SARC on the Charter School's website. The Charter School may,
 369 but is not required to, use the template developed by the CDE and available at
 370 <http://www.cde.ca.gov/talac/sa> as a guide. The Charter School shall include all elements as determined
 371 by the CDE. If the Charter School does not maintain a school website, it shall print and make copies of
 372 the SARC available to parents and other members of the community and provide CDE with a copy of the
 373 SARC to post on its website. If the Charter School posts the SARC on its website, and receives a request
 374 for a copy, it shall provide the copy at no charge.

375 H. Insurance and Risk Management: Before any individuals are employed, or property or facilities are
 376 acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business
 377 in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-
 378 insurance pool consistent with Government Code § 6528 and keep in full force during the term of the
 379 charter, no less than the following insurance coverage:

- 380 • Commercial General Liability, including Damage to Rented Premises coverage (only required for
 381 rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The
 382 policy shall be endorsed to name the Los Angeles County Office of Education and the County
 383 Board of Education ("County Board") as named additional insured and shall provide specifically
 384 that any insurance carried by the District which may be applicable to any claims or loss shall be
 385 deemed excess and the Charter School's insurance shall be primary despite any conflicting
 386 provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured
 387 Retention above \$15,000 without the prior written approval of the Office of Risk Management for
 388 the LACOE.
- 389 • Workers' Compensation Insurance in accordance with provisions of the California Labor Code
 390 adequate to protect the Charter School from claims that may arise from its operations pursuant
 391 to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance
 392 coverage must also include Employers Liability coverage with limits of
 393 \$1,000,000/\$1,000,000/\$1,000,000.
- 394 • Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits
 395 of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a
 396 student bus service. If the Charter School provides student bus services, the required coverage
 397 limit is \$5,000,000 Combined Single Limit per Occurrence.
- 398 • Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School
 399 employees who handle, process or otherwise have responsibility for Charter School funds,

supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insureds and ***shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.***

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to:

www.mycoitracking.com

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

I. Exclusive Employer: The Charter School is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code § 3540, et seq. The Charter School shall have sole responsibility for employment, management, dismissal, and discipline of its employees.

J. Employee Contracts or Agreements: Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE a sample copy of the employee contract that, at a minimum, states that the Charter School is the exclusive employer of employees and has sole responsibility for employment,

management, dismissal, and discipline of its employees. Employee contracts, for each type of employee, shall be available for review by LACOE upon request.

K. Teacher Credentials, Highly Qualified Teacher Requirements, and Non-Certificated Personnel: Biannually in October and February, in accordance with Attachment C, Reporting Timeline, the Charter School shall provide to LACOE an accurate and timely all Staff Information List (certificated and non-certificated personnel) and documentation that all teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by The Charter Schools Act. The Charter School shall notify the CSO when any employee undergoes a change in credential status.

The Charter School shall adhere to all provisions of employment laws applicable to charter schools including, but not limited to, EC § 47612.5(e)(1) which states: "Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the school who possesses a valid teaching certification in accordance with subdivision (I) of Section 47605."

L. Specific Roles to be Identified:

- School Accountability Report Card (SARC) Coordinator – To ensure timely receipt of important SARC information, it is the Charter School's responsibility to register and/or update the contact information for a school employee who will assume the responsibilities of SARC Coordinator on the California Department of Education's (CDE) Accountability Report Card Listserv web page. This is a user managed unrestricted listserv available to the public.
- Accountability (Testing) Coordinator – Coordinates and supervises implementation and administration of federal testing programs, statewide testing programs, state field testing and sample testing, and local group testing programs. It is the Charter School's responsibility to name a school employee who will manage, coordinate, identify, organize and distribute materials and ensure fidelity to the requirements of testing and ensure that all testing information is properly reported.
- Custodian of Records – Person responsible for processing, reviewing and maintaining DOJ clearance records. The individual must receive approval to fulfill this role from the DOJ.
- Homeless and Foster Youth Liaison – Individual responsible to act as point of contact for families as required by federal law: 42 USC § 11432 (g)(1)(J)(ii).

M. Business Services, Education Management, and Vendor Contracts: If within the term of the charter, the Charter School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the Charter School must provide LACOE a copy of the agreement that specifies the exact services to be provided and their cost, the term of the contract and the Charter School's provisions for monitoring the contract to ensure compliance with the contract and quality of service. ***The charter school shall submit all contracts to LACOE no later than 30 days prior to opening and within 10 days of governing board approval whenever a new contract is entered into or revised.***

N. Management Contracts: ***Prior*** to entering into a new or revised contract with an education or charter management organization (EMO/CMO), the Charter School shall provide LACOE with the following:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO/CMO.
- A description of the EMO/CMO's roles and responsibilities for the management of the Charter.
- School and the internal controls that shall be put in place to guide the relationship.

- 493 • A list of other charter schools managed by the EMO/CMO and the academic and operational
- 494 results of such management.
- 495 • A list of and background on the EMO/CMO's leaders and board of directors.
- 496 • A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that
- 497 none of the principals of either the EMO/CMO or the Charter School have conflicts of interests.

498 The County Board considers entering into a contract with an EMO/CMO not identified in the charter to
 499 be a material revision to that charter. The County Board shall review and approve any charter school
 500 management contracts prior to the Charter School entering into the contract. (See Section 4.1 Material
 501 Revision to Charter)

502 O. Facilities: No later than 60 days prior to the opening of school or the occupying or re-occupying of a
 503 facility or site, including learning centers, satellite facilities, administrative offices, and/or other facilities
 504 used by the Charter School, the Charter School shall provide evidence that the facility is/will be adequate
 505 for the Charter School's needs.

- 506 • A pre-opening site visit will be conducted regardless of whether the Charter School is located in
- 507 a facility provided by a district under EC § 47614 (Proposition 39), in a privately-leased facility, or
- 508 in a facility to be occupied under any other arrangement.
- 509 • Prior to signing any lease or similar document, the Charter School will ensure compliance with
- 510 EC § 17215 regarding sites located near runways or potential runways.
- 511 • The Charter School will provide a written signed Agreement (lease or other similar document)
- 512 indicating the Charter School's right to use the principal school site and any ancillary facilities
- 513 identified by the Charter School for the first year of the school's operation and upon any change.
- 514 • Prior to opening a site or before an existing school may occupy a new or different facility, LACOE
- 515 will conduct a site review to determine that the facilities are clean, safe, Americans with Disabilities
- 516 Act (ADA) compliant, and have the necessary local approvals to operate. The Charter School may
- 517 not operate in the facility until the County Board has granted approval to do so. Section 1.4.O of
- 518 this Agreement describes the pre-opening site visit process and requirements.
- 519 • At all times it is operational, the Charter School shall maintain on file, post as required, and furnish
- 520 upon request, certification that its facility or facilities is/are located at a site or sites zoned and/or
- 521 permitted for operation of a charter school (grades 6-12) and has been cleared for use as a charter
- 522 school by all appropriate local authorities (EC § 47610(d)). The facility shall meet all applicable
- 523 fire marshal clearances, certificates of occupancy, signed building permit inspections, and
- 524 approved zoning variances. The Charter School cannot exempt itself from applicable/local zoning
- 525 or building code ordinances.
- 526 • If the Charter School seeks facilities from the district in which it intends to locate, or is located,
- 527 under EC § 47614 (Proposition 39), it will follow applicable statute and regulations regarding
- 528 timely submission of such a request to the district. LACOE will conduct a pre-opening site review
- 529 to approve any facilities allocated to the school by the district.
- 530 • LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the Charter
- 531 School's needs, is safe, and complies with all applicable codes, laws, and ordinances. The school
- 532 will be expected to make any required corrections identified by the facilities inspection team within
- 533 a timeframe that is commensurate with the violation, or concern.
- 534 • Once open, a Charter School may change facilities only with prior approval of the County Board.
- 535 • Under ordinary circumstances, the Charter School shall provide LACOE not less than 60 days
- 536 notification of any change in facilities in order for LACOE to conduct a site visit prior to students
- 537 attending the new facilities. Under extraordinary circumstances, (e.g., a change of facilities
- 538 necessitated by fire or natural disaster), LACOE may waive the pre-opening site visit.

SECTION 2: EDUCATIONAL PERFORMANCE**2.1 Adherence to the Eight Areas of State Priority**

The Charter School must recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs have attained the skills, knowledge, and attitudes specified in the school's educational program. To ensure success, a description of annual goals to be achieved in the following eight State Priorities as they apply to the grade levels served, or the nature of the program operated, by the Charter School must be contained in the charter and reported on annually to the County Board (Annual Report, Section 2.5).

	State Priority	Description
1	Basic Services	The degree to which teachers are appropriately assigned (EC § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (EC § 60119), and school facilities are maintained in good repair (EC § 17002(d)).
2	Implementation of Common Core State Standards	Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
3	Parental Involvement	Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation
4	Student Achievement	Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. CA Measurement of Academic Progress and Performance statewide assessment b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education c. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) d. EL reclassification rate e. Percentage of pupils who have passed an AP exam with a score of 3 or higher f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC § 99300 et seq.) or any subsequent assessment of college preparedness
5	Student Engagement	Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. School attendance rates b. Chronic absenteeism rates c. Middle school dropout rates (EC § 52052.1(a)(3)) d. High school dropout rates e. High school graduation rates
6	School Climate	School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. Pupil suspension rates b. Pupil expulsion rates c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7	Course Access	The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; EC § 42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (EC § 51210)

	State Priority	Description
		Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (EC § 51220(a)-(i))
8	Other Student Outcomes	From the subject areas described above in "Course Access" (or #7), as applicable.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding the charter school's actions and expenditures to support pupil outcomes and overall performance. The Charter School is expected to describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in EC § 52052, including pupils with disabilities for each of the state priorities that apply for the grade levels served, or the nature of the program operated by the Charter School. The Charter School may identify additional school priorities, the goals for the school priorities and the specific annual actions to achieve those goals.

2.2 Academic Performance

Academic Standards are the **benchmarks** of quality and excellence in education. Benchmarks indicate the interim steps a student will take to reach an annual goal or objective. The benchmarks serve as a measurement gauge to monitor a student's progress and to determine if the student is making sufficient progress towards attaining those goals.

It will be the responsibility of the Charter School to submit to the LACOE, in an accurate and timely manner, the results of the academic performance of the students, biannually, using verified data as defined in EC 47607.2(c)(1). The results shall be provided for both English Language Arts and Mathematics, shall cover all grade levels served by the school, and shall be disaggregated for any numerically significant student groups. Those results should provide the comparison of the students from their baseline assessment to their mid-year and/or their end of year results.

- Mid-Year: mid-point of the fall semester or end of first trimester.
- End-of-year: mid-to-end of spring semester, end-of-second trimester or mid-third trimester.

This data must be submitted electronically in a format easily read by LACOE staff. In submitting benchmark school specific data, the Charter School must address how the students are progressing towards the measurable pupil outcomes written in the charter. Pursuant to EC 47604.3, the charter school shall, upon request, provide LACOE with access to their verifiable data program.

2.3 Educational Program

At all times it is operational the Charter School shall have available the information listed below. The information shall be submitted to LACOE prior to opening, whenever updated, and upon request:

- Scope and sequence for all subjects to be offered by the Charter School during the school year and during any supplemental instruction offering.
- The complete educational program for students to be served during the first year and each subsequent year of operation including, but not limited to:
 - (1) A description of the curriculum and identification of the basic instructional materials to be used.
 - (2) Plans for professional development for instructional personnel who will deliver the curriculum and use the instructional materials, including agendas, topics to be covered, and speakers.
 - (3) Results of interim/benchmark assessments used to evaluate student specific progress during the school year in addition to the results of the California Assessment of Student Progress and Performance (CAASPP) program in evaluation of student progress.

- (4) If a high school, the University of California course descriptions submitted to UC Doorway (<http://www.ucop.edu/doorwav/>).
- (5) The Charter School's annual calendar for the school year that includes the number of instructional days (minimum 175 days or as required by law), the annual instructional minutes, minimum or early release days, holidays, board recess days, and professional development days.
- (6) Daily bell schedule for site-based programs that includes any passing time, breaks or recess, lunch breaks, before and after school activities.
- (7) Designation of any nonclassroom-based instructional days.
- (8) Sample student contracts, description of frequency of contact with teachers, pupil/teacher ratios, and description of how student work will be evaluated for time value for nonclassroom-based programs (if applicable).
- (9) Initial and mid-term (as appropriate) Western Association of Schools and Colleges (WASC) accreditation self-study and visiting committee reports (if the school seeks such accreditation).
- (10) The Charter School's Single Plan/Single School District Plan (if applicable).

2.4 Student Achievement Plan³

The Charter School shall not be required to submit a Student Achievement Plan if it has met its LCAP goals both school-wide and by significant subgroups, each year. If the Charter School fails to meet goals school-wide or by numerically significant subgroups, it shall be required to submit a Student Achievement Plan to LACOE according to the following dates:

- December 1 - Draft Student Achievement Plan
- February 1 - Final Student Achievement Plan

If the Charter School is seeking renewal of a charter and has not met its LCAP goals in the prior year, it shall submit a draft Student Achievement Plan for the future concurrent with the charter renewal request.

The Charter School shall implement its final Student Achievement Plan that sets forth school specific goals, how progress towards and achievement of each goal shall be measured and plans for addressing areas identified as needing improvement. The Student Achievement Plan shall build upon the assessment measures, educational goals, and student outcomes described in the charter petition, and shall provide for more stringent assessment measures, educational goals, and student outcomes than those described in the charter petition. If the final Student Achievement Plan is less stringent than the charter, this shall be considered a material revision to the charter and shall be subject to County Board of Education review and approval. The specific requirements of the Student Achievement Plan are described in Attachment A, Student Achievement Plan Guidelines.

2.5 Annual Report

Beginning with the second year of operation, by December 1 each year, the Charter School shall submit a written "Annual Report/School Accountability Report Card" (SARC) to the County Board of Education for the prior year that examines and describes the following:

- California Assessment of Student Performance and Progress (CAASPP) results both in aggregate and disaggregated by numerically significant subgroups.
- Progress made toward each of the educational goals and student outcomes identified in the charter (Measurable Pupil Outcomes).

³ This requirement is subject to amendment in accordance with AB 97, EC § 47605.5 and the implementing Regulations.

- 628 • Evidence that the Charter School is systematically examining student data and using it to drive
- 629 decisions regarding curriculum and instruction.
- 630 • Names and results of any additional verifiable internal assessments used by the Charter School.
- 631 • Plans to address areas identified as needing improvement by the Charter School.
- 632 • Evidence that the Charter School is financially sound based on certain criteria as indicated in
- 633 Attachment B, Fiscal Oversight Requirements and Financial Reporting.
- 634 • Other relevant information as determined by LACOE or the County Board.

635 LACOE shall provide the Charter School with a template for completing the Annual Report/SARC each

636 year. The Charter School shall also be provided with comparison schools.

637 If the Charter School has been required to submit a Student Achievement Plan, it shall address the

638 following elements in the Annual Report/SARC:

- 639 • Progress made in areas identified where progress falls short of meeting outcomes identified in
- 640 the Student Achievement Plan.
- 641 • Professional development provided to further progress on goals described in the Student
- 642 Achievement Plan.
- 643 • Progress made on the implementation of changes to curriculum and instructional strategies
- 644 identified in the Student Achievement Plan.
- 645 • Identification of targeted funds to support elements of Student Achievement Plan.
- 646 • Specific evidence that the results, as shown in the Annual Report, are targeting improvement in
- 647 student achievement, and that the Charter School is financially sound according to the criteria as
- 648 set forth in Attachment B, Fiscal Oversight Requirements and Financial Reporting.

649 On or before July 1, 2015, and each year thereafter, the Annual Report shall conform to the requirements

650 of AB 97 as specified in EC § 47606.5, the implementing Regulations, County Board Policy and

651 Administrative Regulations. LACOE shall comply with EC § 47606.3 and the implementing Regulations,

652 County Board Policy and Administrative Regulations with respect to the monitoring, oversight, technical

653 assistance and revocation.

654 **2.6 Oral Report to the Los Angeles County Board of Education**

655 If requested by the County Board, the Charter School shall also participate in presenting an oral report

656 to the County Board each year. The presentation shall be after December 1 as calendared by the County

657 Board, typically between January and April. LACOE shall promptly inform the Charter School of the date

658 when it is calendared.

659 At the discretion of the County Board, the Charter School may be requested to present additional updates

660 and or reports during the year.

661 **2.7 Services for Students with Disabilities**

662 The Charter School shall submit documentation that it is a Local Education Agency (LEA) with a Special

663 Education Local Plan Area (SELPA) prior to commencing operations and provide a copy of its SELPA

664 Agreement to LACOE annually.

665 **2.8 Annual Assessment of Students**

666 The Charter School shall comply with all state and federal student assessment requirements. The Charter

667 School shall test independent of LACOE, comply with all requirements of the Educational Testing Service

668 (ETS), and provide LACOE with an electronic copy of all Student Level Data provided by ETS within ten

669 (10) days of receipt of the data from ETS.

670 **2.9 Independent Study**

If the Charter School provides instruction through independent study, (whether it is the primary mode of instruction or it is on an incidental basis), it will comply with all requirements of statute applicable to the provision of independent study in charter schools, including EC, Part 28, Chapter 5, Article 5.5 (commencing with Section 51745), and applicable regulations.

The Charter School may, on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness. Any such independent study will be limited to occasional, incidental instances of extended absences, and must be fully compliant with all independent study statutes and regulations applicable to charter schools.

The letter from the auditor certifying compliance must be submitted to LACOE **prior** to reporting independent study ADA at the apportionment reporting periods.

A. Instructional Time Requirements: If the Charter School is approved as a site-based school, it must provide a classroom-based instructional program such that at least 80 percent of the instructional time offered by the Charter School is at the school site and the Charter School requires the attendance of all students for at least 80 percent of the minimum instructional time offered. If the Charter School fails to meet the instructional time requirements, it will be required to file a funding determination in accordance with EC § 47634.2.

B. Calendar and Bell Schedules: No later than June 30, the Charter School will provide to LACOE-Pupil Attendance Accounting and Compliance Unit the instructional calendar for the coming year showing all holidays, staff development days, minimum days, and any other non-instructional days. In addition, the school will provide a daily schedule of instruction including minimum days and other non-standard day schedules necessary to compute annual instructional minutes.

The calendar and bell schedules will be reviewed to ensure compliance with minimum annual instructional minutes by grade level per EC § 47612.5.

If the Charter School changes or updates its daily schedule, or instructional days, it must provide to LACOE-Pupil Attendance Accounting and Compliance Unit evidence of informing parents and guardians at least 30 days in advance of the changes as well as the updated calendar or daily schedule.

SECTION 3: FISCAL OPERATIONS

3.1 Funding

The Charter School shall be funded in accordance with LCFF legislation, Chapter 47, Statutes of 2013 (AB 97) and Chapter 49, Statutes of 2013 (SB 91). The Charter School's entitlement shall be calculated in accordance with LCFF Base Grant, Supplemental Grant and Concentration Grant. The parties recognize the authority of the Charter School to pursue additional sources of funding.

The County Board of Education must receive prior written notification of any source of additional funding that may result in incurring additional debt (i.e., line of credit, selling of receivables, loans, grants investments and/or bonds) to the Charter School. LACOE shall not be responsible for resolving fiscal deficiencies for the Charter School.

3.2 Fiscal Agent

The Charter School shall contract with LACOE for the Charter School's participation in the State Teachers' Retirement System (STRS) and/or the Public Employees Retirement System (PERS) if applicable. See section 3.7 for further discussion of the STRS/PERS responsibilities.

3.3 Student Attendance Accounting and Reporting

The Charter School shall use commercially available attendance accounting software that is compliant with CALPADS data collection requirements. Prior to opening, annually, and upon revision, the Charter School shall provide a copy of the Charter School's procedures for attendance accounting, with evidence of internal controls. Spreadsheets on Excel or other programs **shall not be accepted**. The Charter School shall submit a calendar of attendance months to LACOE no later than June 30, submitting it along

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717 with the school's bell schedules and instructional calendar. The structure of attendance months shall
 718 adhere to EC § 37201.

719 The Charter School shall submit monthly enrollment and attendance data as required to receive
 720 apportionment of funding within five (5) business days after the end of the attendance month to LACOE.

721 In addition, the Charter School shall prepare and submit to LACOE-Pupil Attendance Accounting and
 722 Compliance Unit, the certified data file and original signature reports using the State Principal
 723 Apportionment Data Collection Software reports according to the following schedule:

- 724 • Charter School Physical Location Report by April 10 or if it falls on a Saturday or Sunday, the first
 725 business day following April 10.
- 726 • Charter School Adjustments to CALPADS Data (as applicable) by April 10 or if it falls on a
 727 Saturday or Sunday, the first business day following April 10.
- 728 • First Principal Apportionment (P-1) (attendance for all full attendance months between July 1 and
 729 December 31) by January 4 or if it falls on a Saturday or Sunday, the first business day following
 730 January 4.
- 731 • Second Principal Apportionment (P-2) (attendance for all full attendance months between July 1
 732 and April 15) by April 20 or if it falls on a Saturday or Sunday, the first business day following April
 733 20.
- 734 • Annual Apportionment (attendance for the Charter School year) by July 5 or if it falls on a Saturday
 735 or Sunday, the first business day following July 5.
- 736 • Corrections to the second principal apportionment and annual principal apportionment reports
 737 shall be received by LACOE no later than September 15 or if it falls on a Saturday or Sunday, the
 738 first business day following September 15.

739 NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely
 740 manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded
 741 from that apportionment's certification and funding period. For example, if P-1 attendance data is not
 742 received in time for inclusion in the P-1 certification, the school ADA defaults to zero and no funds are
 743 paid for the P-1 funding period, February through May. Any subsequent attendance report corrections
 744 shall include a narrative justification for the corrections made.

745 The Charter School shall submit with the Monthly Attendance Report, an Exit Report for each student
 746 who leaves the school (except when matriculating to sixth grade). The Exit Report shall be completed by
 747 the parent/guardian and minimally include: (1) reason for withdrawal; (2) date of withdrawal; (3) school
 748 to which student is transferring; (4) parent/guardian signature and date; and (5) administrative signature
 749 and date. The Exit Reports shall coincide with the inclusive dates of the Monthly Attendance Report.

750 Summer Instruction: If the school is providing summer instruction, a calendar of the summer program
 751 shall be provided to LACOE no less than two (2) weeks prior to the start of the instruction.

752 **3.4 Revenue and Expenditure Reporting**

753 The Charter School is required by EC § 47604.33 to submit periodic reports of revenues, expenditures,
 754 and reserves. The Charter School shall submit to LACOE monthly statement of cash flows, copies of
 755 bank statements, General Ledger, Revenue and Expenditure Summary, Statement of Financial Position,
 756 Statement of Fund Balance, Year-to-date Budget to Actual Statement and notes to financial statements
 757 in accordance with Attachment B, Fiscal Oversight Requirements and Financial Reporting. As part of the
 758 continuous oversight, LACOE shall make a periodic assessment of the charter's fiscal condition.

759 Charter schools with one or more authorizers or participating in a CMO/EMO structure, shall establish
 760 and maintain a separate checking account for all LACOE authorized charters. All site-base payables and
 761 receivables shall be conducted through the school's separate bank accounts.

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762 In order to meet statutory timelines for revenue and expenditure reporting, The Charter School shall
 763 submit Charter School Board approved fiscal reports to LACOE for review using the state software
 764 (SACSWEB System), according to the following schedule:

- 765 • Preliminary budget on or before July 1
- 766 • First Interim Report (expenditures through 10/31) on or before December 15
- 767 • Second Interim Report (expenditures through 1/31) on or before March 15
- 768 • Unaudited Actuals Report for the prior fiscal year on or before September 15

769 Any changes in the budget or interim reports from one reporting period to the next period shall be
 770 explained in writing. Explanations and budget assumptions shall accompany the reports. The Charter
 771 School is expected to maintain reserves of no less than three (3) percent of the Charter School's Adopted
 772 Budget for the fiscal year. An explanation of any projected drop in reserves below the three (3) percent
 773 level shall be included in the assumptions.

774 3.5 Annual Audit

775 In accordance EC § 41020(b)(3) by March 13 of each year, the Charter School shall submit to LACOE
 776 information regarding the audit firm that will be conducting the annual audit. Information shall include the
 777 following:

- 778 • Cover letter includes: Audit firm name, address, partner(s), and audit firm contract number; e-mail
 779 address, contract period, contract amount, and date of Board approval
- 780 • Copy of Board minutes approving audit firm
- 781 • Copy of the fully executed contract with the audit firm

782 In accordance with EC § 41020, by **December 15** of each year, the Charter School shall submit an annual
 783 independent financial audit to the State Controller's Office (SCO), LACOE, and the CDE. The audit shall
 784 be conducted by an auditor from the list approved by the SCO and mutually agreeable to LACOE and
 785 the Charter School. If any findings or exceptions are identified in the annual audit, the Charter School
 786 shall implement corrective action plans in a timely manner. ***Continuing or unresolved prior year***
 787 ***findings or deficiencies shall have a negative impact on the Charter School's renewal request.***

788 The SCO does not grant filing extensions to charter schools. The extension must be obtained through
 789 the chartering entity. Submit extension requests to the LACOE Business Advisory Services Division, and
 790 LACOE will notify the SCO and the CDE of the approved extensions.

791 In addition to the Charter School's financial statements, the audit shall include, as applicable, but not be
 792 limited to:

- 793 • Contemporaneous records of attendance
- 794 • Annual instructional minutes
- 795 • Documentation related to non-classroom-based instruction
- 796 • Determination of funding for nonclassroom-based instruction as per EC § 47634.2

797 3.6 Oversight Fees

798 The Charter School shall be charged an oversight fee not to exceed one (1) percent of the LCFF Base
 799 Grant, Supplemental Grant and Concentration Grant received by the Charter School in accordance with
 800 EC § 47613 and used to offset consultant and administrative costs required for comprehensive
 801 oversight, which includes but is not limited to the following categories:

- 802 • Curriculum and instruction
- 803 • Assessment and accountability

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- 804 • School fiscal review
- 805 • Site visitations
- 806 • Renewal evaluations
- 807 • Attendance accounting processing, analysis and certification
- 808 • In the case of a countywide charter (EC § 47605.6), the County Board may enter into an
- 809 agreement with a third party, at the expense of the Charter School, to oversee, monitor, and report
- 810 to the County Board on the Charter School's operations. The County Board may prescribe the
- 811 aspects of the Charter School's operations to be monitored by the third party and may prescribe
- 812 appropriate requirements regarding the reporting of information concerning the operations of the
- 813 Charter School to the County Board of education. (EC § 47605.6(a)(1)) The County Board
- 814 delegates the authority to make this determination and enter into the agreement to the County
- 815 Superintendent of Schools/designee.

816 The oversight fee shall be based on the LCFF Base Grant, Supplemental Grant and Concentration Grant
 817 funding provided to the Charter School at the Second Principal Apportionment (P-2). Failure to remand
 818 oversight fees shall incur interest fees and LACOE may withhold or charge apportionment to recoup fees
 819 owed.

820 **3.7 State Teachers Retirement System (STRS)/Public Employees Retirement System (PERS)**

821 **Reporting**

822 If the Charter School offers its employees the opportunity to participate in STRS or PERS, the Charter
 823 School shall be responsible for contracting with LACOE for reporting purposes. Such arrangements shall
 824 be made prior to the hiring of any employee. The Charter School shall notify LACOE of the staff person
 825 who will make the arrangements and provide written notification that arrangements have been made prior
 826 to the hiring of employees. If the school participates in any alternative retirement systems, information
 827 regarding those systems must also be provided.

828 **SECTION 4: FULFILLING CHARTER TERMS**

829 **4.1 Material Revision to Charter**

830 Changes to the charter deemed to be material revisions may not be made without prior approval by the
 831 County Board of Education. Revisions to the charter considered to be material changes include, but are
 832 not limited to, the following:

- 833 • Substantial changes to the educational program (including the addition or deletion of an
- 834 educational program), mission, or vision.
- 835 • Changing to or adding a nonclassroom-based program.
- 836 • Proposed changes in enrollment that increases by more than 20 percent of the enrollment
- 837 originally projected in the charter petition in any given year or a change that could significantly
- 838 impact the academic or financial sustainability of the School.
- 839 • Addition or deletion of grades or grade levels to be served.
- 840 • Changes to location of facilities or lease agreements for the Charter School sites, resource
- 841 centers, meeting space, or other satellite facility including the opening of a new facility; temporary
- 842 locations rented for annual student testing purposes shall be exempted from this provision.
- 843 • Changing admissions requirements and procedures.
- 844 • Governance structure, including but not limited to: changes in number of board members, method
- 845 by which new board members are selected, and/or changes in majority/quorum or other
- 846 provisions relating to resolution approval.

847 Entering into or revising a contract with an EMO/CMO. **4.2 State Assessments**

848 The Charter School agrees to comply with and adhere to the state requirements for participation and
849 administration of all state mandated tests, including the designation of a test site coordinator and the
850 establishment of accounts with each test vendor. The state tests required to be administered include, but
851 may not be limited to:

- 852 • Smarter Balanced Assessments
- 853 • California Standards Tests (select tests/grades)
- 854 • Physical Fitness Test
- 855 • California English Language Development Test / English Language Proficiency Assessments for
856 California
- 857 • California Alternate Assessments

858 **4.3 Site Visits**

859 LACOE shall conduct at least two (2) visits during the school year. The site visits shall consist of the
860 following:

- 861 • At least one (1) site visit shall be conducted in order to assess the Charter School's progress in
862 governance and organizational management, educational performance, fiscal operations, and
863 fulfillment of the terms of the charter. The primary focus of the visit shall be on teaching and
864 learning and, if applicable, the Student Achievement Plan (described under Section 2: Educational
865 Performance). The site visit may include review of the facility, review of records maintained by
866 the Charter School, interviews with administrators, staff, students, and parents, and observation
867 of instruction in the classroom. The evaluations for each year shall constitute one (1) basis upon
868 which a renewal decision shall be made at the end of the term of the charter in accordance with
869 the Education Code. Any deficiencies shall be reviewed with the Charter School administration.
870 The Charter School administration will be given an opportunity to address the deficiencies.
- 871 • At least one (1) site visit shall be conducted to review the charter school facilities. LACOE will
872 conduct an annual facilities inspection to ensure the facility is adequate for the Charter School's
873 needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be
874 expected to make any required corrections identified by the facilities inspection team within a
875 timeframe that is commensurate with the violation, or concern.

876 EC § 47604.32(b) requires LACOE to conduct a site visit at least annually. The purpose of the visits
877 shall be to monitor the instructional program and operations in accordance with County Board of
878 Education Policy 0420.4. The County Board and LACOE staff may inspect or observe any part of the
879 charter school at any time. (EC § 47607(a)(1)).

880 **4.4 Renewals**

881 The Charter School may seek renewal of its charter prior to expiration of the term of the charter in
882 accordance with EC § 47605(k)(3), EC § 47607(a) and (b), the implementing Regulations, County Board
883 Policy and Administrative Regulations.

884 In the case of a countywide charter, the elements of the renewal petition shall comply with EC § 47605.6.
885 The Charter School shall submit its renewal petition for the next charter term along with a copy of the
886 most recent Annual Report and Student Achievement Plan (if applicable) to LACOE. The renewal petition
887 may be submitted no earlier than the date CDE releases the schools' academic performance data for the
888 school year prior to the last year of the term of the charter and no later than January 31 of the last year
889 of the term of the charter except as provided for under County Board Policy.

890 LACOE shall review the charter petition, consider the Charter School's academic, financial, and
891 operational performance (including its audit reports and annual visitation reports), and conduct a renewal
892 site visit as part of the renewal process. To the extent required, the charter petition shall be revised in

accordance with current statutes and regulations. LACOE shall abide by Education Code, California Code of Regulations (CCR), and County Board Policy and Regulation when considering charter renewal.

4.5 Notice of Violation, Opportunity to Remedy, and Revocation

The County Board may provide notice of violation, opportunity to remedy, and revoke the charter as set forth in EC § 47607, its implementing Regulations, County Board Policy, and Administrative Regulations.

4.6 Closure Procedures

At all times it is operational, the Charter School shall have closure procedures in place and available for review. Closure procedures shall be submitted to LACOE prior to opening, whenever updated, and upon request. Procedures shall be compliant with EC § 47604.32, 47605, 47605.6 and 47607; with Title 5, CCR § 11962 and 11962.1; as well as with County Board Policies and Procedures, and shall contain at a minimum, the following:

- Identification of a responsible person(s) (e.g., Executive Director, Financial Officer, President of the Charter School governing board) to oversee and conduct the closure process; this provision shall include a process to ensure that closure procedures are updated no less than annually or when any change is made.
- Notification of students and families of the Charter School closure.
- Security of student and business records.
- System for exiting all students correctly in CALPADS. The exit date must be on or before the official closure date.
- Processing of final employee payroll and benefits, including contributions to STRS/PERS, as applicable.
- Identification of all assets and liabilities and the plan for transfer as detailed in the charter.
- Final close-out audit to be paid for by the Charter School.
- Identification of a source of funding to be used for closeout expenses including the final audit.
- Dissolution of the Charter School and/or nonprofit corporation.

Further descriptions of each of these items can be found in the laws and regulations listed above in 4.6.

If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), LACOE shall serve written notice on the Charter School that closure procedures have been invoked. No later than 10 days after receiving that notice, the Charter School will meet with LACOE to plan for the orderly closing of the Charter School following procedures noted within the petition as well as those within Appendix E. Individuals present at that meeting shall include the individual the Charter School identified as responsible for closure, a member of the Charter School's governing board and LACOE staff that will work with the Charter School to complete all close out activities.

The Charter School expressly acknowledges the right of LACOE, on behalf of the County Superintendent of Schools to take immediate and direct control of all of the Charter School's student and business records at any time after LACOE gives written notice that it is invoking closure procedures.

If the Charter School closes without a designated entity, or the designated entity no longer exists, for the transfer of assets, LACOE becomes the designated entity for the transfer of assets.

SECTION 5: REQUIRED DISCLOSURES

The preliminary or final written results of any investigation of Magnolia Science Academy 2 Charter School will be provided as soon as possible, (within 48 hours of receipt), to the LACOE Charter School Office for its review. This includes, but is not limited to, any Notices of Violation or Orders to Comply from

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935 any federal, state or local agency. LACOE will determine whether the violation constitutes grounds for
 936 revocation under Education Code 47607(c)(1).

937 The notice of any litigation or pending litigation in which the school is involved, the subject of litigation,
 938 the nature of the dispute, and the potential liability, if any, to LACOE will be provided as soon as possible,
 939 (within 5 business days of receipt), to the LACOE Charter School Office.

940 Pursuant to reasonable requests under EC 47604.3, the charter school shall, upon request, provide
 941 LACOE with parent notifications, documents related to due process, summary reports on internal or
 942 external investigations, financial records, and student disciplinary records.

943 The Charter School will provide advance notification (in alignment with parent notification) of expulsion
 944 hearings to the LACOE CSO. The Charter School will provide to the LACOE CSO for review, *upon*
 945 *request*, documentation of findings/evidence related to expulsions; including an audio or video recording,
 946 or certified written transcript, of the hearing.

947 The Charter School will provide advance notification of changes to the school's bylaws.

948 **SECTION 6: NONDISCRIMINATION**

949 The parties recognize and agree that the Charter School shall not charge tuition, shall be nonsectarian,
 950 and pursuant to EC § 200, the School shall be open to all students regardless of race, ethnicity, national
 951 origin, gender, sexual orientation (whether perceived or actual), religion, socioeconomic status, or
 952 disability, immigration status, or any other characteristic that is contained in the definition of hate crimes
 953 set forth in § 422.55 of the Penal Code. These non-discrimination provisions shall apply to employment
 954 of all staff members as well.

955 **SECTION 7: SEVERABILITY**

956 If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable
 957 or contrary to public policy, or statute, the remainder of this Agreement shall not be affected thereby and
 958 shall remain valid and fully enforceable.

959 **SECTION 8: NON-ASSIGNMENT**

960 No portion of this Agreement or the charter petition approved by the LACOE may be assigned to another
 961 entity without the prior written approval of the County Board of Education.

962 **SECTION 9: WAIVER**

963 A waiver of any provision or term of this Agreement shall be in writing and signed by both parties. Any
 964 such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that
 965 neither party to this Agreement waives any of the rights, responsibilities, and privileges established by
 966 the Charter Schools Act of 1992.

967 **SECTION 10: NOTIFICATION**

968 All notices, requests, and other communications under this Agreement shall be in writing and mailed to
 969 the proper addresses as follows:

To LACOE:

Business Services
 C/O Karen Kimmel
 Chief Financial Officer
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

or Charter School Office
 C/O Indra Ciccarelli
 Director II
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

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To the Charter School:

Name: Mr. Alfredo Rubalcava Title: CEO & Superintendent
 Magnolia Science Academy 2 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

To the Charter School governing board:

Name: Mr. Mekan Muhammedov Title: Board Member
 Magnolia Science Academy 2 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

970 This Agreement, including Attachments A through D, contains the entire agreement of the parties with
 971 respect to the matters covered hereby, and supersedes any oral or written understandings, agreement
 972 or agreements between the parties with respect to the subject matter of this Agreement. No person or
 973 party is authorized to make any representations or warranties except as set forth herein, and no
 974 agreement, statement, representation or promise by any party hereto which is not contained herein shall
 975 be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties,
 976 representations, statements, or promises by any of the parties herein or any of their agents or consultants
 977 except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement
 978 shall only be modified in writing by the mutual agreement of the parties.

 Date Print Sign
 Authorized School Representative, Magnolia Science Academy 2 Charter School

 Date Print Sign
 Authorized Board Representative, Magnolia Science Academy 2 Charter School

 Date Karen Kimmel, Chief Financial Officer
 Business and Finance
 Los Angeles County Office of Education

Attachment A: Student Achievement Plan Guidelines

I. Overview

A Student Achievement Plan is required to be submitted to the Los Angeles County Office of Education (LACOE) if the Charter School fails to meet all of its Measurable Pupil Outcomes (MPOs) and/or LCAP goals in any year. The Achievement Plan requires the Charter School to establish specific goals and actions the Charter School will take to improve student academic achievement in those areas identified through the MPOs and/or LCAP update as not meeting performance criteria. The Charter School shall be expected to present an annual update to the County Board of Education on the progress made in meeting goals identified in the Student Achievement Plan. These guidelines make explicit the elements that shall be addressed in the Student Achievement Plan for any subject area or criteria in which the Charter School falls short of targets. Data compiled from this Student Achievement Plan and the annual update, plus confirming evidence gathered during periodic site visits will provide LACOE with evidence of whether the Charter School is on track to its charter being renewed.

In addition to the MPOs and LCAP goals, the Charter School may incorporate a variety of additional outcome measures to further demonstrate academic achievement and organizational effectiveness. While these various supplemental measures will not carry as much weight as the required measures in making renewal decisions, they may be important in helping the Charter School achieve its academic goals and distinctive qualities in the Charter School's mission as well as highlight those goals.

II. Required Components of the Student Achievement Plan

For each area in which the Charter School did not meet its MPOs or LCAP goals, the Charter School shall submit a plan to the LACOE describing specific and concrete actions the Charter School will take in order to improve student achievement over the course of the current school year. The Student Achievement Plan shall address, at a minimum, the following elements:

- Methods or system the Charter School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the Charter School as a whole.
- Analysis of the CAASPP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.
- Specific actions, which follow from the examination of student data, which the Charter School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
- Professional development plan for teachers and/or other staff that supports the activities the Charter School will implement to improve performance in targeted areas.
- Diagnostic assessments that will be used to enable the Charter School to monitor the effects of proposed changes on student performance.

The Charter School shall submit a draft Student Achievement Plan to LACOE by October 1 if the Charter School did not meet its MPOs or LCAP goals in the prior year. LACOE will review the draft plan and either approve it as submitted or request changes to it. If changes are required, the final Plan shall be due to LACOE by December 1.

Further information regarding API may be found at www.cde.ca.gov/italaciap/index.asp on the LACOE website. Information on AYP, including targets and criteria may be found at www.cde.ca.gov/iteac/ayfindex.asp.

In accordance with AB 97, prior to July 1, 2015, these guidelines may be amended to reflect EC § 47605.5 and the implementing Regulations.

Attachment B: Fiscal Oversight Requirements and Financial Reporting

LACOE shall determine fiscal soundness of the Charter School by reviewing and analyzing the financial reports and documents provided by the Charter School. This determination shall be made each month and LACOE shall notify the Charter School in writing of any concerns it may have regarding the financial stability of the Charter School.

If the Charter School is in its first year of operation and will begin instruction by September 30, or if the Charter School is significantly expanding, the school may receive a special advance and/or allocation on their funding for certain state and federal categorical programs. The special advance and/or allocation are based on estimates of the school's upcoming enrollment, average daily attendance and/or pupil demographic data. These data estimates are submitted in the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report. This report should be submitted online on the CDE website with the original report submitted to LACOE, no later than the last day of July of that same year.

LACOE requires that the charter school shall make available for the authorizer's review any revisions in revenue and expenditures that it has made to its budget, not later than 45 days after the Governor signs the annual Budget Act, to reflect the funding made available by that Budget Act. This is pursuant to Education Code § 42127(i)(4).

In addition to the above, by the fifteen of each month the Charter School and/or CMO/EMO shall provide the following reports and documents with full disclosure of transactions to the Business Advisory Services Division for the prior month:

1. Monthly bank statements
2. Monthly bank reconciliations
3. Monthly general ledger
4. Statement of revenue and expenditures (month-to-date/year-to-date for actuals and budget and comparisons)
5. Statement of financial position
6. Year to date budget to actual statement
7. Notes to financial statements
8. General Ledger (excel or compatible spreadsheet)
9. Schedule of Debts/Liabilities with dates of the origin of the debt, cost of borrowing, and repayment plan with timelines
10. Monthly Cash Flow Projections - submit on quarterly basis by the 15th day after the end of each quarter
11. Quarterly Consolidated Financial Report(s) – for organization that have more than one charter school or operating under a CMO/EMO structure.
12. Shared cost allocation plan, along with established methodology for cost shared between the Charter schools, CMO/EMO, and other organizations.

Beginning with the 2012–13 school-year, the Charter School will receive general purpose state aid funding pursuant to Proposition 30, known as the Education Protection Account (EPA). To be compliant with the requirements of Proposition 30, the school must:

1. The Charter School's governing board must meet to make spending determinations for the funds at an open public meeting.
2. Report the amount of funds received and how the funds will be/were spent.

LACOE may require additional financial related documents and shall request them of the Charter School as needed.

Attachment C: Reporting Timeline (Revised Annually)

Annual Submission Timeline and Due Dates

(Provided as a separate file)

Attachment D

Action of the County Board to Authorize the Charter School

(Provided as a separate file)

Attachment E

Closure Procedures

(Provided as a separate file)

Request for Taxpayer Identification Number and Certification

(Provided as a separate file)

	Month due	Category	Report/Activity	Send to^	File	Document Links
1	July '24	Fiscal	Adopted Budget for Fiscal Year 2024 - 25 Board Approved: Due July 1, 2024 Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
2	July	Fiscal	Adopted Fiscal Policies for Fiscal Year 2024-25 Due July 1, 2024 (Resubmit within 10 days if changed)	BAS & Canvas	Fiscal	
3	July	Administrative	All Site Lease Agreements, Shared Use Agreement (SUA) and/or Facilities Use Agreement (FUA) Due July 1, 2024 (and when modified).	Canvas	Facilities	
4	July	Administrative	2024-25 Local Control Accountability Plan (LCAP) and Budget (Board approved). Due July 1, 2024 Note: Upload PDF copy to Canvas.	BAS & Canvas	LCAP	
5	July	Attendance	Instructional Calendar and Bell Schedules: Final Board approved calendars and bell schedules Due July 1, 2024 - to PAAC and CSO. Bell Schedule by grade as follows: TK & K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period) If calendar/bell schedule need to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
6	July	Instruc-Title I	School Plan/Single Plan for Student Achievement Due July 1, 2024 (if using LCAP for SPSA notify rudolph_sheila@laoe.edu)	Canvas	Title I & EL	
7	July	Administrative	Workplace Violence Prevention Plan (WVPP): As a result of Senate Bill 553 (SB 553), all employers, including charter schools, that fall within the scope of California Labor Code (LC) 6401.7 and LC 6401.9, are required to establish, implement, and maintain an effective, written Workplace Violence Prevention Plan (WVPP). California's new law requiring a WVPP-related training, record keeping, and reporting protocol for nearly all employers, is in effect now, with a compliance deadline of July 1, 2024. Using the CSO template, please confirm that your school has developed a Workplace Violence Prevention Plan (WVPP) by July 1, 2024. http://dir.ca.gov/dosh/Workplace-Violence/General-Industry.html	Canvas	Governance	Link to Charter School Office Templates
8	July	Attendance	P-3 State Annual Attendance Report SY 2023-24: Original signature documents received and certified data file e-mailed by July 8, 2024. Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
9	July	Attendance	New charters* or expanding grade level charters ONLY: Submit certification pages for the PENSEC for signatures to PAAC no later than July 19, 2024. *Email PAAC for clarification as to whether you're considered a new charter and "CC" Charter School Office.	PAAC	ADA	
10	July	Attendance	Summer Session Attendance Reports: Due no later than the Friday following the close of the summer session (if applicable) for all 10-Month charter schools.	PAAC	ADA	
11	Aug	Administrative	Blank Employment Agreement/Contract for each employee type (i.e., certificated, non-certificated, mgnt., etc.). Please include a list of position titles applicable to each contract type. Due August 9, 2024	Canvas	Governance_Employment Agreement	
12	Aug	Administrative	FERPA (Family Educational Rights and Privacy Act): Annual Parent Notification (https://studentprivacy.ed.gov/resources/ferpa-model-notification-rights-elementary-secondary-schools) Sample copy of dated Notification: Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
13	Aug	Administrative	Parent/Student Handbook: Due August 9, 2024 (and when modified) Please upload an English copy, and if applicable, a copy translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.)	Canvas & PAAC	Governance_Handbook & Safety Plan	
14	Aug	Administrative	Employee Handbook: Due August 9, 2024 (and when modified)	Canvas & PAAC	Governance_Handbook & Safety Plan	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
15	Aug	Administrative	School Contact Information List 2024-25: Submit the 2024-25 School Contact Information List (Use CSO template) Include name, title, phone and email address for the following positions as applicable: Principal, Assistant Principal, Dean, Testing Coordinator, Accountability Coordinator, English Learner Coordinator, Homeless Liaison, Foster Youth Liaison, Special Education Coordinator, Title IX Coordinator, School Counselor(s), and Home Office Staff if applicable). Due August 9, 2024	Canvas	Staff & Student roster	Link to Charter School Office Template
16	Aug	Administrative	Staff Affidavit of DOJ Clearance. Site Administrator's signed statement that background checks have been completed for all staff. Due on or before August 9, 2024	Canvas	Staff & Student roster	
17	Aug	Administrative	Proof of Insurance: (Worker's Comp., Comp. Bodily Injury & Property Damage Liability, Property Damage/Boiler & Machinery/Electronic Data Processing Insurance, etc. per MOU requirements): Annually, 30 days prior to the start of the school year.	https://mycoitracking.com/	Insurance	
18	Aug	Governance	List of Governing Board Members, Officers, Affiliations, and Contact Info: (Use LACOE CSO Excel Form) Due August 9, 2024 (resubmit within 10 days of any change)	Canvas	Governance	Link to Charter School Office Templates
19	Aug	Governance	Governing Board Bylaws (signed): Due August 9, 2024 (and within 10 days of any changes)	Canvas	Governance	
20	Aug	Governance	Approved Governing Board Meeting Schedule for 2024-25: Due August 9, 2024 (and when modified)	Canvas	Governance	
21	Aug	Governance	Organization Chart: Display the relationship between governing board and school leadership: Due August 9, 2024	Canvas	Governance_Board_Policies	
22	Aug	Administrative	Comprehensive School Safety Plan 2024-25 (Updated March 1, 2024): Include emergency drill calendar and staff training schedule including mandated report trainings. Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
23	Aug	Governance	All Board Policies: Board policies uploaded should include but not be limited to, fiscal, Title IX, suspension/expulsion, UCP, K/TK, graduation/credit, employment (if not in employment handbook or student/parent handbook), admissions/enrollment, student fees, suicide prevention, and sexual harassment prevention training. If applicable, upload all board policies translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.) Due August 9, 2024 (and when modified or new CDE requirements)	Canvas	Governance_Board_Policies	
24	Aug	Instruction	SELPA (Special Education Local Plan Area) Agreement: Due August 9, 2024 (and when modified) (https://www.cde.ca.gov/sp/se/as/caselpas.asp)	Canvas	Selpa	
25	Aug	Instruction-EL	English Learner Master Plan: Due August 9, 2024 (http://www.cde.ca.gov/sp/el/)	Canvas	Title I & EL	
26	Aug	Instruction-EL	English Learner "Annual Parent Notification Letter " and "EL Placement Parent Letter": Sample of information to be sent to parents Due August 9, 2024 (https://www.cde.ca.gov/sp/ml/elparentletters.asp)	Canvas	Title I & EL	
27	Aug	Administrative	Staff Information List (Fall) (Use CSO Excel spreadsheet template): Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency. Due August 30, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
28	Aug	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due August 30, 2024. (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
29	Aug	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due August 30, 2024.	Canvas & PAAC	Calendars & Schedules	

	Month due	Category	Report/Activity	Send to^	File	Document Links
30	Aug	Fiscal	Final Unaudited Financial Report for the full prior year FY 2023-24: Both DAT file and Form CA with original signatures must be received. Due August 30, 2024	BAS	Fiscal	
31	Sept	Administrative	2024-25 Professional Development Plan: Submit a calendar or listing of professional development activities planned for the 2024-25 school year. Due September 20, 2024	Canvas	Site Visits	
32	Sept	Instruction-Spec Ed	Quarterly Special Education Report: (Use LACOE CSO Excel Form) Due September 27, 2024.	Canvas	SELPA	Link to Charter School Office Templates
33	Oct	Instruction	Title I 4-week Parent Letter: See Sample CDE Template (https://www.cde.ca.gov/pd/ee/documents/modlet4weeknotieng.doc) Due October 4, 2024	Canvas	Staff & Student roster_Staff List 1st Semester	Link to Charter School Office Templates
34	Oct	Administrative	Student Information List (Fall) using LACOE Excel spreadsheet: (Use LACOE CSO Template provided) Due October 4, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
35	Oct	Attendance	Charter 20 Day Attendance Report: New charters or expanding grade level charters ONLY: Submit certification pages for the Charter 20 Day Attendance Report for signatures to PAAC no later than the due date provided by PAAC. These reports must be certified electronically before the certification page can be generated. See CDE website for details, instructions and PIN information: http://www.cde.ca.gov/fg/aa/pa/ *Email PAAC for clarification as to whether you're considered a new charter	PAAC	ADA	
36	Oct	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
37	Oct	Fiscal	Quarterly Consolidated Financial Reports submitted on a quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
38	Oct	Instruction	CBEDS (California Basic Educational Data System): Reporting date is the first Wednesday in October . Data should be submitted online. See CBEDS website for more information. (http://www.cde.ca.gov/ds/dc/cb/)	CDE	ADA	
39	Nov	Administration	2024-25 Website Certification: Using the CSO template, please confirm that your school has updated its website for the 2024-25 school year to be in compliance with applicable state and federal laws and the County Board MOU. Due November 8, 2024	Canvas	Governance	Link to Charter School Office Templates
40	Dec	Attendance	P-1 State Attendance Report: Certified data file e-mailed by the due date provided by PAAC . Send original signature documents sent after the data file is accepted by PAAC.	PAAC	ADA	
41	Dec	Fiscal	First Interim Financial Report: Due December 6, 2024 (Ed Code 47604.33)	BAS	Fiscal	
42	Dec	Fiscal	Annual Audit Report for FY 23-24: Submit the 2023-24 Local Control Accountability Plan (LCAP) with the audit. Due: December 15, 2024 (date may be extended by CDE)	State, County Office, CDE, BAS	Fiscal (audit) BAS	
43	Dec	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel template): Due the last day of school prior to Winter Break.	Canvas	SELPA	Link to Charter School Office Templates
44	Jan	Administrative	Copy of Intent to Enroll/ Lottery Application and Enrollment Forms: Due Jan. 10, 2025 for the 2025-26 school year.	Canvas	ADA	
45	Jan	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
46	Jan	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
47	Jan	Instruction	AP Course Audit (High School Only): Submission due no later than January 31, 2025 . Print screen of approved courses for 2024-25 and upload to Canvas.	Canvas	Calendars_schedules	
48	Feb	Administrative	SARC (School Accountability Report Card): Due: February 1, 2025	CDE & Canvas	SARC	
49	Feb	Administrative	Staff Information List (Spring) (Update LACOE CSO Excel spreadsheet template used in the fall) Due February 7, 2025 (Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency).	Canvas	Staff & Student roster	Link to Charter School Office Templates
50	Feb	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due February 7, 2025 . (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
51	Feb	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due February 7, 2025	Canvas & PAAC	Calendars_schedules	
52	Feb	Administrative	Student Information List (Spring): Due February 7, 2025 Use LACOE CSO Template . (Update the February 2025 tab in the spreadsheet submitted in October 2024)	Canvas	Staff & Student roster	Link to Charter School Office Templates
53	Feb	Instruction	CAASPP Testing Dates: Copy of the testing dates Due Feb 14, 2025 .	Canvas	Calendars & Schedules	
54	Mar	Administrative	Comprehensive School Safety Plan for 2025-26 (Update to 2024-25 CSSP): Due: March 3, 2025 (Ed Code Sections 32280–32289.5)	Canvas	Governance_Handbook & Safety Plan	
55	Mar	Fiscal	Second Interim Financial Report: Due March 6, 2025 (Ed Code 47604.33 due 3-15)	BAS	Fiscal	
56	Mar	Administrative	Annual Report to LACOE (Draft): Due March 7, 2025 to be completed online in the LACOE eLCAP System . https://elcap.lacoe.edu/	LACOE eLCAP System	Annual Report to LACOE	https://elcap.lacoe.edu/
57	Mar	Administrative	CALPADS Report 4.3 Staff Teaching Assignments - Detail: Due March 21, 2025 .	Canvas	Calendars & Schedules	
58	Mar	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel Template) Due March 31, 2025	Canvas	SELPA	Link to Charter School Office Templates
59	April	Attendance	P-2 State Attendance Report: Original signature documents received & certified data file e-mailed by due date provided by PAAC . Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
60	April	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends .	BAS	Fiscal	
61	April	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	
62	April	Governance	Form 700 - Evidence of Annual filings: Due by April 1, 2025	Canvas	Governance	
63	April	Fiscal	Audit Contract for 2024-25: Due April 5, 2025 . Submit cover letter and Board minutes approving auditor and copy of signed contract.	BAS	Fiscal	

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday March 13, 2025 at 6:30 PM

Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
64	May	CDE	Charter School Annual CDE Information Update: Due to CDE May 23, 2025; CDE Website (https://www3.cde.ca.gov/CharterSchoolSurvey/)	CDE & Canvas	Facilities	
65	June	Instruction	2024-25 Internal Benchmark Data (ie: NWEA MAP, iReady, Reading Inventory, Star Assessments): Submit verifiable data reports from the school's benchmarking system. Assessment reporting must include state-approved growth metrics for all students and applicable student groups. Due June 30, 2025	Canvas	Academic Performance	
66	June	Instruction	12th Grade Lists: Submit rosters using LACOE CSO Excel template. TAB #1 - List all 12th grade students that are or were enrolled during current school year. Include student number, full name, date of birth and status including graduation status and explanation for non-grads (i.e. Drop out, Transfer, pending credits). TAB #2 - List all 2024-25 graduates only. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	Link to Charter School Office Templates
67	June	Instruction	Copies of all 12th Grade Official Transcripts: Submit one (1) PDF including the official transcripts for all 12th grade students that attended the charter school during the 2024-25 school year. (Should match the senior lists submitted.) Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
68	June	Instruction	Copies of all Official Transcripts for students that were filed, printed and placed in each students' CUM file. Use PDF format. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
69	June	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE Excel Template). Due the last week of school.	Canvas	SELPA	Link to Charter School Office Templates
70	June	Instruction	Summer Session and/or ESY Schedule (including days and hours): Due no later than 2 weeks prior to start of summer session for all 10-Month charter schools. (Provide email notification if no summer session or ESY will be held.)	PAAC & Canvas	Calendars & Schedules	
71	June	Instruction	UC Doorways Course Submission (High Schools Only): 2025-26 Course submission cycle opens February 2025 and closes June 30, 2025. (https://hs-articulation.ucop.edu/agcmp#login) Due: June 30, 2025	Canvas	Staff & Student roster_Seniors	
#1 (2025-26)	Jul '25	Fiscal	Adopted Budget for Fiscal Year 2025-26 (Board Approved): Due July 1, 2025. Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
#4 (2025-26)	Jul '25	Administrative	2025-26 Local Control Accountability Plan (LCAP) and Budget (Board approved): Upload PDF copy into Canvas. Due July 1, 2025	Canvas	LCAP	
#5 (2025-26)	Jul '25	Attendance	Instructional Calendar and Bell Schedule for 2025-26 SY: Final Board approved calendars and bell schedules due by July 1, 2025 - to PAAC and CSO. Bell Schedule by grade as follows: TK &K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period(s)) If calendar or bell schedule needs to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
	Daily	Instruc	CALPADS (California Longitudinal Pupil Achievement Data System): Upload all required student data. Follow CALPADS guidelines. (http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp)	CDE	n/a	

	Month due	Category	Report/Activity	Send to^	File	Document Links
	Monthly	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	Monthly	Attendance	Monthly Attendance Reports: Must be received by the first Friday after end of the attendance month. Exceptions P-1, P-2 and P-3/Annual closing periods: the attendance reports for the last month in the reporting period must be received by the first Wednesday after the end of the attendance month. Amendments: must be received as soon as created, or no later than the next attendance month.	PAAC	ADA - Monthly	
	Monthly	Attendance	Monthly Student Exits and Entries: Submit a monthly Excel spreadsheet (Use the Template provided by CSO) of students who have exited and/or entered each reporting period, with Monthly Attendance Report.	PAAC & Canvas	ADA_Exit_Entry	
	Monthly	Fiscal	Monthly Financial Reports: Must be received by the 15th day of the following month: 1) Monthly bank statements, 2) Monthly bank reconciliation, 3) Monthly general ledger, 4) Statement of revenue and expenses, 5) Statement of financial position, 6) Year to date Budget to Actual Statement, 7) Notes to financial statements, 8) Schedule of Debts/Liabilities, 9) Copies of quarterly payroll tax reports, 10) Copies of Annual Tax returns.	BAS	Fiscal (audit)	
	Monthly	Governance	Governing Board regular meeting agendas due 72hrs prior to meeting date/time. Governing Board Special Meeting Agendas due 24hrs prior to meeting date/time. Per The Brown Act. Include full board packet (documents) shared during the meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Governance	Governing Board meeting Audio Recordings, approved meeting minutes, items & resolutions: Submit within 10 working days after meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Administrative	Notification of Changes to Teacher Credentialing and Teacher/Admin. staff, after the Fall/Spring Staff List submission: Submit updated excel spreadsheet with highlighted changes within three (3) business days to your CSO Coordinator The following updates need to be submitted when: 1.) An employee leaves the school for any reason 2.) A new staff member is hired 3.) A new contractor is hired 4.) Change in credential or permit (renewals, expirations and/or additions) 5.) Change of fingerprint/TB status Must be included with updates and additions	rudolph_sheila@laoe.edu	Staff & Student roster	
	Quarterly	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	As Applicable	Instruc	WASC: Accreditation timeline/report, if applicable. Follow individual school plan submission and visitation cycle. (http://www.acswasc.org/)	CSO	WASC (in school's main folder)	
	As Needed	Instruc-EL	EL Initial Assessment - Within 30 days of enrollment for students not previously enrolled in a CA school (https://www.cde.ca.gov/ta/tg/ep/)	Upon request	Title I & EL	
	As Needed	Fiscal	Board Approved Contracts. Submit when signed and approved.	Canvas (BAS)	Fiscal	
	Annual	Instruc-EL	ELPAC Annual Testing Window	Upon request	Title I & EL	
	Annual	Site Visit	Annual Site Facility Inspections	TBD by Facilities Planning Unit	Facilities	
	Annual	Site Visit	Site Visit Per EC 47604.32 (TBD)	Contact Assigned Coordinator	Site Visits	

	Month due	Category	Report/Activity	Send to^	File	Document Links
			<p>*Key to Abbreviations when sending submission items: CDE = California Department of Education CSO = Charter School Office (rudolph_sheila@laoe.edu; copy assigned Coordinator)*** Canvas = https://laoe.edu/CanvasDiscovery.html PAAC = Pupil Attendance (DeLaRoca_Jeremiah@laoe.edu) LCAP = e-LCAP filing or per instructions on paper submission see https://elcap.laoe.edu BAS = Business Advisory Services submit to dropbox BAScharters@laoe.edu CAASPP = California Assessment of Student Performance & Progress FYI = For Your Information (no documents to submit)</p>			

December 17, 2024

APPROVED: DD:br

Board Meeting – ~~December 10, 2024~~ December 17, 2024

Item VII. Recommendations / Public Hearing

B. Adopt the Superintendent's Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12*: Renewal Petition with Attached Reporta. Staff Findings on the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12*, Pursuant to Education Code (EC) Sections 47605, 47607 and 47607.2

The Magnolia Science Academy-2 (MSA-2) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-2 is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated MSA-2 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

- (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not

apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607.** (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(*Not applicable to a renewal petition*)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Magnolia Science Academy-2 Charter School Petition for Renewal			Meets Requirements*
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		Yes
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		Yes
Finding 3	Ability to Successfully Implement Intended Program		Yes
Finding 4	Affirmation of Specified Conditions		No
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	Yes*
	2	Measurable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	Yes
	4	Governance Structure	Yes*
	5	Employee Qualifications	Yes
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	Yes*
	10	Suspension and Expulsion Procedures	Yes
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes
	15	Closure Procedures	Yes
Finding 6:	Declaration of whether or not it will be the exclusive employer for the employees of the charter school		Yes
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Does not Meet
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies
*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent’s Administrative Regulations.			
**Charters created to target academically low achieving pupils are given a priority for authorization.			
^There are indicators of potential civil liability effects upon the authorizer.			

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy-2, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By February 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school's governing board.
2. **By March 1, 2025**, the school shall submit to LACOE a revised charter petition that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated December 10, 2024. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on interventions and how the charter will meet the needs of foster youth and homeless youth as specified in the findings of fact.

Element 2 (Measurable Pupil Outcomes): Changes necessary to include goals that factor in the outcomes of previous objective measures and attempt to close the current achievement gaps among student groups as specified in the findings of fact.

Element 4 (Governance Structure): Changes necessary to include an organizational chart that indicates a direct line from the board to school leaders as specified in the findings of fact.

Element 6 (Health and Safety Procedures): Changes necessary to include concussion protocols and required safeguards as specified in the findings of fact.

Element 8 (Admission Requirements): Changes necessary required by the California Department of Education notice as specified in the findings of fact.

Element 9 (Annual Independent Financial Audits): Changes necessary to the petition to conform to financial reporting as specified in the findings of fact.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **April 30, 2025**.

3. **By July 1, 2025**,

- a. The school shall submit to LACOE a revised 2025-26 budget. The budget should include the 2025-26 Position Control Budget, including salaries and benefits for MSA-2.
- b. A Local Control and Accountability Plan (LCAP) approved by the charter school's governing board.
- c. The fiscal policies and procedures must clearly define the Charter Management Organization's (CMO) fee rate to be charged to each school.
 - i. The Magnolia Educational Research Foundation (MERF) allocates a CMO fee to each charter within the network based on The Home Office's actual expenses, factoring in the ADA.
 - ii. The CMO fee is not to exceed 15% of the schools' revenue, defined as the amount received in the current fiscal year from the local control formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
 - iii. The CMO fee allocation shall be the lesser of i. or ii. above during the charter's authorization.
 - iv. Annual documentation submitted for the CMO fee must include:
 1. The Magnolia Public Schools (MPS) Home Office Budget, including the position control budget.
 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all MSA charter schools.
 - v. **As a condition of approval, any intercompany or intraorganizational (Including transfers and/or loans) between MSA charter schools, MERF, or any other related entity that extend beyond a one year term require a material revision and submission of a revised budget.**

- vi. **While a school’s eligibility of differentiated assistance persists**, based on the performance criteria set by the SBE (where LEAs have at least one student group meeting the criteria in two or more priority areas), the school shall be prohibited from engaging in intercompany or intraorganizational transactions as defined in section v. above.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy-2, Grades 6-12*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: December 10, 2024

Staff Findings on the *Magnolia Science Academy-2*, Grades 6-12
Renewal Petition

BACKGROUND INFORMATION

Magnolia Science Academy-2 (MSA-2) opened in 2007 when it was first authorized by the Los Angeles Unified School District Board of Education (LAUSD Board). It was renewed by the LAUSD Board in 2012. In 2016, the LAUSD Board denied MSA-2's renewal request citing various fiscal and operational deficiencies, including: a failure to respond to reasonable requests from the authorizer; inconsistent fiscal policies and procedures; and failure to provide comprehensive descriptions of four of the 15 required elements.

MSA-2 submitted an appeal to the Los Angeles County Board of Education (County Board), and on December 20, 2016, the County Superintendent's recommendation to deny the appeal was overturned by the County Board. The staff report cited various concerns, including unsound educational programs for English learners (ELs) and students with disabilities (SWD); unrealistic financial plans; and failure to provide comprehensive descriptions for seven of the 15 required elements. The County Board authorized MSA-2 for a five-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

The renewal petition for MSA-2 is to renew the charter for a 6-12 school with current enrollment of approximately 530 students. The school is located at 17125 Victory Boulevard, Van Nuys, California within the geographic boundary of LAUSD.

MSA-2 is one of 10 schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF), which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight schools in Los Angeles County, one in Orange County, and one in San Diego County.

Mission and Vision: The petition states the charter school's mission as "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The school's vision is "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-2 serves students in grades 6-12, and the petition states enrollment is drawn mainly from Van Nuys and neighboring communities in the San Fernando Valley.

The 2023-24 enrollment at MSA-2 was approximately 532 students, with the following demographics: 90% Hispanic or Latino; 4% White; 3% African American or Black; 2% Asian and 1% other; 93% Socioeconomically Disadvantaged Students (SED); 20% SWD; 15% EL; 2% Homeless Youth (HY) and less than 1% Foster Youth (FY).

Staff Findings on the Renewal for the Magnolia Science Academy-2

**Table 1: Racial and Ethnic Composition of MSA-2
2023-2024**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	532	
African American or Black	517	3.2
American Indian	—	—
Asian	12	2.3
Filipino	2	0.4
Hispanic or Latino	480	90.2
Pacific Islander	—	—
Two or More races	1	0.2
White	20	3.8

“—” = no data
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 10-29-24

**Table 2: Student Group Composition of MSA-2
2023-2024**

Student Groups	Number Enrolled	Percent of Total Enrollment
English Learners	77	14.5
Foster Youth	2	0.4
Homeless Youth	10	1.9
Socioeconomically Disadvantaged	495	93.0
Students With Disabilities	108	20.3

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 10-29-24

Table 3: Enrollment by Year and Grade at MSA-2

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	100	93	86	62	49	44	37	471
2018-19	97	86	79	49	47	38	41	437
2019-20	95	90	79	46	46	41	38	435
2020-21	102	91	90	52	47	42	40	464
2021-22	88	108	92	69	58	48	41	504
2022-23	105	94	103	51	62	49	47	511
2023-24	101	101	105	49	73	59	44	532

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 11-6-24

Since its authorization by the County Board, MSA-2 has received no formal, written notices of concern.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5 (5 CCR), County Board Policy and the Superintendent’s Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

¹ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for the Magnolia Science Academy-2

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

RENEWAL ELIGIBILITY

Basic Renewal Criteria²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-2 is designated Middle Performing for *EC 47607.2(b)* Evaluation Purposes³

The school was not found eligible for high performing under *EC 47607(c)* nor low performing under *EC 47607.2(a)*; therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school
 - OR
 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: An Authorizer MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- AND
- (2) Closure is in the best interest of the pupils;

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>
Retrieved 11-16-24

Staff Findings on the Renewal for the Magnolia Science Academy-2

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

FINDINGS OF FACT

Finding 1: The charter school met the renewal criteria specified in EC 47607.2(b).

MSA-2 was identified as middle performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [EC 47607.2(c)]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California Dashboard and the verified data provided by the charter school, MSA-2 has provided clear and convincing evidence that the school is making year-over-year progress. As a grades 6-12 charter school, the California Dashboard for MSA-2 consists of the following indicators, academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. MSA-2 uses NWEA MAP assessments as its verified data source for grades 6-11 to show year-over-year growth. Extensive data tables of these indicators are available in Appendix C.

Academic Performance Indicators on the California Dashboard Compared to State

In 2022, the school performance in ELA measured by the Distance from Standard (DFS) was lower than the state average for all students and two of the four numerically significant student groups. In 2023, the school performance in ELA, the DFS was lower than the state average for all students but the majority of student groups, three of the four numerically significant student groups, were higher than the state average.

Table 4: MSA-2 ELA Distance from Standard Compared to the State

	2022	2023
Indicator	ELA	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Higher
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Higher
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	NO (2 of 4)	YES (3 of 4)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In 2022, the school's DFS for Math was lower than the state average for all students and two of the four numerically significant student groups. In 2023, the Math DFS was lower than the state average for all students but the majority of student groups, three of the four numerically significant student groups, were higher than the state average.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 5: MSA-2 Math Distance from Standard Compared to the State

	2022	2023
Indicator	Math	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Higher
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Higher
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	NO (2 of 4)	YES (3 of 4)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school's verified data, NWEA MAP, was reviewed. To demonstrate year-over-year progress, the student group's Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math. Of note, the school only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing the CGI, the participation rate was considered. The participation of students taking the NWEA test, as reported by the school in the petition, falls within an acceptable range when compared to the school's total enrollment.

The 2021-2022 and 2022-2023 Reading data for both all students in a grade level and all numerically significant student groups indicate that the school did meet the required CGI for the majority of grade levels and student groups. In 2023-2024, the school did not meet the required CGI for all students in Reading for three of the six grade level data. Further, only one of the four student groups met the required CGI that year. The school did meet the required CGI for the majority of student groups for all three years in Math. The review of the data indicates that the school met year-over-year growth two of the three years in Reading and three of three in Math. While the school has room for improvement, specifically in reading, staff determined that the school has made sufficient academic growth.

Table 6: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
English Learners	2 of 2*	3 of 3*	2 of 4*		2 of 2*	3 of 3*	3 of 4*
Socioeconomically Disadvantaged	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Students with Disabilities	4 of 4*	5 of 5*	2 of 6		4 of 4*	5 of 5*	4 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	NO (0 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Staff Findings on the Renewal for the Magnolia Science Academy-2

It is noteworthy that the school's petition included a weighted average of the student group, which NWEA and its psychometrician do not recommend as an appropriate way to display the data.

In 2023, the CCI for MSA-2 was higher than the state average for all students and the two numerically significant student groups. CCI was first reported on the California Dashboard in 2023; therefore, there is no data for 2022.

Table 7: MSA-2 CCI Percent Compared to the State

	2022	2023
Indicator	College and Career Indicator (CCI)	
Status Metric	Percent Prepared	
All Students	Not Reported in 2022	Higher
Numerically Significant Student Groups		
Hispanic or Latino		Higher
Socioeconomically Disadvantaged		Higher
Are the majority of the numerically significant student groups performing at or above the state average?		YES (2 of 2)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the ELPI for MSA-2 was higher than the state average.

Table 8: MSA-2 ELPI Percent Compared to the State

	2022	2023
Indicator	English Learner Progress Indicator (ELPI)	
Status Metric	Percent Making Progress	
English Learners	Higher	Higher
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

The school attained measurable increases in academic achievement schoolwide and for numerically significant student groups for renewal in the four academic indicators per *EC* 47607.2(b). The performance on these academic indicators shall hold greater weight in determining charter renewal criterion.

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

In both 2022 and 2023, the graduation rate for MSA-2 was higher than the state average for all students and the two numerically significant student groups.

Table 9: MSA-2 Graduation Rate Percent Compared to the State

	2022	2023
Indicator	Graduation Rate	
Status Metric	Percent Graduated	
All Students	Higher	Higher
Numerically Significant Student Groups		
Hispanic or Latino	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES (2 of 2)	YES (2 of 2)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

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To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In both 2022 and 2023, chronic absenteeism percentage for MSA-2 was lower than the state average for all students and the majority of the numerically significant student groups.

Table 10: MSA-2 Chronic Absenteeism Percent Compared to the State

	2022	2023
Indicator	Chronic Absenteeism	
Status Metric	Percent Chronically Absent	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Higher	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 3 of 4	YES 4 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the suspension rate for MSA-2 was lower than the state average for all students and the four numerically significant student groups.

Table 11: MSA-2 Suspension Rate Percent Compared to the State

	2022	2023
Indicator	Suspension Rate	
Status Metric	Percent of Students Suspended at Least One Day	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 4 of 4	YES 4 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, all Local Indicators⁴ were met.

⁴ Per EC 52064.5, local indicators are self-assessed and self-reported by LEAs.

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Table 12: MSA-2 Local Indicators

	2022	2023
	Local Indicators	
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Other Considerations

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code* 47607(d), did not reveal any evidence that the school failed to serve students seeking enrollment.

The school has attained measurable increases in academic achievement, academic engagement, and school conditions and climate renewal criteria indicators providing clear and convincing evidence that the school is making year-over-year progress based on *EC* 47607.2(b).

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [*EC* 47605(c)(1)]

The program does not *involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.*

Finding 3: The petitioners are likely to successfully implement the proposed educational program. [*EC* 47605(c)(2)]

5 *CCR* 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this determination and is provided for the Board’s consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages 10 charter schools. **Table 13** presents a summary of MERF's and its affiliated organizations' financial performance over the past five years (2018-19 to 2022-23). The table highlights financial metrics, including **Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, Students Served, and P2-ADA**. These figures provide insights into MERF's fiscal health and operational trends during the specified period.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 13: Magnolia Educational & Research Foundation and affiliated organizations

Year of Operation (2021-20)	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*
2018-19 (Year 1)	21,006,470	(1,594,023)	28,113,703	1,202,741	51,712,956	3,957
2019-20 (Year 2)	24,880,403	3,749,681	30,921,731	2,808,028	55,476,652	3,890
2020-21 Year (3)	22,858,187	(2,022,123)	43,676,816	12,755,085	48,148,303	3,870
2021- 22 Year (4)	29,396,853	6,537,566	47,696,574	4,019,758	50,067,338	3,708
2022- 23 Year (5)	41,517,716	12,154,451	53,752,216	6,055,642	92,250,232	3,586
Source: Annual independent consolidated audit reports (FY 2018-19 through FY 2022-23). MERF's FY 2023-24 annual independent consolidated audit report will be available on December 15, 2024. *Per Magnolia Educational & Research Foundation Audit Report consolidated financial statements.						

Table 14 illustrates the last five years of financial performance (FY 2019 through FY 2023) for MERF and affiliated organizations.

Table 14: Organization-Wide Fiscal Performance

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
Magnolia Educational & Research Foundation				
2018-19	\$2,681,572	\$1,623,663	\$829,702	\$2,565,353
2019-20	\$3,193,616	\$1,954,702	\$331,041	\$1,785,709
2020-21	\$2,713,961	\$2,958,031	\$1,003,329	\$765,455
2021-22	\$3,494,526	\$2,390,863	(\$567,168)	\$1,970,165
2022-23	\$1,880,254	\$3,563,059	\$1,172,196	\$2,312,334
MSA 1 – Magnolia Science Academy authorized by LACOE				
2018-19	\$2,939,938	\$4,862,158	\$50,314	\$1,117,549
2019-20	\$2,636,263	\$5,302,115	\$439,957	\$2,486,765
2020-21	\$2,702,957	\$8,002,068	\$2,699,953	\$2,003,143
2021-22	\$4,691,999	\$9,528,476	\$1,526,408	\$2,512,394
2022-23	\$7,082,543	\$11,005,785	\$1,477,309	\$30,312,538
MSA 2 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,158,184	\$1,016,553	(\$100,677)	\$918,809
2019-20	\$2,288,348	\$1,576,974	\$560,422	\$1,666,546
2020-21	\$2,270,880	\$3,041,572	\$1,464,598	\$1,092,239
2021-22	\$3,159,968	\$3,805,042	\$763,470	\$1,353,130
2022-23	\$3,171,900	\$5,642,260	\$1,837,218	\$24,114,024
MSA 3 – Magnolia Science Academy authorized by LACOE				
2018-19	\$991,716	\$1,047,010	(\$16,707)	\$751,997
2019-20	\$1,393,344	\$800,715	(\$246,293)	\$1,392,347
2020-21	\$1,191,007	\$2,178,326	\$1,377,611	\$796,105
2021-22	\$1,037,387	\$2,646,594	\$468,268	\$1,159,075
2022-23	\$3,240,633	\$3,254,116	\$607,522	\$2,342,482
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,475,263	\$1,322,729	(\$147,785)	\$520,194
2019-20	\$1,317,106	\$908,289	(\$414,439)	\$632,850
2020-21	\$1,137,866	\$1,221,947	\$313,658	\$442,177
2021-22	\$1,105,035	\$1,349,016	\$127,069	\$526,330
2022-23	\$1,599,759	\$1,448,873	\$99,857	\$953,012
MSA 5 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,987,156	\$1,782,007	(\$113,325)	\$607,609
2019-20	\$1,478,382	\$2,107,384	\$325,377	\$921,508
2020-21	\$1,648,188	\$3,033,303	\$925,919	\$618,388

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<i>Year of Operation</i>	<i>Cash</i>	<i>Net Assets</i>	<i>Operating Results</i>	<i>Liabilities</i>
2021-22	\$2,309,363	\$3,694,602	\$661,299	\$835,846
2022-23	\$4,234,391	\$5,303,440	\$1,608,838	\$2,265,217
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,719,960	\$1,814,289	\$210,391	\$189,559
2019-20	\$2,024,300	\$1,851,544	\$37,254	\$416,321
2020-21	\$2,037,758	\$2,410,544	\$559,000	\$252,105
2021-22	\$2,434,523	\$2,440,121	\$29,577	\$482,446
2022-23	\$2,993,077	\$2,848,933	\$408,212	\$723,790
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,314,944	\$1,542,641	\$44,445	\$374,015
2019-20	\$1,632,981	\$1,878,892	\$336,252	\$757,493
2020-21	\$1,421,162	\$2,499,146	\$620,254	\$392,881
2021-22	\$1,783,300	\$2,614,648	\$115,502	\$828,250
2022-23	\$2,865,843	\$3,259,094	\$644,446	\$3,101,905
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2018-19	\$2,529,656	\$4,235,561	\$151,844	\$741,755
2019-20	\$3,014,092	\$4,787,947	\$552,388	\$1,232,735
2020-21	\$3,386,788	\$6,112,819	\$1,324,872	\$771,350
2021-22	\$3,937,972	\$6,432,844	\$320,025	\$984,578
2022-23	\$6,786,891	\$7,604,881	\$1,172,037	\$2,580,419
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2018-19	\$882,408	\$7,528,510	\$26,217	\$15,236,923
2019-20	\$2,509,874	\$7,618,559	\$90,043	\$16,013,355
2020-21	\$634,784	\$9,109,585	\$1,491,026	\$14,589,850
2021-22	\$1,791,037	\$9,513,550	\$403,965	\$14,056,814
2022-23	\$3,317,444	\$9,527,466	\$13,916	\$14,640,151
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2018-19	\$235,322	\$342,660	(\$810,426)	\$727,325
2019-20	\$1,269,671	\$291,397	(\$51,265)	\$1,989,409
2020-21	\$1,598,406	\$1,219,780	\$928,383	\$1,528,696
2021-22	\$1,420,535	\$1,369,110	\$149,330	\$1,324,174
2022-23	\$1,964,663	\$1,409,667	\$40,557	\$9,279,744
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2018-19	\$3,090,351	\$1,431,590	\$1,078,748	\$32,985,659
2019-20	\$2,122,426	\$2,278,881	\$847,291	\$29,549,320
2020-21	\$2,114,430	\$2,325,363	\$46,482	\$28,933,131
2021-22	\$2,231,208	\$2,347,376	\$22,013	\$28,287,064
2022-23	\$2,380,318	\$53,592,082	\$51,244,706	\$55,573,919
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)				

Review of Prior Year Audit Reports

The petition includes annual audit reports for fiscal years 2018-19 through 2022-23, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2022-23 fiscal year with a positive fund balance of **\$53,752,216**.

The Independent Auditors' Reports for this period consistently resulted in an **unmodified opinion**, reflecting that the financial statements fairly represent MERF's financial position in all material respects. However, findings related to state awards were noted in the fiscal year 2022-23 audits for **MSA Bell** and **MSA San Diego**.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 15: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2018-19	EideBailly CPAs & Business Advisors	Unmodified	None	28,113,703
Magnolia Educational & Research Foundation	2019-20	EideBailly CPAs & Business Advisors	Unmodified	Yes	30,921,731
Magnolia Educational & Research Foundation	2020-21	EideBailly CPAs & Business Advisors	Unmodified	None	43,676,816
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	State Award	53,752,216
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)					

Audit Findings

Table 16: MERF Annual Audit Reports FY 2019-20

Finding Detail	Finding Description
Fiscal Year	FY 2019-20
Finding	2020-001 Internal Control
Code	30000
Finding Type	Internal Control
Criteria or Specific Requirements	Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.
Conditions	Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.
Questioned Cost	There are no questioned costs identified with the condition note.
Context	An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.
Effect	During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.
Cause	The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year-end accruals.
Recommendation	We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization agrees that having an internal control system over monitoring the year-end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls.
Current Status	Implemented

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 17: MERF Annual Audit Reports FY 2022-23

Finding Detail	Finding Description																												
Fiscal Year	FY 2022-23																												
Finding	2023-001 After School Education and Safety Program																												
Code	40000																												
Finding Type	State Compliance																												
Criteria or Specific Requirements	According to the California <i>Education Code</i> 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.																												
Conditions	<p>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 8⁵ 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.</p> <p>This resulted in the Organization misstated the number of students served by 501.</p> <table><tr><td></td><td>Summarized</td><td>Attendance</td><td></td></tr><tr><td></td><td>Attendance</td><td>Report</td><td></td></tr><tr><td></td><td>Documentation</td><td>to the CDE</td><td>Difference</td></tr><tr><td colspan="4"><u>Charter School</u></td></tr><tr><td>Magnolia Science Academy 8</td><td>666</td><td>151</td><td>515</td></tr><tr><td>Magnolia Science Academy San Diego</td><td>7,221</td><td>7,235</td><td>-14</td></tr><tr><td></td><td></td><td></td><td>501</td></tr></table>		Summarized	Attendance			Attendance	Report			Documentation	to the CDE	Difference	<u>Charter School</u>				Magnolia Science Academy 8	666	151	515	Magnolia Science Academy San Diego	7,221	7,235	-14				501
	Summarized	Attendance																											
	Attendance	Report																											
	Documentation	to the CDE	Difference																										
<u>Charter School</u>																													
Magnolia Science Academy 8	666	151	515																										
Magnolia Science Academy San Diego	7,221	7,235	-14																										
			501																										
Questioned Cost	Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.																												
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.																												
Effect	In addition, the Organization was not compliant with <i>Education Code</i> Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.																												
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.																												
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.																												
Repeat Finding (Yes or No)	No																												
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and -out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.																												
Current Status	Not available at this time of the review (December 15) FY 2023-24 Audit is due.																												

Budget Projections

Table 18 provides a summary of the charter's proposed budget for the fiscal years 2024-25 through 2027-28. This includes projected **Average Daily Attendance (ADA)**, **Net Assets**, **Net Income**, and **Ending Cash Balance for the four years**. The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school's targeted enrollment and ADA.

⁵ MSA 8 is also referred to as MSA Bell.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 18: MSA-2 Proposed Budget Overview				
Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
ADA	526.22	526.22	526.22	559.81
Net Assets	\$6,475,317	\$6,558,042	\$6,820,875	\$7,138,358
Net Income Projections	\$100,903	\$82,725	\$262,833	\$317,483
Projected Ending Cash Balance	\$2,431,291	\$2,964,296	\$3,160,672	\$3,445,108

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

- The petitioners do not lack the necessary background in areas critical to the charter school's success.

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

While the petition includes an affirmation for EC 47605(e)(4)(D), the language does not include the requirement of posting the notice to the charter school's website.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, one of the 15 required elements is not reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Reasonably comprehensive with specific deficiencies*

- The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)(F)] While the petition has some intended interventions such as, after school tutoring, computer tutorials, intervention blocks, and support through co-teaching and instructional assistants, it is unclear how these are deployed, when these are deployed and how these vary or increase as a student moves from tier to tier. During the capacity interview, the school shared some metrics of determining interventions and how they are deployed during the school day.
- The petition lacks an adequate description of *how the charter school will meet the needs of special populations: foster youth and homeless youth.* [5 CCR 11967.5.1(f)(1)(G)] Immediate enrollment, minimum state graduation requirements and partial credits are absent from the petition in accordance with AB 167/216 and SB 578. The school has board policy for foster youth and homeless youth including minimum state requirements.

Element 2: Measurable Pupil Outcomes. *Not reasonably comprehensive*

- The petition does not factor in *the outcome of previous objective measurements* and is not specific to each student group. *To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.*

Staff Findings on the Renewal for the Magnolia Science Academy-2

- A. Uniform growth for every student group without consideration of previous measurements only exacerbates the current achievement gap, fails to create a place for targeted intervention, and creates goals that are either unrealistic or that would allow the school to greatly decline in achievement.
- i. Goal 2, Outcome 5 does not propose to decrease the achievement gap of student groups in comparison to state average and between student groups. Further, it may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by DFS on the CA School Dashboard.” The goal for each statistically significant student group is either maintain above the state average or to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -83.5 to -19.3. With every student group increasing at the same rate the school will never close the achievement gap. Furthermore, the DFS for SWD was -65.5, over 30 points below all students, but above the state average, thus the school’s goal is to only maintain students’ scores, continuing the achievement gap.
 - ii. Goal 2, Outcome 8 does not propose to decrease the achievement gap between student groups and may even increase the gap between some student groups. This goal states, “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.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -115.3 to -62.9. With every student group increasing at the same rate the school will never close the achievement gap. The DFS for SWD was -114.7, 12 points over the state average, but over 51 points below all students. Thus, the school’s goal is to only maintain students’ scores, continuing the achievement gap. Additionally, ELs are over 21 points below the state average. With a three-point increase would take over seven years to equal the state average and the school is not intending to meet the state average in this charter term.
 - iii. Goal 2, Outcome 10 does not propose to take meaningful steps to close the achievement gap between student groups. Further, this goal includes grade levels the school does not serve. This goal states, “Schoolwide and all statistically significant student groups in grades 5, 8, and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.” The baseline for ELs and SWD was 0.0% and 7.4% respectively. The goal is to increase 1% yearly, despite all other statistically significant student groups baselines above 20%.
 - iv. Goal 3, Outcome 4 proposes a decline in achievement for all student groups. This goal states, “Students graduating from MSA-2 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.” The baselines for all students and reported student group are at or above 80%, but the goal is to only be above 55% allowing a decline of 25 percentage points.
 - v. Goal 4, Outcome 3 proposes to eliminate a significant number of events thereby robbing families of opportunities to engage with the school. This goal states, “Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.” The baseline for this goal is the school having 45 events, but the goal is greater or equal to ten events, thereby proposing a 78% decline.

Staff Findings on the Renewal for the Magnolia Science Academy-2

2. The petitioner contends that MPOs are not eligible criteria for renewal. On page 16 of the petition, the petitioner contends, “MSA 2 contests LACOE’s position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement.”

It is not only LACOE’s position that MPOs must be considered part of the review process, *EC 47601 states, It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Further, *EC 47607(b) states, Renewal and material revisions of charters are governed by the standards and criteria described in Sections 47605. EC 47605(c)(5)(B) defines measurable pupil outcomes as one of the criteria of EC 47605.*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive with a specific deficiency*

The petition fails to include *evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that the educational program will be successful.* The organizational chart does not include the role and reporting of the central office and the school to the governing board. During the capacity interview, the MPS board members clarified that the Superintendent directly reports to the board.

Element 5: Employee Qualifications. *Reasonably comprehensive*

Element 6: Health and Safety Procedures. *Reasonably comprehensive with specific deficiencies*

1. The petition fails to describe *how it will comply with requirements for an athletic program and concussion protocols set forth in law.*
2. The petition fails to describe the safeguard required for Family Educational Rights and Privacy Act (FERPA) procedures. FERPA and all appropriate safeguards are instead found in the Magnolia Public School Student-Parent Handbook.

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 19: Racial and Ethnic Composition of MSA-2 and Local Community

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91406
		Percent of Total Community
African American or Black	3.2	4.4
American Indian	--	0.9
Asian	2.3	4.5
Filipino	0.4	3.0
Hispanic or Latino	90.2	57.6
Pacific Islander	—	0.0
Two or more Races	0.2	15.7
White	3.8	38.6
“—” = no data Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 11-6-24 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations%20and%20People&g=860XX00US91406		

Element 8: Admission Requirements. *Reasonably comprehensive with a specific deficiency*

The petition failed to include CDE notice to parents regarding filing complaints regarding admission policy and processes. The CDE notice to parents regarding complaints of admission policy and process is instead found only in the Magnolia Public School Student-Parent Handbook.

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive with a specific deficiency*

The petition lacks the following statement determined by the LACOE Controller’s Office as necessary for the element to be considered reasonably comprehensive:

Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33. The petition does not include this statement.

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive***Element 11: STRS, PERS, and Social Security.** *Reasonably comprehensive***Element 12: Public School Attendance Alternatives.** *Reasonably comprehensive.***Element 13: Post-Employment Rights of Employees.** *Reasonably comprehensive***Element 14: Dispute Resolution Procedures.** *Reasonably comprehensive***Element 15: Closure Procedures.** *Reasonably comprehensive*

Finding 6: The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

Finding 7: The petition satisfies all of the Required Assurances of Education Code section 47605(d), (f) through (i), and (l) through (n) as follows:

Staff Findings on the Renewal for the Magnolia Science Academy-2

Standards, Assessments and Parent Consultation. [EC 47605(d)] *Meets the condition*

Employment is Voluntary. [EC 47605(f)] *Not applicable*

Pupil Attendance is Voluntary. [EC 47605(g)] *Not applicable*

Effect on the Authorizer and Financial Projections. [EC 47605(h)] *Provides the necessary evidence*

Preference to Academically Low Performing Students. [EC 47605(i)] *Qualifies*

Teacher Credentialing Requirement. [EC 47605(l)] *Does not meet the condition*

The assurance regarding teacher credentialing includes language for teachers authorized to teach based on 2019-2020 Charter flexibility; however, this law sunsets prior to the charter term.

Transmission of Audit Report. [EC 47605(m)] *Meets the condition*

Parent Involvement in Voluntary [EC 47605(n)] *Meets the condition*

Staff Findings on the Renewal for the Magnolia Science Academy-2

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations*, Title 5 (5 CCR), County Board Policy and Superintendent's Administrative Regulations.⁶

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a “reasonably comprehensive” description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as “reasonably comprehensive” with a specific “deficiency” or “deficiencies.” Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a “technical adjustment” to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

⁶ Words in italics indicate a direct reference to the language in these documents.

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- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive*

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description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.

(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more

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*of the grounds for denial set forth, as applicable, in Education Code **47605(c)** or failure to meet one of the criteria set forth in Education Code section **47607(b)**.*

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Appendix B**RENEWAL CRITERIA****Basic Renewal Criteria**

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing EC 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:

- a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers



Appendix C

MAGNOLIA SCIENCE ACADEMY-2 CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table A: MSA-2 - Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low	Low	Medium	No Data	Very High	Very High	Very Low
2023	Yellow	Yellow	Green	Very High	Blue	Yellow	Blue

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table B: MSA-2 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Low*	329	-35	-12.2	-22.8	Lower
Hispanic or Latino	100	Low*	302	-39.4	-38.6	-0.8	Lower
White	100	No Status**	11	16.4	21.9	-5.5	Lower**
English Learners	100	Very Low*	76	-89.4	-61.2	-28.2	Lower
Socioeconomically Disadvantaged	100	Low*	271	-36.6	-41.4	4.8	Higher
Students With Disabilities	100	Very Low*	60	-87.3	-97.3	10	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table C: MSA-2 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	336	-19.3	Increased	-13.6	-5.7	Lower
AA or Black	100	No Status**	14	-20.9	No Data	-59.6	38.7	Higher**
Hispanic or Latino	100	Yellow	297	-21.9	Increased	-40.2	18.3	Higher
White	100	No Status**	16	-27.5	Declined	20.8	-48.3	Lower**
English Learners	100	Orange	82	-83.5	Increased	-67.7	-15.8	Lower
Socioeconomically Disadvantaged	100	Yellow	302	-26.4	Increased	-42.6	16.2	Higher
Students With Disabilities	100	Yellow	60	-65.5	Increased	-96.3	30.8	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table D: MSA-2 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Low*	329	-77.9	-51.7	-26.2	Lower
Hispanic or Latino	100	Low*	302	-83.6	-83.4	-0.2	Lower
White	100	No Status**	11	-23.6	-13.4	-10.2	Lower**
English Learners	100	Very Low*	76	-119.6	-92	-27.6	Lower
Socioeconomically Disadvantaged	100	Low*	271	-80.1	-84	3.9	Higher
Students With Disabilities	100	Very Low*	60	-107.9	-130.8	22.9	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table E: MSA-2 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	335	-62.9	Increased	-49.1	-13.8	Lower
AA or Black	100	No Status**	14	-63.6	No Data**	-104.5	40.9	Higher**
Hispanic or Latino	100	Yellow	296	-66.9	Increased	-80.8	13.9	Higher
White	100	No Status**	16	-51.2	Declined	-11.1	-40.1	Lower**
English Learners	100	Orange	82	-115.3	Increased	-93.4	-21.9	Lower
Socioeconomically Disadvantaged	100	Yellow	301	-70.9	Increased	-80.8	9.9	Higher
Students With Disabilities	100	Red	60	-114.7	Declined	-127.3	12.6	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table F: MSA-2 English Learner Progress Indicator

Year	Participation Rate	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	100	Medium*	71	54.9	50.3	4.6	Higher
2023	98.8	Green	75	60.0	48.7	11.3	Higher

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



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Table G: MSA-2 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	49	81.6	43.9	37.7	Higher
Hispanic or Latino	Very High*	45	80.0	35.5	44.5	Higher
Socioeconomically Disadvantaged	Very High*	48	83.3	35.4	47.9	Higher

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table H: MSA-2 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	41	100	87.4	12.6	Higher
Hispanic or Latino	Very High*	34	100	85.3	14.7	Higher
Socioeconomically Disadvantaged	Very High*	40	100	85.1	14.9	Higher

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table I: MSA-2 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Blue	49	95.9	Declined	86.4	9.5	Higher
Hispanic or Latino	Blue	45	95.6	Declined	84.2	11.4	Higher
Socioeconomically Disadvantaged	Blue	48	95.8	Declined	83.7	12.1	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table J: MSA-2 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	297	27.3	30.0	-2.7	Lower
Hispanic or Latino	Very High*	270	26.7	35.8	-9.1	Lower
White	No Status**	12	33.3	21.9	11.4	Higher**
English Learners	Very High*	57	38.6	33.6	5.0	Higher
Socioeconomically Disadvantaged	Very High*	244	27.9	37.4	-9.5	Lower
Students With Disabilities	Very High*	55	34.5	39.6	-5.1	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table K: MSA-2 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Yellow	310	21.3	Declined	24.3	-3.0	Lower
AA or Black	No Status**	12	41.7	No Data	36.4	5.3	Higher**
Hispanic or Latino	Yellow	277	20.9	Declined	28.4	-7.5	Lower
White	No Status**	15	20	Declined	18.5	1.5	Higher**
English Learners	Yellow	56	17.9	Declined	26.3	-8.4	Lower
Socioeconomically Disadvantaged	Yellow	281	22.1	Declined	29.9	-7.8	Lower
Students With Disabilities	Yellow	55	18.2	Declined	33.1	-14.9	Lower

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table L: MSA-2 2022 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very Low*	534	0.4	3.1	-2.7	Lower
AA or Black	No Status**	12	0	7.9	-7.9	Lower**
Asian	No Status**	20	0	0.9	-0.9	Lower**
Hispanic or Latino	Very Low*	472	0.4	3.3	-2.9	Lower
White	No Status**	23	0	2.9	-2.9	Lower**
English Learners	Low*	93	2.2	3.2	-1	Lower
Socioeconomically Disadvantaged	Very Low*	442	0.5	4	-3.5	Lower
Students With Disabilities	Very Low*	97	1	5.4	-4.4	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table M: MSA-2 2023 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Blue	539	0.2	Maintained	3.5	-3.3	Lower
AA or Black	No Status**	16	0	Maintained	8.8	-8.8	Lower**
Asian	No Status**	19	0	Maintained	1.1	-1.1	Lower**
Hispanic or Latino	Blue	478	0.2	Maintained	3.8	-3.6	Lower
White	No Status**	26	0	Maintained	2.9	-2.9	Lower**
English Learners	Blue	89	0	Declined	3.7	-3.7	Lower
Socioeconomically Disadvantaged	Blue	485	0.2	Maintained	4.5	-4.3	Lower
Students With Disabilities	Blue	104	1	Maintained	5.9	-4.9	Lower

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


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Table N: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
English Learners	2 of 2*	3 of 3*	2 of 4*		2 of 2*	3 of 3*	3 of 4*
Socioeconomically Disadvantaged	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Students with Disabilities	4 of 4*	5 of 5*	2 of 6		4 of 4*	5 of 5*	4 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	NO (0 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Table O: MSA-2 NWEA MAP Reading and Math CGI for All Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.25	0.65	-0.81		1.14	0.58	-0.34
7	1.70	1.95	-0.78		1.94	1.29	-0.01
8	1.64	1.33	0.08		0.99	0.52	-0.40
9	3.08	2.50	-0.72		0.98	3.77	0.41
10	3.59	2.35	1.83		1.13	1.90	3.05
11	2.71	2.66	0.83		2.42	4.81	2.39
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students was less than 10							

Table P: MSA-2 NWEA MAP Reading and Math CGI for Hispanic or Latino Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.29	0.75	-0.70		1.24	0.55	-0.25
7	1.80	2.11	-0.79		2.01	1.44	0.16
8	1.54	1.32	0.16		1.12	0.57	-0.48
9	2.63	2.59	-0.69		0.88	3.93	0.62
10	3.71	2.48	1.65		1.20	2.51	3.15
11	2.84	3.11	1.36		1.93	4.62	1.95
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students was less than 10							


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Table Q: MSA-2 NWEA MAP Reading and Math CGI for English Learners

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.54	1.18	1.91		0.91	1.43	2.55
7	2.91	3.72	-0.58		2.12	2.25	0.27
8	--	2.83	-0.83		--	2.98	-1.78
9	--	--	0.58		--	--	0.04
10	--	--	--		--	--	--
11	--	--	--		--	--	--

Green cell indicates student group has met minimum requirement for one year's growth, CGI ≥ -0.2

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

Gray cell indicates the number of students was less than 10

Table R: MSA-2 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.07	0.66	-0.59		1.10	0.94	-0.25
7	1.96	2.15	-0.69		2.26	1.35	0.01
8	1.82	1.09	0.30		1.09	0.61	-0.40
9	3.03	2.75	-0.77		1.08	3.83	0.46
10	3.65	2.50	1.93		1.65	2.10	3.30
11	2.31	2.86	1.37		1.98	4.82	1.94

Green cell indicates student group has met minimum requirement for one year's growth, CGI ≥ -0.2

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

Gray cell indicates the number of students was less than 10

Table S: MSA-2 NWEA MAP Reading and Math CGI for Students with Disabilities

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.90	2.89	-1.92		0.91	2.81	-1.71
7	1.87	4.53	-0.76		2.07	2.71	-0.51
8	3.91	2.89	-0.23		0.36	1.38	0.10
9	3.69	2.34	-1.58		1.34	4.75	0.92
10	--	6.04	2.30		--	2.74	1.21
11	--	--	1.33		--	--	0.59

Green cell indicates student group has met minimum requirement for one year's growth, CGI ≥ -0.2

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

Gray cell indicates the number of students was less than 10

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Attachment E: Charter School Closure Procedures Checklist*

Closure Procedures: A charter school may close voluntarily, or through non-renewal or revocation. The procedures for charter school closure are guided by California Education Code (EC) sections [47604.32](#), [47605](#), [47605.6](#), and [47607](#) as well as the California Code of Regulations, Title 5 (5 CCR), sections [11962](#) and [11962.1](#). A charter school that is closing must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on Charter School Closures (Revised July 14, 2023 – which is subject to change and this checklist may be adjusted to align itself with the state’s guidance) as posted on the California Department of Education website (<https://www.cde.ca.gov/sp/ch/csclosuresrules.asp>). References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**The procedures presented below are not meant to be all inclusive but are suggestions that represent best practices and compliance with LACOE and state requirements. Check with your Legal and Financial Consultants to ensure that all closing procedures are met and completed in accordance with the CDE, Corporate Law, your Charter Petition, and any other requirements.*

General Information

School Name	
CDS Code	
State Charter Number	
Type of Closure	
Date of Board Resolution Approving Closure Action	
Anticipated/Actual School Closure Date	
Grade Levels Served	

Charter School Designee

Name & Title of Designee	
Phone Number (active after closure)	
Email Address (active after closure)	
Charter Board Member Designee	
Phone Number (active after closure)	
Email Address (active after closure)	

Student Records Designee & Location at Charter School

Name of Designee & Title	
Phone Number	
Email Address	
Last Day for Students/Educ. Rights Holders to Request Records from School	

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Item	Description	Due Date/To Whom	Responsible Party	Completion Date	Notes
Invoking Closure Procedure					
1	<p>When revocation, non-renewal, or appeal proceedings have been exhausted, LACOE shall provide the Charter School with written notification by certified mail/courier service, of the closure action.</p> <p>In the case of voluntary surrender of a charter, the Charter School Board shall, within three (3) business days of the decision to close, provide LACOE Charter School Office (CSO) with written notification by registered mail that closure procedures have been invoked.</p> <p>In both instances, the dated notice shall be referred to as the "Closure Action." The Closure Action date is (Date completed: 0/0/2025)</p> <p>The Charter School shall post, in public view at each site and on the school's website, a copy of the Closure Action upon receipt/issuance whether it originates with LACOE or the Charter School.</p>	Due to LACOE CSO by 0/0/2025	LACOE CSO Charter School Charter School	0/0/2025 Date of Post 0/0/2025	
2	At all times, the Charter School shall grant LACOE CSO , Business Advisory Services (BAS) , and any other LACOE departments/units immediate access to, inspection of, and the ability to copy school records, including, but not limited to, financial and attendance records, upon LACOE's request.	Ongoing	Charter School	Ongoing	
Immediate Actions					
3	<p>LACOE CSO shall, upon Closure Action, immediately notify the California Department of Education (CDE). The notice will include (but not be limited to):</p> <ul style="list-style-type: none"> Charter School name, charter number, CDS Code Reason for closure (revocation, non-renewal, other) Effective date of closure Description of the circumstances (reason) for the closure Location of student and personnel records 	LACOE CSO will send out by 0/0/2025	LACOE CSO	0/0/2025	.
4	The Charter School shall within two (2) business days of the Closure Action, <u>provide</u> LACOE CSO the location of all student and business records. No student or business	Due to LACOE	Charter School	0/0/2025	

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	records shall be disposed of, moved, or duplicated without the express written consent of the LACOE CSO , except that student records may be copied for students' families or for the purpose of sending them to a receiving school. A record must be kept of all files copied and/or sent; the record must be provided to LACOE. The Charter School shall immediately ensure that all student and business records are organized, current, accurate, and maintained in a secure location.	CSO by 0/0/2025			
5	<p>The Charter School shall, within two (2) business days of the Closure Action, provide LACOE CSO with the name, address, and contact information of the individual designated as the primary contact for all closeout activities of the school, and the charter board-approved resolution appointing this person as the primary contact.</p> <p>LACOE's single point contact is [COORDINATOR NAME]. [She/He] can be reached via email at [EMAIL ADDRESS] and by phone at 562-922-8806.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	
6	<p>The Charter School primary contact and a member of the Charter School's governing board shall meet with the LACOE Superintendent or designee within five (5) business days of the Closure Action to review the orderly closing of the Charter School. At this meeting:</p> <ul style="list-style-type: none"> The Charter School shall provide LACOE CSO with a complete and accurate roster of all students enrolled in the Charter School including: <ul style="list-style-type: none"> Student names Parent(s)/guardian(s) names, addresses, phone numbers Grade levels and grades completed Each student's district of residence <p>LACOE CSO will determine the date and time when LACOE CSO will retrieve all pupil cumulative records, including, but not limited to, specific information on completed courses, credit or grade levels, report cards, Individualized Education Programs (IEPs), discipline records, and immunization records. High school charter schools will include verification of all UC/CSU approved courses, as well as all curriculum and standard syllabi, instructional materials, and one textbook for each subject.</p> <p>The date of this meeting shall be referred to as the "Closure Meeting." The Closure Meeting date is 0/0/2025.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	DATE and TIME of retrieval of pupil records 0/0/2025

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Students, Families, and other Educational Partners					
7	<p>The Charter School shall, within five (5) business days of the Closure Action, <u>submit to LACOE CSO</u> for approval a draft of a notification letter* to parent(s)/guardian(s). The letter shall include:</p> <ul style="list-style-type: none"> Reason for closure Date of closure Process for the transfer of student records Current list of local public and Charter Schools Name(s) and contact information of the Charter School personnel to whom inquiries may be made The manner in which parent(s)/guardian(s) may obtain copies of pupils' cumulative records, including but not limited to, specific information on completed courses, credits or grade level, report cards, IEPs, discipline records, immunization records List of public schools in the districts of residence of Charter School students <p>*Upon <u>LACOE's CSO</u> approval, the Charter School shall mail the letter to parent(s)/guardian(s) within three (3) business days. The Charter School shall ensure that the letter is translated, if applicable</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Parent(s)/Guardian(s) within 3 days of LACOE approval</p>	Charter School	0/0/2025	
8	<p>The Charter School shall, within five (5) business days of the Closure Action, draft a notification letter* to the districts of residence for all its students and <u>submit to LACOE CSO</u> for approval; the letter will include the date of closure and the Charter School personnel to whom requests for records can be made.</p> <p>*Upon approval by LACOE, the Charter School will mail the letter to the districts within three (3) business days.</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Districts within 3 days of LACOE approval</p>	Charter School	0/0/2025	
9	<p>The Charter School, if a Local Education Agency (LEA) in a Special Education Local Plan Area (SELPA), shall within five (5) business days of the Closure Action, <u>notify</u> the SELPA of the Closure Action and complete all documentation necessary to comply</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p>	Charter School	0/0/2025	

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	<p>with requirements of the SELPA for transferring and storing copies of student records. The Charter School shall <u>provide</u> LACOE CSO with a copy of the notification.</p> <ul style="list-style-type: none"> If the last date of instruction is ten (10) or more days from the Closure Action, the Charter School must mail parent(s)/guardian(s) copies of their child's current IEP within five (5) business days of the last date of instruction. If the last date of instruction is less than ten (10) days from the Closure Action, the Charter School shall mail copies of all student IEPs to the SELPA within 10 days of the Closure Action. 				
10	The Charter School shall, within five (5) business days of the Closure Action, notify all contractors (e.g., charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure. The Charter School shall terminate all existing leases, service agreements, and other contracts as part of the school's closeout process. Leases, service agreements and contracts should be terminated in a cost-effective manner in order to minimize expenses. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
11	The Charter School shall, within five (5) business days of the Closure Action, provide written notification to the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or other retirement benefit administration systems, and follow their procedures for dissolving contracts and reporting. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
12	The Charter School shall, within five (5) business days of the Closure Action, notify all faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
13	The Charter School shall notify the CDE CALPADS office within fourteen (14) days of the closure action and comply with any requirements of that office. The Charter School shall <u>provide</u> LACOE CSO a copy of this notification.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
14	The Charter School shall respond within seven (7) days to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placements available.	Ongoing	Charter School and LACOE CSO	Ongoing	

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15	LACOE CSO shall respond promptly to inquiries from students, their families, Charter School faculty and staff, the community/public, and the media.		LACOE CSO		
16	Provided that LACOE CSO has possession of pupil records, LACOE CSO shall, within five (5) business days , respond to parent(s)/guardian(s) written requests for a copy of their child's cumulative file, ensuring that the documents are given to the parent(s)/guardian(s) identified as having legal custody/guardianship of the student with regard to educational placement.		LACOE CSO		
17	LACOE CSO shall, within ten (10) business days , respond to requests for the transfer of students' cumulative files to other public or private schools in which students enroll.		LACOE CSO		
18	If the Charter School continues instruction to the end of the current academic year, it shall issue report cards within five (5) business days of the last date of instruction.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
Enrollment and Attendance					
19	The Charter School shall, within fourteen (14) days of the Closure Action , submit to LACOE CSO an updated list of students (names, addresses, and phone numbers) in each grade level and the classes that they completed. The list shall identify each student's district of residence and include a notation of where the student's records have been transferred.	Due to LACOE CSO 0/0/2024	Charter School	0/0/2025	
20	20a. The Charter School shall, within five (5) business days of the last date of instruction, submit an enrollment update to the CDE California School Information Services (CSIS) Program and provide a copy to LACOE CSO.	Due to CDE and copy to LACOE CSO 0/0/2024	Charter School	0/0/2025	
	20b. The Charter School shall, within twenty (20) business days of the last date of instruction, provide LACOE's Accounting and Budget Development (ABD), Pupil Attendance & Accounting unit (PAAC) with the final monthly student attendance registers (signed by teachers and certified by the designated administrator); all teacher contemporaneous records (daily class lists/rosters); and all absence logs, sign-in/out sheets and other supporting documentation for attendance accounting.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	
	20c. The Charter School shall provide closing State Attendance Report (SAR) with original signatures as well as the electronic file on a flash drive either hand-delivered or certified/return receipt mail to LACOE ABD, Pupil Attendance & Accounting unit, within ten (10) business days of the above.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	

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Attachment E: Charter School Closure Procedures Checklist*

Ongoing Activities					
21	The Charter School must maintain the same insurance coverage for the period following the dissolution and winding up of the corporation or entity.	Ongoing	Charter School		
22	<p>The Charter School shall continue to protect assets against misappropriation, theft, and deterioration.</p> <p>Insurance coverage must be maintained until assets are properly disposed of in accordance with the distribution plan.</p> <p>All materials/inventory purchased with federal dollars and subject to federal restrictions must be disposed of in accordance with applicable federal law.</p> <p>No assets may be liquidated, disposed of, moved, or transferred in accordance with this proposed plan until LACOE has been notified and the final closure audit has been concluded.</p>	Ongoing	Charter School		
23	The Charter School shall, within ten (10) business days of the Closure Action, in writing <u>notify</u> LACOE CSO of all pending lawsuits or legal claims to which the school is a party. The Charter School shall immediately notify LACOE CSO if litigation or claims are filed thereafter until the school is formally dissolved. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to CSO 0/0/2025	Charter School	0/0/2025	
Finance and Business Closing Procedures					
24	The Charter School shall, within ten (10) business days of the Closure Action, produce for LACOE BAS a comprehensive list of copies of all existing leases, service agreements, and other contracts. LACOE BAS shall be <u>copied</u> on all correspondences with identified contractors.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
25	The Charter School shall, within ten (10) business days of the Closure Action, notify all funding sources (including charitable partners) of the school's closure. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
26	The Charter School shall, within ten (10) business days of the Closure Action, prepare and <u>submit</u> to LACOE BAS a comprehensive inventory of all assets.	Due to LACOE	Charter School	0/0/2025	

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		BAS 0/0/2025			
27	<p>The Charter School shall, within ten (10) business days of the Closure Action, provide the LACOE BAS with a closeout budget that includes the following:</p> <p>27a. A description of current and outstanding projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties.</p> <p>27b. A projection of the funds necessary to complete all administrative closure-related tasks.</p> <p>27c. Prepare and submit to LACOE BAS a comprehensive list of all creditors and debtors.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
28	<p>The Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants to the granting agency within twenty (20) business days from the last date of instruction. Federal grants must be closed out, including filing the required Final Expenditure Report and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education. LACOE BAS shall be copied on all correspondence.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
29	<p>The Charter School shall, within twenty (20) business days of the Closure Action and monthly until dissolution, <u>submit to</u> LACOE BAS monthly accounts payable along with detailed payment schedules.</p> <p>The Charter School will submit any required year-end financial reports (i.e., Unaudited Actuals, Audit Report) to the CDE and LACOE BAS in the form and time frame required.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
30	<p>The Charter School shall, within twenty (20) business days from the Closure Action, prepare and <u>submit to</u> LACOE BAS a proposed plan and timeline for the disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with the law, payment of any and all liabilities and the disbursement of any remaining assets of the school and liquidation of assets to pay off any and all outstanding liabilities.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
31	<p>The Charter School shall arrange for a final closure audit no more than 120 calendar days from the last date of instruction; the cost of the audit will be considered a liability of the Charter School. This audit may coincide with the regular required annual audit.</p>	<p>Due to LACOE</p>	Charter School	0/0/2025	

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	<p>The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office. The independent auditor will conduct a final audit of the Charter School, including but not limited to the following task(s):</p> <ul style="list-style-type: none"> An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value. An accounting of the liabilities, including accounts payable and any reductions in apportionments due to audit findings or other investigations, loans, and unpaid staff compensation. An assessment of the disposition of net assets, including all unrestricted and restricted funds received by or due to the Charter School. Verification of school's comprehensive list of creditors and debtors <u>Provide</u> LACOE BAS with a copy of the audit contract within ten (10) business days upon execution. 	BAS 0/0/2025			
32	<p>The Charter School shall, within ten (10) business days following the audit report issuance date, <u>submit</u> a corrective action plan with an implementation timeline to address all audit findings and submit the plan to LACOE BAS.</p>	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
33	<p>On the dissolution date, the Charter School shall perform all of the following on behalf of the faculty and staff:</p> <ul style="list-style-type: none"> File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines; File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63); Make final federal tax payments (employee taxes, etc.); File the final withholding tax return (Treasury Form 941 and State Form DE6); File the final return with the IRS (Form 990 and Schedule). <p>The Charter School will submit any required year-end financial reports to the CDE and LACOE BAS in the form and time frame required and provide copies of all items above to the LACOE BAS within twenty (20) business days of the dissolution date.</p>	Due to LACOE BAS 0/0/2025 Ongoing	Charter School	0/0/2025	
Faculty and Staff					
34	<p>The Charter School shall, within thirty (30) calendar days of the Closure Action, <u>submit</u> to LACOE CSO a written accounting of all its current and former faculty and staff with verification of each individual's dates of employment with the Charter School up to,</p>	Due to LACOE	Charter School	0/0/2025	

Los Angeles County Office of Education

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	and including, the individual's last day of service. Copies of the verification shall include verification letters, personnel files for all employees and documentation of sick leave balances as of the end of employment. The Charter School shall <u>provide</u> LACOE CSO with a copy of letters and an Excel spreadsheet containing all pertinent information.	CSO 0/0/2025			
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Los Angeles County Office of Education
Monitoring and Oversight Memorandum of Understanding¹
 Magnolia Science Academy 3
 Charter Authorization Period: July 1, 2025 – June 30, 2030

Charter Type: ☒ Appeal of Denied Petition (EC § 47605) ☐ Establish ☒ Renew

☐ Direct to County Board (EC § 47605.5) ☐ Establish ☐ Renew

☐ Countywide Petition to County Board (EC § 47605.6) ☐ Establish ☐ Renew

INTRODUCTION

The Los Angeles County Board of Education (hereinafter “County Board”) is guided by the intent of the legislature, that quality charter schools are and should be an integral part of the California educational system. The County Board believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. Charter schools operate under the provisions of the charter, applicable state and federal laws, and the general oversight of the County Board.

The County Board supports this effort by establishing a defined accountability system for determining the effectiveness of the charter schools it authorizes. Charter schools are public schools; as such, their performance is subject to review and comparison with any other publicly funded school. A charter school’s demographic composition should reflect the community it serves and in which it is located.

PURPOSE OF AGREEMENT

The State of California enacted the Charter Schools Act of 1992 authorizing the creation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

Education Code (EC) § 47605 requires a charter petition to provide a “reasonably comprehensive description” of the manner in which the school will operate; it is not a comprehensive document. An agreement is a useful tool for clarifying the expectations, operations, and responsibilities of both parties beyond that which is required in the charter but is required for successful operation and monitoring of a charter school.

The County Board has established this Monitoring and Oversight Memorandum of Understanding (“Agreement”) to address matters not covered in the charter in order to clarify monitoring and oversight expectations and responsibilities. The Charter School Act allows the County Board to authorize charter schools under specified circumstances and by doing so, becomes the authorizing agency of the charter schools. The County Board has delegated to the County Superintendent of Schools (Superintendent), its obligation to oversee its authorized charter schools under the terms of this Agreement the provisions of the school’s charter, applicable laws, regulations, and County Board Policy and Administrative Regulations. The County Board reserves the right and authority to modify any decision made by the Superintendent, Los Angeles County Office of Education (hereinafter “LACOE”) or a designee.

The fundamental interest of LACOE is, on a continuing basis, to be reasonably assured that charter schools authorized by the County Board are:

¹ Adapted from the Memorandum of Understanding (MOU) utilized by the State Board of Education. This agreement reflects changes made for the Los Angeles County Board of Education as the authorizer.

- 37 • Implementing the provisions of the charter as approved
- 38 • Adhering to all federal, state, and local laws and regulations that apply to the charter school
- 39 • Being operated prudently in all respects
- 40 • Providing a sound education pursuant to EC § 47605(c)(5)(A)(i-iii) including any future changes
- 41 and the California Core Content Standards for all of their students.

42 LACOE will report periodically (annually or as requested or when necessary) to the County Board
43 regarding its delegated oversight of the Magnolia Science Academy 3 (hereinafter, "Charter School").

44 The County Board recognizes that there are matters related to the operation of the Charter School and
45 to the effective oversight of the Charter School by LACOE that go beyond the provisions included in the
46 school's charter. The County Board also acknowledges that the day-to-day operation of the Charter
47 School is appropriately carried out by the Charter School's leadership, faculty, and staff. This Agreement
48 is intended to address those matters that have not been covered in the charter and to provide guidance
49 on the oversight policies and procedures of the County Board, as carried out by LACOE. Further, this
50 Agreement is intended to outline the parties' agreement governing their respective fiscal and
51 administrative responsibilities and their legal relationships.

52 The Charter School petition and this signed Agreement, which includes:

- 53 • Attachment A: Student Achievement Plan Guidelines
- 54 • Attachment B: Fiscal Oversight Requirements and Financial Reporting
- 55 • Attachment C: Reporting Timeline (as revised yearly)
- 56 • Attachment D: County Board Action to Approve the Charter including Conditions for Approval
- 57 constitutes the conditions and terms under which the charter shall be monitored. To the extent
- 58 that the terms in the charter vary from the provisions of this Agreement, the Agreement shall take
- 59 precedence unless both parties agree to other terms.

60 The Charter School agrees that violation of a specific material provision of this Agreement is conclusive
61 proof that the Charter School has violated the conditions of the charter within the meaning of EC §
62 47607(c)(1). The Charter School further agrees that it waives any right to argue that this Agreement is
63 not enforceable or that violation of this Agreement is not a violation of the charter in any court,
64 administrative body, or before a mediator or arbitrator in any matter involving this charter.

65 **TERM OF AGREEMENT**

66 This Agreement shall commence on the date upon which it is fully executed by all parties and shall cover
67 the term of the charter. This Agreement between LACOE and the Charter School is inclusive of
68 Attachments A through E.

69 Any modification of this Agreement must be in writing and executed by duly authorized representatives
70 of the parties.

- 71 1. The duly authorized representatives of the Charter School are the governing board president,
72 CEO/Director or Principal of the Charter School or designee.
- 73 2. The duly authorized representative of the County Board is the County Superintendent of Schools
74 or designee. For purposes of material revision/amendments to the charter, such
75 revisions/amendments may only be made upon the approval of the Charter School's governing
76 board, and will take effect only if approved by the County Board.

77 This Agreement shall be reviewed at least annually and may be amended or augmented by addendum
78 at any time with mutual agreement. In the case of changes in law or County Board policy, the County
79 Board and the Charter School reserve the right to request modifications to this Agreement. Such
80 modifications, if agreed upon, shall be included as Addenda to this Agreement. Failure to reach

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agreement on required changes to the Agreement which result in a violation of law will result in termination of the Agreement and lead to termination or revocation of the charter. The approved Agreement (including any subsequent addenda) shall continue unless modified in writing. If the Charter School becomes non-operational for any reason, this Agreement (including any addenda) shall remain in effect until closure procedures have been completed. The term of the charter automatically expires if the Charter School becomes non-operational, because of non-renewal, revocation, or closure. Should the term of the charter be affected by future legislation, the provisions of this MOU will remain in full force and effect.

TERM OF THE CHARTER

The Charter School is a public school that is or shall be operating pursuant to a charter (hereinafter the "charter"). On February 18, 2025, the County Board took action to approve the charter contingent upon the conditions specified in its action (Attachment D). Any condition of authorization that was not met through revision of the Charter may be addressed in this Agreement.

- The Charter School shall operate as a classroom based charter school within the geographic boundaries of Los Angeles Unified School District in the county of Los Angeles in accordance with EC § 47605 and/or EC § 47605.1 as applicable.
- The Charter School shall serve grades 6-12 and shall have an approximate enrollment of 449.
- The Charter School shall have a five (5) year term to expire on June 30, 2030. The provisions of the charter and the Agreement shall be aligned.

The Charter School shall be responsible for all the functions of a charter school subject to applicable statutes, the terms and conditions set forth in the charter, and this Agreement.

The County Board reserves the right to approve material revisions to the charter as authorized and/or revoke the charter as specified in EC § 47607.

This Agreement is subject to termination during its term as specified by law or as set forth in this Agreement.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The Charter School is operated by Magnolia Education and Research Foundation, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code § 5110 et seq.) The Charter School is a separate legal entity and neither the County Board nor LACOE is liable for the debts and obligations of the Charter School so long as the County Board has provided oversight in accordance with EC § 47604(c). The County Board reserves the right to appoint a single representative to the Charter School's Board of Directors pursuant to EC 47604(b). The Charter School shall use all revenue received from state and federal sources only for the educational services specified in the charter and this Agreement for the benefit of the students enrolled in and attending the Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions of any grant or donation.

1.1 Organization

The Charter School shall have a phone number and e-mail address posted on its website and shall update the posting immediately whenever the information changes. The Charter School's website shall also identify the authorizing entity as the Los Angeles County Board of Education. Prior to opening, annually and upon revision, the Charter School shall accurately provide LACOE with the following information in accordance with Attachment C, Reporting Timeline, and as updated:

- Contact information, including phone numbers, official addresses and e-mail addresses for the principal contacts for the Charter School, including a mailing address that can receive any type of official mail/packages and notices, and ensure that this information is kept current.

- Organization chart displaying relationship between the governing board and the Charter School leadership.
- Immediate written notice (within 10 calendar days) of any changes in the Charter School's directors, officers, and administrators, and ***provide resumes for the new individuals.***

1.2 Governing Board Establishment

Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE the following information; the Charter School shall also have the accurate information posted on its website at all times the Charter School is operational and shall update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board
- Conflict of Interest Policy
- Roster and resumes of current governing board members

The Charter School shall provide to LACOE's Internal Audit & Analysis Unit (which houses the filing officer), annually (except where noted otherwise in Attachment C, Reporting Timeline) and as updated Assuming Office, Leaving Office, and Annual Filings for the Statement of Economic Interests, Form 700 for all designated filers pursuant to the Conflict of Interest Code of the Los Angeles County Office of Education in an accurate and timely manner as follows:

- Assuming Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer assuming the responsibilities for the Charter School for the position the designated filer is submitting a Form 700.
- Leaving Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer no longer having responsibilities for the Charter School for the position the designated filer submitted an Assuming Office Form 700; and
- Annual Statement – by the annual deadline established by the Fair Political Practices Commission each year, which is typically April 1st.

1.3 Governing Board Activities

A. Calendar: The Charter School shall provide an annual calendar of regular meetings of the governing board, including a description of how students, parents, and community members shall be notified of meetings. This calendar, with an emphasis on the date of the next scheduled board meeting, shall be displayed prominently on the Charter school's website.

B. Governing Board Meetings: The governing board of the Charter School shall conduct public meetings included on the annual calendar at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective board policies and procedures. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 - 54962). Governing board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits. For all regular and special meetings of the governing board and all standing committee meetings, the Charter School shall provide LACOE with written notification of the meeting, including a copy of the posted agenda, and shall be posted on the Charter School's website no less than 72 hours prior to a regular meeting and no less than 24 hours prior to a special meeting. The posted agenda shall contain a description of where the agenda was posted and that the meeting is held in compliance with the Americans with Disabilities Act.

Within ten (10) working days of board meetings, the Charter School shall provide LACOE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, signed resolutions and signed and approved documents. Once approved by the Charter School's governing board, the Charter School

shall provide LACOE with a copy of the minutes of the meeting within ten (10) calendar days. All policies, policy changes, and approved meeting minutes shall be posted on the Charter School's website no more than 30 days after each meeting.

C. Brown Act Training: The Charter School shall provide Brown Act training to its governing board members and administrative staff **prior** to the execution of any duties. The Charter School shall certify to LACOE annually or after any changes in governing board members or administrative staff that the Brown Act training was provided.

D. Governing Board Policies: Prior to opening, the governing board shall develop and adopt policies and procedures to guide the operation of the Charter School, including but not limited to, policies in the areas listed below. The policies shall comply with law and be aligned to the approved charter. A copy of these policies and procedures shall be submitted to LACOE no less than 30 days prior to opening, annually, and upon revision. All policies and procedures are subject to review during site visits. Policies identified with an asterisk shall be posted on the Charter School's website at all times the Charter School is operational; the website will be updated within 30 days of any revision.

- **Conflicts of Interest Policy*: If it has not already done so for the current year, at the first meeting of the Charter School's governing board, following receipt of the MOU and each July thereafter, the Charter School's governing board shall: (1) adopt a conflict of interest policy, including provisions related to nepotism, for itself and the Charter School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; (2) provide verification that all board members and designated Charter School management employees (i.e., Form 700 filers) have participated in conflict of interest training; and (3) take action to comply with the Political Reform Act and its implementing regulations, including adoption of the Conflict of Interest Code of the Los Angeles County Office of Education. *Where the filing requirements for the authorizing entity and the Charter School are discrepant with regard to designated filing positions and/or assigned disclosure categories, the requirements of the authorizing entity shall prevail.* The Charter School shall follow the Political Reform Act, the California Corporation Code, and IRS regulations.
- **Internal Fiscal Control Policies*: The Charter School shall develop and maintain internal fiscal control policies governing all financial activities that are approved by the governing board. ***The charter school shall submit these policies to LACOE no later than 30 days prior to opening and within 10 days of governing board approval*** whenever the policies are revised
- *Adherence to County Board of Education Policy and Regulation*: At the first governing board meeting of the Charter School following receipt of the MOU and each July thereafter, the governing board of the Charter School shall review and acknowledge in its board minutes that it shall adhere to all policies and regulations pertaining to charter schools that have been adopted by the Los Angeles County Board of Education and Superintendent, as long as the policies do not conflict with Education Code. All new and/or revised policies and procedures will be posted on the Charter School's website no more than 14 days after their adoption. Updated policies and regulations are available to the Charter School on our website www.lacoe.edu.
- *Criminal Background Check Policies*: These policies shall set the school's standards for employment, volunteering, vendors, and contractors.
- **Educational and Admissions Policies*: These policies include admissions, enrollment, and lottery process; electronic device use; special education; homeless and foster youth; independent study; requirements for graduation and for the Certificate of Completion (as applicable)².
- **Uniform Complaint Procedures*: Uniform Complaint Procedures (UCP), approved by the Charter School's governing board, shall be posted at all of the Charter School's sites, in a place available

² If these policies are incorporated into documents that are posted on the Charter School's website, the posting of those documents is sufficient, it is the Charter School's responsibility to identify the document location.

for public viewing and on its website. Complaint procedures shall identify the Los Angeles County Board of Education as the authorizer and provide the telephone number to the LACOE Charter School Office and the LACOE website (www.lacoe.edu).

- **Health Policies:* Policies related to absences, illness, medications, blood borne pathogens, immunization requirements, for providing emergency medical services, establishing the Section 504 Accommodation Plan².
- **Comprehensive School Safety Policies:* Policies that provide for a safe learning environment for all pupils. Policies shall include but are not limited to those areas specified and/or associated with EC 32280-32289, as described in Section 1.4(B) of this document.
- **Parent/Student Handbook:* The governing board shall approve the Parent/Student Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to all families each year, to new enrollees during registration, and upon request, and that it is at all times available online. At a minimum, the handbook shall include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and should include policies regarding dress code, student fees and field trips, and the school calendar and bell schedule. Also, a description of complaint procedures that parents may pursue in the event of disagreements, Independent Study and graduation and/or Certificates of Completion requirements, and an indication of LACOE as the authorizing entity. An annual parent meeting shall be held to inform parents regarding policies. The handbook shall be translated into language(s) most represented in the Charter School.
- *Employee Handbook:* The governing board shall approve the Employee Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to each employee at the time of their hire and each year at the beginning of the school year. At a minimum, the handbook shall include detailed expectations for standard rules of behavior, employee performance, employee problem solving, due process rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both formal and informal complaint procedures, discrimination and harassment, workplace security, drug and alcohol policies, at-will employment (if applicable), confidentiality, electronic communications, family and medical leave and employee benefits.

Amendments to the employee handbook may be made and distributed to employees by the Charter School during the year. A copy of the handbook may be reviewed during site visits.

1.4 Administration

A. Enrollment and Admissions Documentation: The Charter School shall maintain on file and provide to LACOE upon request the following information:

- Descriptions of outreach and recruitment activities that have been conducted to reach target populations as described in the charter
- Procedures for application, enrollment, admission, wait listing and lotteries for placement (enrollment preferences) as described in the charter
- Evidence of enrollment preferences consistent with the charter and with LACOE conditions of operation
- Copy of application and enrollment forms and information provided to prospective families
- Documentation, while pertinent, that start-up enrollment is consistent with enrollment numbers described in the charter

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- 263 • Evidence that the school is not seeking apportionment for students who are not residents of
- 264 California in accordance with EC § 47612
- 265 • For students over 18, evidence that each student has been continuously enrolled (no break in
- 266 enrollment greater than 20 school days) in an educational program and is making satisfactory
- 267 progress toward completion of a high school diploma

268 B. Health and Safety Plans: Prior to opening, annually, and upon revision, the Charter School shall

269 provide to LACOE, and have posted on the Charter School's website, a copy of its Health and Safety

270 Plans as follows:

- 271 • A copy of its health plan for students and employees including policies and procedures related to
- 272 absences, illness, medications, blood borne pathogens, immunization requirements, plan for
- 273 providing emergency medical services, establishing a Section 504 Accommodation Plan, and
- 274 health/mental health services available at and/or through the Charter School.
- 275 • A copy of its Comprehensive School Safety Plan that addresses all components of EC § 32280-
- 276 32289.
- 277 • Student Discipline including a list of offenses for which students may be given detention, or may
- 278 and must be suspended or expelled, the procedures for suspension or expulsion, procedures by
- 279 which parents and students shall be informed about reasons for suspension or expulsion, and of
- 280 their due process rights in regard to the disciplinary action.
- 281 • Campus Supervision and Visitors including supervision of students before and after school, while
- 282 on campus, and student drop-off and pick-up; policies related to visitors on campus, entering and
- 283 leaving the campus.
- 284 • Child Abuse Reporting including procedures consistent with Article 2.5 (commencing with Section
- 285 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. The policy should include a timeline
- 286 for the annual training of mandated reporters and the process to be used by staff for reporting
- 287 suspected child abuse to the appropriate authorities.
- 288 • Teacher Notification of Dangerous Students including procedures to be used to notify teachers of
- 289 dangerous pupils pursuant to EC 49079.
- 290 • Discrimination and Harassment consistent with the prohibition of discrimination contained in EC
- 291 Part 1, Chapter 2 (commencing with section 200). The policy should include how the information
- 292 will be communicated to stakeholder groups and how related complaints may be filed.
- 293 • Dress Code including school-wide dress code, pursuant to EC 35183, that prohibits pupils from
- 294 wearing "gang-related apparel" or other items that, if worn on a school campus, could be
- 295 reasonably determined to threaten the health and safety of the school environment.
- 296 • Safe and Orderly Environment including procedures designed to ensure a safe and orderly
- 297 environment conducive to learning at the school in accordance with EC § 32282(a)(2)(H).
- 298 • Code of Conduct for all students clearly stating the responsibilities of students, teachers, and
- 299 administrators in maintaining a classroom environment that allows a teacher to communicate
- 300 effectively with all students in the class, allows all students to learn, has consequences that are
- 301 fair and age-appropriate, considers the student and circumstances and is enforced accordingly.
- 302 • Anti-Bullying including procedures aimed at the prevention of bullying, including cyber bullying, to
- 303 be developed in accordance with AB 9 and that include clear procedures for reporting incidents
- 304 of bullying or harassment.
- 305 • Disaster/Emergency Response Plan including the protective measures and procedures to be
- 306 followed in the event of a natural disaster or other incident that threatens the health and safety of
- 307 students and staff (ex. earthquake, fire, bomb threat or intruders on campus). Procedures should

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308 include accommodation for pupils with disabilities and information to parents on the student
309 release process.

310 The section of the plan that addresses intruders on campus, bomb threats and other information
311 that would compromise the Charter School's security ***should not*** be included in the website
312 posting.

313 • Evidence that staff has been trained in health, safety, and emergency procedures.

314 • A calendar of emergency drills for students.

315 The Charter School shall provide training for staff in responding to emergencies and conduct routine
316 emergency response drills for its students.

317 C. Notice to Parents/Guardians: Annually, the Charter School shall provide to LACOE a copy of the
318 annual notice sent to all parents/guardians regarding their rights under the Family Educational Rights
319 and Privacy Acts (FERPA).

320 If the Charter School receives Title I funding, parent notice shall provide information regarding the federal
321 Every Student Succeeds Act (ESSA), including the right to request and receive essential information
322 about the professional and qualifications of the teacher(s) instructing their child.

323 ***At all times the Charter School is operational, it shall post on its website and in the school's***
324 ***office(s), a notice that the Charter School is authorized by the Los Angeles County Board of***
325 ***Education and the contact telephone number for the Los Angeles County Office of Education,***
326 ***Charter School Office.***

327 D. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a
328 legitimate educational interest are entitled to access students education records under 20 U.S.C.A. §
329 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC § 49076(b)(6). The Charter
330 School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that
331 LACOE has an educational interest in the educational records of the Charter School such that LACOE
332 shall have access to those records for reasons that include, but are not limited to, records requests,
333 complaints, and school closure. Records at a minimum, shall include emergency contact information,
334 health and immunization data, attendance summaries, and academic performance data from the
335 statewide student assessments required pursuant to EC §§ 60605 and 60851.

336 E. Criminal Record Summaries:

337 • Department of Justice (DOJ) Clearance: Prior to hiring any employee, the Charter School must
338 obtain an Originating Agency Identifier (ORI) and receive approval of its designated Custodian of
339 Records from the DOJ for the purposes of processing all school employees for DOJ clearance.
340 Obtaining an ORI cannot be done prior to having obtained a school location.

341 • All employees of the Charter School, parent and non-parent volunteers who will be performing
342 services that are not under the direct supervision of a certificated teacher, onsite vendors and
343 contractors having unsupervised contact with students, and Charter School Board members shall
344 submit to background checks and fingerprinting in accordance with EC §§ 44237 and 45125.1.
345 The Charter School shall maintain documentation, and provide to LACOE upon request, that all
346 employees, volunteers, and vendors (as applicable) have clear criminal records summaries prior
347 to their having any unsupervised contact with students. The Charter School shall maintain on file
348 and have available for inspection during site visits, evidence that the Charter School has
349 performed criminal background checks for all employees and volunteers (as applicable) and
350 documentation that vendors have conducted required criminal background checks for their
351 employees prior to any unsupervised contact with students. The Charter school shall provide
352 certification to LACOE that all employees and volunteers/vendors (as applicable) have cleared a
353 criminal background check prior to any unsupervised contact with students.

- 354 • Any visitor to the Charter School shall wear an appropriate identification badge while at the
- 355 Charter School.

356 F. Data Reporting: The Charter School shall directly report data to the California Department of Education
 357 (CDE) meeting all required deadlines. These reporting engines include, but are not limited to, the
 358 California School Information Service (CSIS), the California Longitudinal Pupil Achievement Data System
 359 (CALPADS), the Consolidated Application (ConApp), and the CDE charter school database.

360 Some of the specific documents to be submitted are as follows:

- 361 • Charter School Annual Information Survey
- 362 • Local Educational Plan (LEA) Plan
- 363 • Federal Cash Management
- 364 • Consolidated Application

365 A copy of the Consolidated Application, as approved by the school's governing board, and sent to CDE,
 366 shall be submitted to the Charter School Office annually and upon revision.

367 G. The School Accountability Report Card (SARC): On or before the date determined by the CDE each
 368 year, the Charter School shall post its SARC on the Charter School's website. The Charter School may,
 369 but is not required to, use the template developed by the CDE and available at
 370 <http://www.cde.ca.gov/talac/sa> as a guide. The Charter School shall include all elements as determined
 371 by the CDE. If the Charter School does not maintain a school website, it shall print and make copies of
 372 the SARC available to parents and other members of the community and provide CDE with a copy of the
 373 SARC to post on its website. If the Charter School posts the SARC on its website, and receives a request
 374 for a copy, it shall provide the copy at no charge.

375 H. Insurance and Risk Management: Before any individuals are employed, or property or facilities are
 376 acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business
 377 in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-
 378 insurance pool consistent with Government Code § 6528 and keep in full force during the term of the
 379 charter, no less than the following insurance coverage:

- 380 • Commercial General Liability, including Damage to Rented Premises coverage (only required for
 381 rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The
 382 policy shall be endorsed to name the Los Angeles County Office of Education and the County
 383 Board of Education ("County Board") as named additional insured and shall provide specifically
 384 that any insurance carried by the District which may be applicable to any claims or loss shall be
 385 deemed excess and the Charter School's insurance shall be primary despite any conflicting
 386 provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured
 387 Retention above \$15,000 without the prior written approval of the Office of Risk Management for
 388 the LACOE.
- 389 • Workers' Compensation Insurance in accordance with provisions of the California Labor Code
 390 adequate to protect the Charter School from claims that may arise from its operations pursuant
 391 to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance
 392 coverage must also include Employers Liability coverage with limits of
 393 \$1,000,000/\$1,000,000/\$1,000,000.
- 394 • Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits
 395 of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a
 396 student bus service. If the Charter School provides student bus services, the required coverage
 397 limit is \$5,000,000 Combined Single Limit per Occurrence.
- 398 • Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School
 399 employees who handle, process or otherwise have responsibility for Charter School funds,

supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insureds and ***shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.***

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to:

www.mycoitracking.com

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

I. Exclusive Employer: The Charter School is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code § 3540, et seq. The Charter School shall have sole responsibility for employment, management, dismissal, and discipline of its employees.

J. Employee Contracts or Agreements: Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE a sample copy of the employee contract that, at a minimum, states that the Charter School is the exclusive employer of employees and has sole responsibility for employment,

management, dismissal, and discipline of its employees. Employee contracts, for each type of employee, shall be available for review by LACOE upon request.

K. Teacher Credentials, Highly Qualified Teacher Requirements, and Non-Certificated Personnel: Biannually in October and February, in accordance with Attachment C, Reporting Timeline, the Charter School shall provide to LACOE an accurate and timely all Staff Information List (certificated and non-certificated personnel) and documentation that all teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by The Charter Schools Act. The Charter School shall notify the CSO when any employee undergoes a change in credential status.

The Charter School shall adhere to all provisions of employment laws applicable to charter schools including, but not limited to, EC § 47612.5(e)(1) which states: "Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the school who possesses a valid teaching certification in accordance with subdivision (I) of Section 47605."

L. Specific Roles to be Identified:

- School Accountability Report Card (SARC) Coordinator – To ensure timely receipt of important SARC information, it is the Charter School's responsibility to register and/or update the contact information for a school employee who will assume the responsibilities of SARC Coordinator on the California Department of Education's (CDE) Accountability Report Card Listserv web page. This is a user managed unrestricted listserv available to the public.
- Accountability (Testing) Coordinator – Coordinates and supervises implementation and administration of federal testing programs, statewide testing programs, state field testing and sample testing, and local group testing programs. It is the Charter School's responsibility to name a school employee who will manage, coordinate, identify, organize and distribute materials and ensure fidelity to the requirements of testing and ensure that all testing information is properly reported.
- Custodian of Records – Person responsible for processing, reviewing and maintaining DOJ clearance records. The individual must receive approval to fulfill this role from the DOJ.
- Homeless and Foster Youth Liaison – Individual responsible to act as point of contact for families as required by federal law: 42 USC § 11432 (g)(1)(J)(ii).

M. Business Services, Education Management, and Vendor Contracts: If within the term of the charter, the Charter School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the Charter School must provide LACOE a copy of the agreement that specifies the exact services to be provided and their cost, the term of the contract and the Charter School's provisions for monitoring the contract to ensure compliance with the contract and quality of service. ***The charter school shall submit all contracts to LACOE no later than 30 days prior to opening and within 10 days of governing board approval whenever a new contract is entered into or revised.***

N. Management Contracts: ***Prior*** to entering into a new or revised contract with an education or charter management organization (EMO/CMO), the Charter School shall provide LACOE with the following:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO/CMO.
- A description of the EMO/CMO's roles and responsibilities for the management of the Charter.
- School and the internal controls that shall be put in place to guide the relationship.

- 493 • A list of other charter schools managed by the EMO/CMO and the academic and operational
- 494 results of such management.
- 495 • A list of and background on the EMO/CMO's leaders and board of directors.
- 496 • A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that
- 497 none of the principals of either the EMO/CMO or the Charter School have conflicts of interests.

498 The County Board considers entering into a contract with an EMO/CMO not identified in the charter to
 499 be a material revision to that charter. The County Board shall review and approve any charter school
 500 management contracts prior to the Charter School entering into the contract. (See Section 4.1 Material
 501 Revision to Charter)

502 O. Facilities: No later than 60 days prior to the opening of school or the occupying or re-occupying of a
 503 facility or site, including learning centers, satellite facilities, administrative offices, and/or other facilities
 504 used by the Charter School, the Charter School shall provide evidence that the facility is/will be adequate
 505 for the Charter School's needs.

- 506 • A pre-opening site visit will be conducted regardless of whether the Charter School is located in
- 507 a facility provided by a district under EC § 47614 (Proposition 39), in a privately-leased facility, or
- 508 in a facility to be occupied under any other arrangement.
- 509 • Prior to signing any lease or similar document, the Charter School will ensure compliance with
- 510 EC § 17215 regarding sites located near runways or potential runways.
- 511 • The Charter School will provide a written signed Agreement (lease or other similar document)
- 512 indicating the Charter School's right to use the principal school site and any ancillary facilities
- 513 identified by the Charter School for the first year of the school's operation and upon any change.
- 514 • Prior to opening a site or before an existing school may occupy a new or different facility, LACOE
- 515 will conduct a site review to determine that the facilities are clean, safe, Americans with Disabilities
- 516 Act (ADA) compliant, and have the necessary local approvals to operate. The Charter School may
- 517 not operate in the facility until the County Board has granted approval to do so. Section 1.4.O of
- 518 this Agreement describes the pre-opening site visit process and requirements.
- 519 • At all times it is operational, the Charter School shall maintain on file, post as required, and furnish
- 520 upon request, certification that its facility or facilities is/are located at a site or sites zoned and/or
- 521 permitted for operation of a charter school (grades 6-12) and has been cleared for use as a charter
- 522 school by all appropriate local authorities (EC § 47610(d)). The facility shall meet all applicable
- 523 fire marshal clearances, certificates of occupancy, signed building permit inspections, and
- 524 approved zoning variances. The Charter School cannot exempt itself from applicable/local zoning
- 525 or building code ordinances.
- 526 • If the Charter School seeks facilities from the district in which it intends to locate, or is located,
- 527 under EC § 47614 (Proposition 39), it will follow applicable statute and regulations regarding
- 528 timely submission of such a request to the district. LACOE will conduct a pre-opening site review
- 529 to approve any facilities allocated to the school by the district.
- 530 • LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the Charter
- 531 School's needs, is safe, and complies with all applicable codes, laws, and ordinances. The school
- 532 will be expected to make any required corrections identified by the facilities inspection team within
- 533 a timeframe that is commensurate with the violation, or concern.
- 534 • Once open, a Charter School may change facilities only with prior approval of the County Board.
- 535 • Under ordinary circumstances, the Charter School shall provide LACOE not less than 60 days
- 536 notification of any change in facilities in order for LACOE to conduct a site visit prior to students
- 537 attending the new facilities. Under extraordinary circumstances, (e.g., a change of facilities
- 538 necessitated by fire or natural disaster), LACOE may waive the pre-opening site visit.

SECTION 2: EDUCATIONAL PERFORMANCE**2.1 Adherence to the Eight Areas of State Priority**

The Charter School must recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs have attained the skills, knowledge, and attitudes specified in the school's educational program. To ensure success, a description of annual goals to be achieved in the following eight State Priorities as they apply to the grade levels served, or the nature of the program operated, by the Charter School must be contained in the charter and reported on annually to the County Board (Annual Report, Section 2.5).

	State Priority	Description
1	Basic Services	The degree to which teachers are appropriately assigned (EC § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (EC § 60119), and school facilities are maintained in good repair (EC § 17002(d)).
2	Implementation of Common Core State Standards	Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
3	Parental Involvement	Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation
4	Student Achievement	Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. CA Measurement of Academic Progress and Performance statewide assessment b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education c. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) d. EL reclassification rate e. Percentage of pupils who have passed an AP exam with a score of 3 or higher f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC § 99300 et seq.) or any subsequent assessment of college preparedness
5	Student Engagement	Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. School attendance rates b. Chronic absenteeism rates c. Middle school dropout rates (EC § 52052.1(a)(3)) d. High school dropout rates e. High school graduation rates
6	School Climate	School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> a. Pupil suspension rates b. Pupil expulsion rates c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7	Course Access	The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; EC § 42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (EC § 51210)

	State Priority	Description
		Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (EC § 51220(a)-(i))
8	Other Student Outcomes	From the subject areas described above in "Course Access" (or #7), as applicable.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding the charter school's actions and expenditures to support pupil outcomes and overall performance. The Charter School is expected to describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in EC § 52052, including pupils with disabilities for each of the state priorities that apply for the grade levels served, or the nature of the program operated by the Charter School. The Charter School may identify additional school priorities, the goals for the school priorities and the specific annual actions to achieve those goals.

2.2 Academic Performance

Academic Standards are the **benchmarks** of quality and excellence in education. Benchmarks indicate the interim steps a student will take to reach an annual goal or objective. The benchmarks serve as a measurement gauge to monitor a student's progress and to determine if the student is making sufficient progress towards attaining those goals.

It will be the responsibility of the Charter School to submit to the LACOE, in an accurate and timely manner, the results of the academic performance of the students, biannually, using verified data as defined in EC 47607.2(c)(1). The results shall be provided for both English Language Arts and Mathematics, shall cover all grade levels served by the school, and shall be disaggregated for any numerically significant student groups. Those results should provide the comparison of the students from their baseline assessment to their mid-year and/or their end of year results.

- Mid-Year: mid-point of the fall semester or end of first trimester.
- End-of-year: mid-to-end of spring semester, end-of-second trimester or mid-third trimester.

This data must be submitted electronically in a format easily read by LACOE staff. In submitting benchmark school specific data, the Charter School must address how the students are progressing towards the measurable pupil outcomes written in the charter. Pursuant to EC 47604.3, the charter school shall, upon request, provide LACOE with access to their verifiable data program.

2.3 Educational Program

At all times it is operational the Charter School shall have available the information listed below. The information shall be submitted to LACOE prior to opening, whenever updated, and upon request:

- Scope and sequence for all subjects to be offered by the Charter School during the school year and during any supplemental instruction offering.
- The complete educational program for students to be served during the first year and each subsequent year of operation including, but not limited to:
 - (1) A description of the curriculum and identification of the basic instructional materials to be used.
 - (2) Plans for professional development for instructional personnel who will deliver the curriculum and use the instructional materials, including agendas, topics to be covered, and speakers.
 - (3) Results of interim/benchmark assessments used to evaluate student specific progress during the school year in addition to the results of the California Assessment of Student Progress and Performance (CAASPP) program in evaluation of student progress.

- 586 (4) If a high school, the University of California course descriptions submitted to UC Doorway
 587 (<http://www.ucop.edu/doorwav/>).
- 588 (5) The Charter School's annual calendar for the school year that includes the number of
 589 instructional days (minimum 175 days or as required by law), the annual instructional
 590 minutes, minimum or early release days, holidays, board recess days, and professional
 591 development days.
- 592 (6) Daily bell schedule for site-based programs that includes any passing time, breaks or
 593 recess, lunch breaks, before and after school activities.
- 594 (7) Designation of any nonclassroom-based instructional days.
- 595 (8) Sample student contracts, description of frequency of contact with teachers, pupil/teacher
 596 ratios, and description of how student work will be evaluated for time value for
 597 nonclassroom-based programs (if applicable).
- 598 (9) Initial and mid-term (as appropriate) Western Association of Schools and Colleges (WASC)
 599 accreditation self-study and visiting committee reports (if the school seeks such
 600 accreditation).
- 601 (10) The Charter School's Single Plan/Single School District Plan (if applicable).

602 **2.4 Student Achievement Plan³**

603 The Charter School shall not be required to submit a Student Achievement Plan if it has met its LCAP
 604 goals both school-wide and by significant subgroups, each year. If the Charter School fails to meet goals
 605 school-wide or by numerically significant subgroups, it shall be required to submit a Student Achievement
 606 Plan to LACOE according to the following dates:

- 607 • December 1 - Draft Student Achievement Plan
- 608 • February 1 - Final Student Achievement Plan

609 If the Charter School is seeking renewal of a charter and has not met its LCAP goals in the prior year, it
 610 shall submit a draft Student Achievement Plan for the future concurrent with the charter renewal request.

611 The Charter School shall implement its final Student Achievement Plan that sets forth school specific
 612 goals, how progress towards and achievement of each goal shall be measured and plans for addressing
 613 areas identified as needing improvement. The Student Achievement Plan shall build upon the
 614 assessment measures, educational goals, and student outcomes described in the charter petition, and
 615 shall provide for more stringent assessment measures, educational goals, and student outcomes than
 616 those described in the charter petition. If the final Student Achievement Plan is less stringent than the
 617 charter, this shall be considered a material revision to the charter and shall be subject to County Board
 618 of Education review and approval. The specific requirements of the Student Achievement Plan are
 619 described in Attachment A, Student Achievement Plan Guidelines.

620 **2.5 Annual Report**

621 Beginning with the second year of operation, by December 1 each year, the Charter School shall submit
 622 a written "Annual Report/School Accountability Report Card" (SARC) to the County Board of Education
 623 for the prior year that examines and describes the following:

- 624 • California Assessment of Student Performance and Progress (CAASPP) results both in aggregate
 625 and disaggregated by numerically significant subgroups.
- 626 • Progress made toward each of the educational goals and student outcomes identified in the
 627 charter (Measurable Pupil Outcomes).

³ This requirement is subject to amendment in accordance with AB 97, EC § 47605.5 and the implementing Regulations.

- 628 • Evidence that the Charter School is systematically examining student data and using it to drive
- 629 decisions regarding curriculum and instruction.
- 630 • Names and results of any additional verifiable internal assessments used by the Charter School.
- 631 • Plans to address areas identified as needing improvement by the Charter School.
- 632 • Evidence that the Charter School is financially sound based on certain criteria as indicated in
- 633 Attachment B, Fiscal Oversight Requirements and Financial Reporting.
- 634 • Other relevant information as determined by LACOE or the County Board.

635 LACOE shall provide the Charter School with a template for completing the Annual Report/SARC each

636 year. The Charter School shall also be provided with comparison schools.

637 If the Charter School has been required to submit a Student Achievement Plan, it shall address the

638 following elements in the Annual Report/SARC:

- 639 • Progress made in areas identified where progress falls short of meeting outcomes identified in
- 640 the Student Achievement Plan.
- 641 • Professional development provided to further progress on goals described in the Student
- 642 Achievement Plan.
- 643 • Progress made on the implementation of changes to curriculum and instructional strategies
- 644 identified in the Student Achievement Plan.
- 645 • Identification of targeted funds to support elements of Student Achievement Plan.
- 646 • Specific evidence that the results, as shown in the Annual Report, are targeting improvement in
- 647 student achievement, and that the Charter School is financially sound according to the criteria as
- 648 set forth in Attachment B, Fiscal Oversight Requirements and Financial Reporting.

649 On or before July 1, 2015, and each year thereafter, the Annual Report shall conform to the requirements

650 of AB 97 as specified in EC § 47606.5, the implementing Regulations, County Board Policy and

651 Administrative Regulations. LACOE shall comply with EC § 47606.3 and the implementing Regulations,

652 County Board Policy and Administrative Regulations with respect to the monitoring, oversight, technical

653 assistance and revocation.

654 **2.6 Oral Report to the Los Angeles County Board of Education**

655 If requested by the County Board, the Charter School shall also participate in presenting an oral report

656 to the County Board each year. The presentation shall be after December 1 as calendared by the County

657 Board, typically between January and April. LACOE shall promptly inform the Charter School of the date

658 when it is calendared.

659 At the discretion of the County Board, the Charter School may be requested to present additional updates

660 and or reports during the year.

661 **2.7 Services for Students with Disabilities**

662 The Charter School shall submit documentation that it is a Local Education Agency (LEA) with a Special

663 Education Local Plan Area (SELPA) prior to commencing operations and provide a copy of its SELPA

664 Agreement to LACOE annually.

665 **2.8 Annual Assessment of Students**

666 The Charter School shall comply with all state and federal student assessment requirements. The Charter

667 School shall test independent of LACOE, comply with all requirements of the Educational Testing Service

668 (ETS), and provide LACOE with an electronic copy of all Student Level Data provided by ETS within ten

669 (10) days of receipt of the data from ETS.

670 **2.9 Independent Study**

Revised November 2018

671 If the Charter School provides instruction through independent study, (whether it is the primary mode of
 672 instruction or it is on an incidental basis), it will comply with all requirements of statute applicable to the
 673 provision of independent study in charter schools, including EC, Part 28, Chapter 5, Article 5.5
 674 (commencing with Section 51745), and applicable regulations.

675 The Charter School may, on a case-by-case basis, use short-term independent study contracts for
 676 students who receive prior approval for absences due to travel or extended illness. Any such independent
 677 study will be limited to occasional, incidental instances of extended absences, and must be fully compliant
 678 with all independent study statutes and regulations applicable to charter schools.

679 The letter from the auditor certifying compliance must be submitted to LACOE **prior** to reporting
 680 independent study ADA at the apportionment reporting periods.

681 A. Instructional Time Requirements: If the Charter School is approved as a site-based school, it must
 682 provide a classroom-based instructional program such that at least 80 percent of the instructional time
 683 offered by the Charter School is at the school site and the Charter School requires the attendance of all
 684 students for at least 80 percent of the minimum instructional time offered. If the Charter School fails to
 685 meet the instructional time requirements, it will be required to file a funding determination in accordance
 686 with EC § 47634.2.

687 B. Calendar and Bell Schedules: No later than June 30, the Charter School will provide to LACOE-Pupil
 688 Attendance Accounting and Compliance Unit the instructional calendar for the coming year showing all
 689 holidays, staff development days, minimum days, and any other non-instructional days. In addition, the
 690 school will provide a daily schedule of instruction including minimum days and other non-standard day
 691 schedules necessary to compute annual instructional minutes.

692 The calendar and bell schedules will be reviewed to ensure compliance with minimum annual
 693 instructional minutes by grade level per EC § 47612.5.

694 If the Charter School changes or updates its daily schedule, or instructional days, it must provide to
 695 LACOE-Pupil Attendance Accounting and Compliance Unit evidence of informing parents and guardians
 696 at least 30 days in advance of the changes as well as the updated calendar or daily schedule.

697 **SECTION 3: FISCAL OPERATIONS**

698 **3.1 Funding**

699 The Charter School shall be funded in accordance with LCFF legislation, Chapter 47, Statutes of 2013
 700 (AB 97) and Chapter 49, Statutes of 2013 (SB 91). The Charter School's entitlement shall be calculated
 701 in accordance with LCFF Base Grant, Supplemental Grant and Concentration Grant. The parties
 702 recognize the authority of the Charter School to pursue additional sources of funding.

703 The County Board of Education must receive prior written notification of any source of additional funding
 704 that may result in incurring additional debt (i.e., line of credit, selling of receivables, loans, grants
 705 investments and/or bonds) to the Charter School. LACOE shall not be responsible for resolving fiscal
 706 deficiencies for the Charter School.

707 **3.2 Fiscal Agent**

708 The Charter School shall contract with LACOE for the Charter School's participation in the State
 709 Teachers' Retirement System (STRS) and/or the Public Employees Retirement System (PERS) if
 710 applicable. See section 3.7 for further discussion of the STRS/PERS responsibilities.

711 **3.3 Student Attendance Accounting and Reporting**

712 The Charter School shall use commercially available attendance accounting software that is compliant
 713 with CALPADS data collection requirements. Prior to opening, annually, and upon revision, the Charter
 714 School shall provide a copy of the Charter School's procedures for attendance accounting, with evidence
 715 of internal controls. Spreadsheets on Excel or other programs **shall not be accepted**. The Charter
 716 School shall submit a calendar of attendance months to LACOE no later than June 30, submitting it along

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717 with the school's bell schedules and instructional calendar. The structure of attendance months shall
718 adhere to EC § 37201.

719 The Charter School shall submit monthly enrollment and attendance data as required to receive
720 apportionment of funding within five (5) business days after the end of the attendance month to LACOE.

721 In addition, the Charter School shall prepare and submit to LACOE-Pupil Attendance Accounting and
722 Compliance Unit, the certified data file and original signature reports using the State Principal
723 Apportionment Data Collection Software reports according to the following schedule:

- 724 • Charter School Physical Location Report by April 10 or if it falls on a Saturday or Sunday, the first
725 business day following April 10.
- 726 • Charter School Adjustments to CALPADS Data (as applicable) by April 10 or if it falls on a
727 Saturday or Sunday, the first business day following April 10.
- 728 • First Principal Apportionment (P-1) (attendance for all full attendance months between July 1 and
729 December 31) by January 4 or if it falls on a Saturday or Sunday, the first business day following
730 January 4.
- 731 • Second Principal Apportionment (P-2) (attendance for all full attendance months between July 1
732 and April 15) by April 20 or if it falls on a Saturday or Sunday, the first business day following April
733 20.
- 734 • Annual Apportionment (attendance for the Charter School year) by July 5 or if it falls on a Saturday
735 or Sunday, the first business day following July 5.
- 736 • Corrections to the second principal apportionment and annual principal apportionment reports
737 shall be received by LACOE no later than September 15 or if it falls on a Saturday or Sunday, the
738 first business day following September 15.

739 NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely
740 manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded
741 from that apportionment's certification and funding period. For example, if P-1 attendance data is not
742 received in time for inclusion in the P-1 certification, the school ADA defaults to zero and no funds are
743 paid for the P-1 funding period, February through May. Any subsequent attendance report corrections
744 shall include a narrative justification for the corrections made.

745 The Charter School shall submit with the Monthly Attendance Report, an Exit Report for each student
746 who leaves the school (except when matriculating to sixth grade). The Exit Report shall be completed by
747 the parent/guardian and minimally include: (1) reason for withdrawal; (2) date of withdrawal; (3) school
748 to which student is transferring; (4) parent/guardian signature and date; and (5) administrative signature
749 and date. The Exit Reports shall coincide with the inclusive dates of the Monthly Attendance Report.

750 Summer Instruction: If the school is providing summer instruction, a calendar of the summer program
751 shall be provided to LACOE no less than two (2) weeks prior to the start of the instruction.

752 **3.4 Revenue and Expenditure Reporting**

753 The Charter School is required by EC § 47604.33 to submit periodic reports of revenues, expenditures,
754 and reserves. The Charter School shall submit to LACOE monthly statement of cash flows, copies of
755 bank statements, General Ledger, Revenue and Expenditure Summary, Statement of Financial Position,
756 Statement of Fund Balance, Year-to-date Budget to Actual Statement and notes to financial statements
757 in accordance with Attachment B, Fiscal Oversight Requirements and Financial Reporting. As part of the
758 continuous oversight, LACOE shall make a periodic assessment of the charter's fiscal condition.

759 Charter schools with one or more authorizers or participating in a CMO/EMO structure, shall establish
760 and maintain a separate checking account for all LACOE authorized charters. All site-base payables and
761 receivables shall be conducted through the school's separate bank accounts.

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In order to meet statutory timelines for revenue and expenditure reporting, The Charter School shall submit Charter School Board approved fiscal reports to LACOE for review using the state software (SACSWEB System), according to the following schedule:

- Preliminary budget on or before July 1
- First Interim Report (expenditures through 10/31) on or before December 15
- Second Interim Report (expenditures through 1/31) on or before March 15
- Unaudited Actuals Report for the prior fiscal year on or before September 15

Any changes in the budget or interim reports from one reporting period to the next period shall be explained in writing. Explanations and budget assumptions shall accompany the reports. The Charter School is expected to maintain reserves of no less than three (3) percent of the Charter School's Adopted Budget for the fiscal year. An explanation of any projected drop in reserves below the three (3) percent level shall be included in the assumptions.

3.5 Annual Audit

In accordance EC § 41020(b)(3) by March 13 of each year, the Charter School shall submit to LACOE information regarding the audit firm that will be conducting the annual audit. Information shall include the following:

- Cover letter includes: Audit firm name, address, partner(s), and audit firm contract number; e-mail address, contract period, contract amount, and date of Board approval
- Copy of Board minutes approving audit firm
- Copy of the fully executed contract with the audit firm

In accordance with EC § 41020, by **December 15** of each year, the Charter School shall submit an annual independent financial audit to the State Controller's Office (SCO), LACOE, and the CDE. The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to LACOE and the Charter School. If any findings or exceptions are identified in the annual audit, the Charter School shall implement corrective action plans in a timely manner. ***Continuing or unresolved prior year findings or deficiencies shall have a negative impact on the Charter School's renewal request.***

The SCO does not grant filing extensions to charter schools. The extension must be obtained through the chartering entity. Submit extension requests to the LACOE Business Advisory Services Division, and LACOE will notify the SCO and the CDE of the approved extensions.

In addition to the Charter School's financial statements, the audit shall include, as applicable, but not be limited to:

- Contemporaneous records of attendance
- Annual instructional minutes
- Documentation related to non-classroom-based instruction
- Determination of funding for nonclassroom-based instruction as per EC § 47634.2

3.6 Oversight Fees

The Charter School shall be charged an oversight fee not to exceed one (1) percent of the LCFF Base Grant, Supplemental Grant and Concentration Grant received by the Charter School in accordance with EC § 47613 and used to offset consultant and administrative costs required for comprehensive oversight, which includes but is not limited to the following categories:

- Curriculum and instruction
- Assessment and accountability

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- 804 • School fiscal review
- 805 • Site visitations
- 806 • Renewal evaluations
- 807 • Attendance accounting processing, analysis and certification
- 808 • In the case of a countywide charter (EC § 47605.6), the County Board may enter into an
- 809 agreement with a third party, at the expense of the Charter School, to oversee, monitor, and report
- 810 to the County Board on the Charter School's operations. The County Board may prescribe the
- 811 aspects of the Charter School's operations to be monitored by the third party and may prescribe
- 812 appropriate requirements regarding the reporting of information concerning the operations of the
- 813 Charter School to the County Board of education. (EC § 47605.6(a)(1)) The County Board
- 814 delegates the authority to make this determination and enter into the agreement to the County
- 815 Superintendent of Schools/designee.

816 The oversight fee shall be based on the LCFF Base Grant, Supplemental Grant and Concentration Grant
 817 funding provided to the Charter School at the Second Principal Apportionment (P-2). Failure to remand
 818 oversight fees shall incur interest fees and LACOE may withhold or charge apportionment to recoup fees
 819 owed.

820 **3.7 State Teachers Retirement System (STRS)/Public Employees Retirement System (PERS)**

821 **Reporting**

822 If the Charter School offers its employees the opportunity to participate in STRS or PERS, the Charter
 823 School shall be responsible for contracting with LACOE for reporting purposes. Such arrangements shall
 824 be made prior to the hiring of any employee. The Charter School shall notify LACOE of the staff person
 825 who will make the arrangements and provide written notification that arrangements have been made prior
 826 to the hiring of employees. If the school participates in any alternative retirement systems, information
 827 regarding those systems must also be provided.

828 **SECTION 4: FULFILLING CHARTER TERMS**

829 **4.1 Material Revision to Charter**

830 Changes to the charter deemed to be material revisions may not be made without prior approval by the
 831 County Board of Education. Revisions to the charter considered to be material changes include, but are
 832 not limited to, the following:

- 833 • Substantial changes to the educational program (including the addition or deletion of an
- 834 educational program), mission, or vision.
- 835 • Changing to or adding a nonclassroom-based program.
- 836 • Proposed changes in enrollment that increases by more than 20 percent of the enrollment
- 837 originally projected in the charter petition in any given year or a change that could significantly
- 838 impact the academic or financial sustainability of the School.
- 839 • Addition or deletion of grades or grade levels to be served.
- 840 • Changes to location of facilities or lease agreements for the Charter School sites, resource
- 841 centers, meeting space, or other satellite facility including the opening of a new facility; temporary
- 842 locations rented for annual student testing purposes shall be exempted from this provision.
- 843 • Changing admissions requirements and procedures.
- 844 • Governance structure, including but not limited to: changes in number of board members, method
- 845 by which new board members are selected, and/or changes in majority/quorum or other
- 846 provisions relating to resolution approval.

847 Entering into or revising a contract with an EMO/CMO. **4.2 State Assessments**

848 The Charter School agrees to comply with and adhere to the state requirements for participation and
849 administration of all state mandated tests, including the designation of a test site coordinator and the
850 establishment of accounts with each test vendor. The state tests required to be administered include, but
851 may not be limited to:

- 852 • Smarter Balanced Assessments
- 853 • California Standards Tests (select tests/grades)
- 854 • Physical Fitness Test
- 855 • California English Language Development Test / English Language Proficiency Assessments for
856 California
- 857 • California Alternate Assessments

858 **4.3 Site Visits**

859 LACOE shall conduct at least two (2) visits during the school year. The site visits shall consist of the
860 following:

- 861 • At least one (1) site visit shall be conducted in order to assess the Charter School's progress in
862 governance and organizational management, educational performance, fiscal operations, and
863 fulfillment of the terms of the charter. The primary focus of the visit shall be on teaching and
864 learning and, if applicable, the Student Achievement Plan (described under Section 2: Educational
865 Performance). The site visit may include review of the facility, review of records maintained by
866 the Charter School, interviews with administrators, staff, students, and parents, and observation
867 of instruction in the classroom. The evaluations for each year shall constitute one (1) basis upon
868 which a renewal decision shall be made at the end of the term of the charter in accordance with
869 the Education Code. Any deficiencies shall be reviewed with the Charter School administration.
870 The Charter School administration will be given an opportunity to address the deficiencies.
- 871 • At least one (1) site visit shall be conducted to review the charter school facilities. LACOE will
872 conduct an annual facilities inspection to ensure the facility is adequate for the Charter School's
873 needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be
874 expected to make any required corrections identified by the facilities inspection team within a
875 timeframe that is commensurate with the violation, or concern.

876 EC § 47604.32(b) requires LACOE to conduct a site visit at least annually. The purpose of the visits
877 shall be to monitor the instructional program and operations in accordance with County Board of
878 Education Policy 0420.4. The County Board and LACOE staff may inspect or observe any part of the
879 charter school at any time. (EC § 47607(a)(1)).

880 **4.4 Renewals**

881 The Charter School may seek renewal of its charter prior to expiration of the term of the charter in
882 accordance with EC § 47605(k)(3), EC § 47607(a) and (b), the implementing Regulations, County Board
883 Policy and Administrative Regulations.

884 In the case of a countywide charter, the elements of the renewal petition shall comply with EC § 47605.6.
885 The Charter School shall submit its renewal petition for the next charter term along with a copy of the
886 most recent Annual Report and Student Achievement Plan (if applicable) to LACOE. The renewal petition
887 may be submitted no earlier than the date CDE releases the schools' academic performance data for the
888 school year prior to the last year of the term of the charter and no later than January 31 of the last year
889 of the term of the charter except as provided for under County Board Policy.

890 LACOE shall review the charter petition, consider the Charter School's academic, financial, and
891 operational performance (including its audit reports and annual visitation reports), and conduct a renewal
892 site visit as part of the renewal process. To the extent required, the charter petition shall be revised in

accordance with current statutes and regulations. LACOE shall abide by Education Code, California Code of Regulations (CCR), and County Board Policy and Regulation when considering charter renewal.

4.5 Notice of Violation, Opportunity to Remedy, and Revocation

The County Board may provide notice of violation, opportunity to remedy, and revoke the charter as set forth in EC § 47607, its implementing Regulations, County Board Policy, and Administrative Regulations.

4.6 Closure Procedures

At all times it is operational, the Charter School shall have closure procedures in place and available for review. Closure procedures shall be submitted to LACOE prior to opening, whenever updated, and upon request. Procedures shall be compliant with EC § 47604.32, 47605, 47605.6 and 47607; with Title 5, CCR § 11962 and 11962.1; as well as with County Board Policies and Procedures, and shall contain at a minimum, the following:

- Identification of a responsible person(s) (e.g., Executive Director, Financial Officer, President of the Charter School governing board) to oversee and conduct the closure process; this provision shall include a process to ensure that closure procedures are updated no less than annually or when any change is made.
- Notification of students and families of the Charter School closure.
- Security of student and business records.
- System for exiting all students correctly in CALPADS. The exit date must be on or before the official closure date.
- Processing of final employee payroll and benefits, including contributions to STRS/PERS, as applicable.
- Identification of all assets and liabilities and the plan for transfer as detailed in the charter.
- Final close-out audit to be paid for by the Charter School.
- Identification of a source of funding to be used for closeout expenses including the final audit.
- Dissolution of the Charter School and/or nonprofit corporation.

Further descriptions of each of these items can be found in the laws and regulations listed above in 4.6.

If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), LACOE shall serve written notice on the Charter School that closure procedures have been invoked. No later than 10 days after receiving that notice, the Charter School will meet with LACOE to plan for the orderly closing of the Charter School following procedures noted within the petition as well as those within Appendix E. Individuals present at that meeting shall include the individual the Charter School identified as responsible for closure, a member of the Charter School's governing board and LACOE staff that will work with the Charter School to complete all close out activities.

The Charter School expressly acknowledges the right of LACOE, on behalf of the County Superintendent of Schools to take immediate and direct control of all of the Charter School's student and business records at any time after LACOE gives written notice that it is invoking closure procedures.

If the Charter School closes without a designated entity, or the designated entity no longer exists, for the transfer of assets, LACOE becomes the designated entity for the transfer of assets.

SECTION 5: REQUIRED DISCLOSURES

The preliminary or final written results of any investigation of Magnolia Science Academy 3 Charter School will be provided as soon as possible, (within 48 hours of receipt), to the LACOE Charter School Office for its review. This includes, but is not limited to, any Notices of Violation or Orders to Comply from

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935 any federal, state or local agency. LACOE will determine whether the violation constitutes grounds for
 936 revocation under Education Code 47607(c)(1).

937 The notice of any litigation or pending litigation in which the school is involved, the subject of litigation,
 938 the nature of the dispute, and the potential liability, if any, to LACOE will be provided as soon as possible,
 939 (within 5 business days of receipt), to the LACOE Charter School Office.

940 Pursuant to reasonable requests under EC 47604.3, the charter school shall, upon request, provide
 941 LACOE with parent notifications, documents related to due process, summary reports on internal or
 942 external investigations, financial records, and student disciplinary records.

943 The Charter School will provide advance notification (in alignment with parent notification) of expulsion
 944 hearings to the LACOE CSO. The Charter School will provide to the LACOE CSO for review, *upon*
 945 *request*, documentation of findings/evidence related to expulsions; including an audio or video recording,
 946 or certified written transcript, of the hearing.

947 The Charter School will provide advance notification of changes to the school's bylaws.

948 **SECTION 6: NONDISCRIMINATION**

949 The parties recognize and agree that the Charter School shall not charge tuition, shall be nonsectarian,
 950 and pursuant to EC § 200, the School shall be open to all students regardless of race, ethnicity, national
 951 origin, gender, sexual orientation (whether perceived or actual), religion, socioeconomic status, or
 952 disability, immigration status, or any other characteristic that is contained in the definition of hate crimes
 953 set forth in § 422.55 of the Penal Code. These non-discrimination provisions shall apply to employment
 954 of all staff members as well.

955 **SECTION 7: SEVERABILITY**

956 If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable
 957 or contrary to public policy, or statute, the remainder of this Agreement shall not be affected thereby and
 958 shall remain valid and fully enforceable.

959 **SECTION 8: NON-ASSIGNMENT**

960 No portion of this Agreement or the charter petition approved by the LACOE may be assigned to another
 961 entity without the prior written approval of the County Board of Education.

962 **SECTION 9: WAIVER**

963 A waiver of any provision or term of this Agreement shall be in writing and signed by both parties. Any
 964 such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that
 965 neither party to this Agreement waives any of the rights, responsibilities, and privileges established by
 966 the Charter Schools Act of 1992.

967 **SECTION 10: NOTIFICATION**

968 All notices, requests, and other communications under this Agreement shall be in writing and mailed to
 969 the proper addresses as follows:

To LACOE:

Business Services
 C/O Karen Kimmel
 Chief Financial Officer
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

or Charter School Office
 C/O Indra Ciccarelli
 Director II
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242

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To the Charter School:

Name: Mr. Alfredo Rubalcava Title: CEO & Superintendent
 Magnolia Science Academy 3 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

To the Charter School governing board:

Name: Mr. Mekan Muhammedov Title: Board Member
 Magnolia Science Academy 3 Charter School
 250 E. 1st Street
 Suite 1500
 Los Angeles, CA 90012

970 This Agreement, including Attachments A through D, contains the entire agreement of the parties with
 971 respect to the matters covered hereby, and supersedes any oral or written understandings, agreement
 972 or agreements between the parties with respect to the subject matter of this Agreement. No person or
 973 party is authorized to make any representations or warranties except as set forth herein, and no
 974 agreement, statement, representation or promise by any party hereto which is not contained herein shall
 975 be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties,
 976 representations, statements, or promises by any of the parties herein or any of their agents or consultants
 977 except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement
 978 shall only be modified in writing by the mutual agreement of the parties.

 Date Print Sign
 Authorized School Representative, Magnolia Science Academy 3 Charter School

 Date Print Sign
 Authorized Board Representative, Magnolia Science Academy 3 Charter School

 Date Karen Kimmel, Chief Financial Officer
 Business and Finance
 Los Angeles County Office of Education

Attachment A: Student Achievement Plan Guidelines

I. Overview

A Student Achievement Plan is required to be submitted to the Los Angeles County Office of Education (LACOE) if the Charter School fails to meet all of its Measurable Pupil Outcomes (MPOs) and/or LCAP goals in any year. The Achievement Plan requires the Charter School to establish specific goals and actions the Charter School will take to improve student academic achievement in those areas identified through the MPOs and/or LCAP update as not meeting performance criteria. The Charter School shall be expected to present an annual update to the County Board of Education on the progress made in meeting goals identified in the Student Achievement Plan. These guidelines make explicit the elements that shall be addressed in the Student Achievement Plan for any subject area or criteria in which the Charter School falls short of targets. Data compiled from this Student Achievement Plan and the annual update, plus confirming evidence gathered during periodic site visits will provide LACOE with evidence of whether the Charter School is on track to its charter being renewed.

In addition to the MPOs and LCAP goals, the Charter School may incorporate a variety of additional outcome measures to further demonstrate academic achievement and organizational effectiveness. While these various supplemental measures will not carry as much weight as the required measures in making renewal decisions, they may be important in helping the Charter School achieve its academic goals and distinctive qualities in the Charter School's mission as well as highlight those goals.

II. Required Components of the Student Achievement Plan

For each area in which the Charter School did not meet its MPOs or LCAP goals, the Charter School shall submit a plan to the LACOE describing specific and concrete actions the Charter School will take in order to improve student achievement over the course of the current school year. The Student Achievement Plan shall address, at a minimum, the following elements:

- Methods or system the Charter School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the Charter School as a whole.
- Analysis of the CAASPP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.
- Specific actions, which follow from the examination of student data, which the Charter School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
- Professional development plan for teachers and/or other staff that supports the activities the Charter School will implement to improve performance in targeted areas.
- Diagnostic assessments that will be used to enable the Charter School to monitor the effects of proposed changes on student performance.

The Charter School shall submit a draft Student Achievement Plan to LACOE by October 1 if the Charter School did not meet its MPOs or LCAP goals in the prior year. LACOE will review the draft plan and either approve it as submitted or request changes to it. If changes are required, the final Plan shall be due to LACOE by December 1.

Further information regarding API may be found at www.cde.ca.gov/italaciap/index.asp on the LACOE website. Information on AYP, including targets and criteria may be found at www.cde.ca.gov/iteac/ayfindex.asp.

In accordance with AB 97, prior to July 1, 2015, these guidelines may be amended to reflect EC § 47605.5 and the implementing Regulations.

Attachment B: Fiscal Oversight Requirements and Financial Reporting

LACOE shall determine fiscal soundness of the Charter School by reviewing and analyzing the financial reports and documents provided by the Charter School. This determination shall be made each month and LACOE shall notify the Charter School in writing of any concerns it may have regarding the financial stability of the Charter School.

If the Charter School is in its first year of operation and will begin instruction by September 30, or if the Charter School is significantly expanding, the school may receive a special advance and/or allocation on their funding for certain state and federal categorical programs. The special advance and/or allocation are based on estimates of the school's upcoming enrollment, average daily attendance and/or pupil demographic data. These data estimates are submitted in the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report. This report should be submitted online on the CDE website with the original report submitted to LACOE, no later than the last day of July of that same year.

LACOE requires that the charter school shall make available for the authorizer's review any revisions in revenue and expenditures that it has made to its budget, not later than 45 days after the Governor signs the annual Budget Act, to reflect the funding made available by that Budget Act. This is pursuant to Education Code § 42127(i)(4).

In addition to the above, by the fifteen of each month the Charter School and/or CMO/EMO shall provide the following reports and documents with full disclosure of transactions to the Business Advisory Services Division for the prior month:

1. Monthly bank statements
2. Monthly bank reconciliations
3. Monthly general ledger
4. Statement of revenue and expenditures (month-to-date/year-to-date for actuals and budget and comparisons)
5. Statement of financial position
6. Year to date budget to actual statement
7. Notes to financial statements
8. General Ledger (excel or compatible spreadsheet)
9. Schedule of Debts/Liabilities with dates of the origin of the debt, cost of borrowing, and repayment plan with timelines
10. Monthly Cash Flow Projections - submit on quarterly basis by the 15th day after the end of each quarter
11. Quarterly Consolidated Financial Report(s) – for organization that have more than one charter school or operating under a CMO/EMO structure.
12. Shared cost allocation plan, along with established methodology for cost shared between the Charter schools, CMO/EMO, and other organizations.

Beginning with the 2012–13 school-year, the Charter School will receive general purpose state aid funding pursuant to Proposition 30, known as the Education Protection Account (EPA). To be compliant with the requirements of Proposition 30, the school must:

1. The Charter School's governing board must meet to make spending determinations for the funds at an open public meeting.
2. Report the amount of funds received and how the funds will be/were spent.

LACOE may require additional financial related documents and shall request them of the Charter School as needed.

Attachment C: Reporting Timeline (Revised Annually)

Annual Submission Timeline and Due Dates

(Provided as a separate file)

Attachment D

Action of the County Board to Authorize the Charter School

(Provided as a separate file)

Attachment E

Closure Procedures

(Provided as a separate file)

Request for Taxpayer Identification Number and Certification

(Provided as a separate file)

	Month due	Category	Report/Activity	Send to^	File	Document Links
1	July '24	Fiscal	Adopted Budget for Fiscal Year 2024 - 25 Board Approved: Due July 1, 2024 Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
2	July	Fiscal	Adopted Fiscal Policies for Fiscal Year 2024-25 Due July 1, 2024 (Resubmit within 10 days if changed)	BAS & Canvas	Fiscal	
3	July	Administrative	All Site Lease Agreements, Shared Use Agreement (SUA) and/or Facilities Use Agreement (FUA) Due July 1, 2024 (and when modified).	Canvas	Facilities	
4	July	Administrative	2024-25 Local Control Accountability Plan (LCAP) and Budget (Board approved). Due July 1, 2024 Note: Upload PDF copy to Canvas.	BAS & Canvas	LCAP	
5	July	Attendance	Instructional Calendar and Bell Schedules: Final Board approved calendars and bell schedules Due July 1, 2024 - to PAAC and CSO. Bell Schedule by grade as follows: TK & K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period) If calendar/bell schedule need to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
6	July	Instruc-Title I	School Plan/Single Plan for Student Achievement Due July 1, 2024 (if using LCAP for SPSA notify rudolph_sheila@laoe.edu)	Canvas	Title I & EL	
7	July	Administrative	Workplace Violence Prevention Plan (WVPP): As a result of Senate Bill 553 (SB 553), all employers, including charter schools, that fall within the scope of California Labor Code (LC) 6401.7 and LC 6401.9, are required to establish, implement, and maintain an effective, written Workplace Violence Prevention Plan (WVPP). California's new law requiring a WVPP-related training, record keeping, and reporting protocol for nearly all employers, is in effect now, with a compliance deadline of July 1, 2024. Using the CSO template, please confirm that your school has developed a Workplace Violence Prevention Plan (WVPP) by July 1, 2024. http://dir.ca.gov/dosh/Workplace-Violence/General-Industry.html	Canvas	Governance	Link to Charter School Office Templates
8	July	Attendance	P-3 State Annual Attendance Report SY 2023-24: Original signature documents received and certified data file e-mailed by July 8, 2024. Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
9	July	Attendance	New charters* or expanding grade level charters ONLY: Submit certification pages for the PENSEC for signatures to PAAC no later than July 19, 2024. *Email PAAC for clarification as to whether you're considered a new charter and "CC" Charter School Office.	PAAC	ADA	
10	July	Attendance	Summer Session Attendance Reports: Due no later than the Friday following the close of the summer session (if applicable) for all 10-Month charter schools.	PAAC	ADA	
11	Aug	Administrative	Blank Employment Agreement/Contract for each employee type (i.e., certificated, non-certificated, mgnt., etc.). Please include a list of position titles applicable to each contract type. Due August 9, 2024	Canvas	Governance_Employment Agreement	
12	Aug	Administrative	FERPA (Family Educational Rights and Privacy Act): Annual Parent Notification (https://studentprivacy.ed.gov/resources/ferpa-model-notification-rights-elementary-secondary-schools) Sample copy of dated Notification: Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
13	Aug	Administrative	Parent/Student Handbook: Due August 9, 2024 (and when modified) Please upload an English copy, and if applicable, a copy translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.)	Canvas & PAAC	Governance_Handbook & Safety Plan	
14	Aug	Administrative	Employee Handbook: Due August 9, 2024 (and when modified)	Canvas & PAAC	Governance_Handbook & Safety Plan	

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Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
15	Aug	Administrative	School Contact Information List 2024-25: Submit the 2024-25 School Contact Information List (Use CSO template) Include name, title, phone and email address for the following positions as applicable: Principal, Assistant Principal, Dean, Testing Coordinator, Accountability Coordinator, English Learner Coordinator, Homeless Liaison, Foster Youth Liaison, Special Education Coordinator, Title IX Coordinator, School Counselor(s), and Home Office Staff if applicable). Due August 9, 2024	Canvas	Staff & Student roster	Link to Charter School Office Template
16	Aug	Administrative	Staff Affidavit of DOJ Clearance. Site Administrator's signed statement that background checks have been completed for all staff. Due on or before August 9, 2024	Canvas	Staff & Student roster	
17	Aug	Administrative	Proof of Insurance: (Worker's Comp., Comp. Bodily Injury & Property Damage Liability, Property Damage/Boiler & Machinery/Electronic Data Processing Insurance, etc. per MOU requirements): Annually, 30 days prior to the start of the school year.	https://mycoitracking.com/	Insurance	
18	Aug	Governance	List of Governing Board Members, Officers, Affiliations, and Contact Info: (Use LACOE CSO Excel Form) Due August 9, 2024 (resubmit within 10 days of any change)	Canvas	Governance	Link to Charter School Office Templates
19	Aug	Governance	Governing Board Bylaws (signed): Due August 9, 2024 (and within 10 days of any changes)	Canvas	Governance	
20	Aug	Governance	Approved Governing Board Meeting Schedule for 2024-25: Due August 9, 2024 (and when modified)	Canvas	Governance	
21	Aug	Governance	Organization Chart: Display the relationship between governing board and school leadership: Due August 9, 2024	Canvas	Governance_Board_Policies	
22	Aug	Administrative	Comprehensive School Safety Plan 2024-25 (Updated March 1, 2024): Include emergency drill calendar and staff training schedule including mandated report trainings. Due August 9, 2024	Canvas	Governance_Handbook & Safety Plan	
23	Aug	Governance	All Board Policies: Board policies uploaded should include but not be limited to, fiscal, Title IX, suspension/expulsion, UCP, K/TK, graduation/credit, employment (if not in employment handbook or student/parent handbook), admissions/enrollment, student fees, suicide prevention, and sexual harassment prevention training. If applicable, upload all board policies translated per Education Code 48985. (15% or more of enrolled students speak a single primary language other than English.) Due August 9, 2024 (and when modified or new CDE requirements)	Canvas	Governance_Board_Policies	
24	Aug	Instruction	SELPA (Special Education Local Plan Area) Agreement: Due August 9, 2024 (and when modified) (https://www.cde.ca.gov/sp/se/as/caselpas.asp)	Canvas	Selpa	
25	Aug	Instruction-EL	English Learner Master Plan: Due August 9, 2024 (http://www.cde.ca.gov/sp/el/)	Canvas	Title I & EL	
26	Aug	Instruction-EL	English Learner "Annual Parent Notification Letter " and "EL Placement Parent Letter": Sample of information to be sent to parents Due August 9, 2024 (https://www.cde.ca.gov/sp/ml/elparentletters.asp)	Canvas	Title I & EL	
27	Aug	Administrative	Staff Information List (Fall) (Use CSO Excel spreadsheet template): Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency. Due August 30, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
28	Aug	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due August 30, 2024. (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
29	Aug	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due August 30, 2024.	Canvas & PAAC	Calendars & Schedules	

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Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
30	Aug	Fiscal	Final Unaudited Financial Report for the full prior year FY 2023-24: Both DAT file and Form CA with original signatures must be received. Due August 30, 2024	BAS	Fiscal	
31	Sept	Administrative	2024-25 Professional Development Plan: Submit a calendar or listing of professional development activities planned for the 2024-25 school year. Due September 20, 2024	Canvas	Site Visits	
32	Sept	Instruction-Spec Ed	Quarterly Special Education Report: (Use LACOE CSO Excel Form) Due September 27, 2024.	Canvas	SELPA	Link to Charter School Office Templates
33	Oct	Instruction	Title I 4-week Parent Letter: See Sample CDE Template (https://www.cde.ca.gov/pd/ee/documents/modlet4weeknotieng.doc) Due October 4, 2024	Canvas	Staff & Student roster_Staff List 1st Semester	Link to Charter School Office Templates
34	Oct	Administrative	Student Information List (Fall) using LACOE Excel spreadsheet: (Use LACOE CSO Template provided) Due October 4, 2024	Canvas	Staff & Student roster	Link to Charter School Office Templates
35	Oct	Attendance	Charter 20 Day Attendance Report: New charters or expanding grade level charters ONLY: Submit certification pages for the Charter 20 Day Attendance Report for signatures to PAAC no later than the due date provided by PAAC. These reports must be certified electronically before the certification page can be generated. See CDE website for details, instructions and PIN information: http://www.cde.ca.gov/fg/aa/pa/ *Email PAAC for clarification as to whether you're considered a new charter	PAAC	ADA	
36	Oct	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
37	Oct	Fiscal	Quarterly Consolidated Financial Reports submitted on a quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
38	Oct	Instruction	CBEDS (California Basic Educational Data System): Reporting date is the first Wednesday in October . Data should be submitted online. See CBEDS website for more information. (http://www.cde.ca.gov/ds/dc/cb/)	CDE	ADA	
39	Nov	Administration	2024-25 Website Certification: Using the CSO template, please confirm that your school has updated its website for the 2024-25 school year to be in compliance with applicable state and federal laws and the County Board MOU. Due November 8, 2024	Canvas	Governance	Link to Charter School Office Templates
40	Dec	Attendance	P-1 State Attendance Report: Certified data file e-mailed by the due date provided by PAAC . Send original signature documents sent after the data file is accepted by PAAC.	PAAC	ADA	
41	Dec	Fiscal	First Interim Financial Report: Due December 6, 2024 (Ed Code 47604.33)	BAS	Fiscal	
42	Dec	Fiscal	Annual Audit Report for FY 23-24: Submit the 2023-24 Local Control Accountability Plan (LCAP) with the audit. Due: December 15, 2024 (date may be extended by CDE)	State, County Office, CDE, BAS	Fiscal (audit) BAS	
43	Dec	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel template): Due the last day of school prior to Winter Break.	Canvas	SELPA	Link to Charter School Office Templates
44	Jan	Administrative	Copy of Intent to Enroll/ Lottery Application and Enrollment Forms: Due Jan. 10, 2025 for the 2025-26 school year.	Canvas	ADA	
45	Jan	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	

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Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
46	Jan	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis: Due 15 days after quarter ends	BAS	Fiscal	
47	Jan	Instruction	AP Course Audit (High School Only): Submission due no later than January 31, 2025 . Print screen of approved courses for 2024-25 and upload to Canvas.	Canvas	Calendars_schedules	
48	Feb	Administrative	SARC (School Accountability Report Card): Due: February 1, 2025	CDE & Canvas	SARC	
49	Feb	Administrative	Staff Information List (Spring) (Update LACOE CSO Excel spreadsheet template used in the fall) Due February 7, 2025 (Include all certificated, non-certificated, and/or licensed individuals who are on your site including independent contractors, long term subs, and those who provide services through an agency).	Canvas	Staff & Student roster	Link to Charter School Office Templates
50	Feb	Administrative	Copies of Teacher Credentials: (1 pdf file of all teacher credentials listed on the CTC website) Due February 7, 2025 . (https://www.ctc.ca.gov/commission/lookup)	Canvas	Staff & Student roster	
51	Feb	Administrative	Master Schedule: Submit grid from Student Information System (SIS) sorted by teacher and period listing all the courses being taught including classroom numbers: Due February 7, 2025	Canvas & PAAC	Calendars_schedules	
52	Feb	Administrative	Student Information List (Spring): Due February 7, 2025 Use LACOE CSO Template . (Update the February 2025 tab in the spreadsheet submitted in October 2024)	Canvas	Staff & Student roster	Link to Charter School Office Templates
53	Feb	Instruction	CAASPP Testing Dates: Copy of the testing dates Due Feb 14, 2025 .	Canvas	Calendars & Schedules	
54	Mar	Administrative	Comprehensive School Safety Plan for 2025-26 (Update to 2024-25 CSSP): Due: March 3, 2025 (Ed Code Sections 32280–32289.5)	Canvas	Governance_Handbook & Safety Plan	
55	Mar	Fiscal	Second Interim Financial Report: Due March 6, 2025 (Ed Code 47604.33 due 3-15)	BAS	Fiscal	
56	Mar	Administrative	Annual Report to LACOE (Draft): Due March 7, 2025 to be completed online in the LACOE eLCAP System . https://elcap.lacoe.edu/	LACOE eLCAP System	Annual Report to LACOE	https://elcap.lacoe.edu/
57	Mar	Administrative	CALPADS Report 4.3 Staff Teaching Assignments - Detail: Due March 21, 2025 .	Canvas	Calendars & Schedules	
58	Mar	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE CSO Excel Template) Due March 31, 2025	Canvas	SELPA	Link to Charter School Office Templates
59	April	Attendance	P-2 State Attendance Report: Original signature documents received & certified data file e-mailed by due date provided by PAAC . Send original signature documents sent after data file is accepted by PAAC.	PAAC	ADA	
60	April	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends .	BAS	Fiscal	
61	April	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends	BAS	Fiscal	
62	April	Governance	Form 700 - Evidence of Annual filings: Due by April 1, 2025	Canvas	Governance	
63	April	Fiscal	Audit Contract for 2024-25: Due April 5, 2025 . Submit cover letter and Board minutes approving auditor and copy of signed contract.	BAS	Fiscal	

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Charter School Office

Submission Timeline and Due Dates 2024-25

	Month due	Category	Report/Activity	Send to^	File	Document Links
64	May	CDE	Charter School Annual CDE Information Update: Due to CDE May 23, 2025; CDE Website (https://www3.cde.ca.gov/CharterSchoolSurvey/)	CDE & Canvas	Facilities	
65	June	Instruction	2024-25 Internal Benchmark Data (ie: NWEA MAP, iReady, Reading Inventory, Star Assessments): Submit verifiable data reports from the school's benchmarking system. Assessment reporting must include state-approved growth metrics for all students and applicable student groups. Due June 30, 2025	Canvas	Academic Performance	
66	June	Instruction	12th Grade Lists: Submit rosters using LACOE CSO Excel template. TAB #1 - List all 12th grade students that are or were enrolled during current school year. Include student number, full name, date of birth and status including graduation status and explanation for non-grads (i.e. Drop out, Transfer, pending credits). TAB #2 - List all 2024-25 graduates only. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	Link to Charter School Office Templates
67	June	Instruction	Copies of all 12th Grade Official Transcripts: Submit one (1) PDF including the official transcripts for all 12th grade students that attended the charter school during the 2024-25 school year. (Should match the senior lists submitted.) Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
68	June	Instruction	Copies of all Official Transcripts for students that were filed, printed and placed in each students' CUM file. Use PDF format. Due by June 30, 2025	Canvas	Staff & Student roster_Seniors	
69	June	Instruction-Spec Ed	Quarterly Special Education Report (Use LACOE Excel Template). Due the last week of school.	Canvas	SELPA	Link to Charter School Office Templates
70	June	Instruction	Summer Session and/or ESY Schedule (including days and hours): Due no later than 2 weeks prior to start of summer session for all 10-Month charter schools. (Provide email notification if no summer session or ESY will be held.)	PAAC & Canvas	Calendars & Schedules	
71	June	Instruction	UC Doorways Course Submission (High Schools Only): 2025-26 Course submission cycle opens February 2025 and closes June 30, 2025. (https://hs-articulation.ucop.edu/agcmp#login) Due: June 30, 2025	Canvas	Staff & Student roster_Seniors	
#1 (2025-26)	Jul '25	Fiscal	Adopted Budget for Fiscal Year 2025-26 (Board Approved): Due July 1, 2025. Submit DAT & Excel files for details (i.e. budget assumptions, enrollment, ADA, staffing, etc.). The signature page with original signature is required.	BAS	Fiscal	
#4 (2025-26)	Jul '25	Administrative	2025-26 Local Control Accountability Plan (LCAP) and Budget (Board approved): Upload PDF copy into Canvas. Due July 1, 2025	Canvas	LCAP	
#5 (2025-26)	Jul '25	Attendance	Instructional Calendar and Bell Schedule for 2025-26 SY: Final Board approved calendars and bell schedules due by July 1, 2025 - to PAAC and CSO. Bell Schedule by grade as follows: TK &K; 1st - 3rd; 4th - 8th; 9th - 12th (HS must include bell schedule by period(s) If calendar or bell schedule needs to be revised during the year, notify PAAC immediately and send a draft copy of revisions for review and feedback. Be sure to include: minimum days & the testing windows for CAASPP, ELPAC, CAST & PFT (as applicable). <u>Indicate instructional minutes by highlighting.</u>	PAAC & Canvas	Calendars & Schedules	
	Daily	Instruc	CALPADS (California Longitudinal Pupil Achievement Data System): Upload all required student data. Follow CALPADS guidelines. (http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp)	CDE	n/a	

	Month due	Category	Report/Activity	Send to^	File	Document Links
	Monthly	Fiscal	Submit monthly cash flow projections no less than on a quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	Monthly	Attendance	Monthly Attendance Reports: Must be received by the first Friday after end of the attendance month. Exceptions P-1, P-2 and P-3/Annual closing periods: the attendance reports for the last month in the reporting period must be received by the first Wednesday after the end of the attendance month. Amendments: must be received as soon as created, or no later than the next attendance month.	PAAC	ADA - Monthly	
	Monthly	Attendance	Monthly Student Exits and Entries: Submit a monthly Excel spreadsheet (Use the Template provided by CSO) of students who have exited and/or entered each reporting period, with Monthly Attendance Report.	PAAC & Canvas	ADA_Exit_Entry	
	Monthly	Fiscal	Monthly Financial Reports: Must be received by the 15th day of the following month: 1) Monthly bank statements, 2) Monthly bank reconciliation, 3) Monthly general ledger, 4) Statement of revenue and expenses, 5) Statement of financial position, 6) Year to date Budget to Actual Statement, 7) Notes to financial statements, 8) Schedule of Debts/Liabilities, 9) Copies of quarterly payroll tax reports, 10) Copies of Annual Tax returns.	BAS	Fiscal (audit)	
	Monthly	Governance	Governing Board regular meeting agendas due 72hrs prior to meeting date/time. Governing Board Special Meeting Agendas due 24hrs prior to meeting date/time. Per The Brown Act. Include full board packet (documents) shared during the meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Governance	Governing Board meeting Audio Recordings, approved meeting minutes, items & resolutions: Submit within 10 working days after meeting.	rudolph_sheila@laoe.edu	Governance_Board_Meetings	
	Monthly	Administrative	Notification of Changes to Teacher Credentialing and Teacher/Admin. staff, after the Fall/Spring Staff List submission: Submit updated excel spreadsheet with highlighted changes within three (3) business days to your CSO Coordinator The following updates need to be submitted when: 1.) An employee leaves the school for any reason 2.) A new staff member is hired 3.) A new contractor is hired 4.) Change in credential or permit (renewals, expirations and/or additions) 5.) Change of fingerprint/TB status Must be included with updates and additions	rudolph_sheila@laoe.edu	Staff & Student roster	
	Quarterly	Fiscal	Quarterly Consolidated Financial Reports submitted on quarterly basis. Due 15 days after quarter ends.	BAS	Fiscal	
	As Applicable	Instruc	WASC: Accreditation timeline/report, if applicable. Follow individual school plan submission and visitation cycle. (http://www.acswasc.org/)	CSO	WASC (in school's main folder)	
	As Needed	Instruc-EL	EL Initial Assessment - Within 30 days of enrollment for students not previously enrolled in a CA school (https://www.cde.ca.gov/ta/tg/ep/)	Upon request	Title I & EL	
	As Needed	Fiscal	Board Approved Contracts. Submit when signed and approved.	Canvas (BAS)	Fiscal	
	Annual	Instruc-EL	ELPAC Annual Testing Window	Upon request	Title I & EL	
	Annual	Site Visit	Annual Site Facility Inspections	TBD by Facilities Planning Unit	Facilities	
	Annual	Site Visit	Site Visit Per EC 47604.32 (TBD)	Contact Assigned Coordinator	Site Visits	

	Month due	Category	Report/Activity	Send to^	File	Document Links
			<p>*Key to Abbreviations when sending submission items: CDE = California Department of Education CSO = Charter School Office (rudolph_sheila@laoe.edu; copy assigned Coordinator*** Canvas = https://laoe.edu/CanvasDiscovery.html PAAC = Pupil Attendance (DeLaRoca_Jeremiah@laoe.edu) LCAP = e-LCAP filing or per instructions on paper submission see https://elcap.laoe.edu BAS = Business Advisory Services submit to dropbox BAScharters@laoe.edu CAASPP = California Assessment of Student Performance & Progress FYI = For Your Information (no documents to submit)</p>			

February 18, 2025

APPROVED: DD:br

Board Meeting – February 18, 2025

Item VII. Recommendation / Public Hearing

B. Adopt the Superintendent's Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-3, Grades 6-12*: Renewal Petition with Attached Reporta. Staff Findings on the Renewal Petition for *Magnolia Science Academy-3, Grades 6-12*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

The Magnolia Science Academy-3 (MSA-3) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-3 is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated MSA-3 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

- (1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide

performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607**. (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be

limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(*Not applicable to a renewal petition*)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Magnolia Science Academy-3 (MSA-3) Charter School Petition for Renewal			Meets Requirements*
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		Yes
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		Yes
Finding 3	Ability to Successfully Implement Intended Program		Yes
Finding 4	Affirmation of Specified Conditions		Yes
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	No
	2	Measurable Pupil Outcomes	Yes*
	3	Method for Measuring Pupil Progress	Yes
	4	Governance Structure	Yes
	5	Employee Qualifications	Yes*
	6	Health and Safety Procedures	Yes
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes
	9	Annual Independent Financial Audits	Yes
	10	Suspension and Expulsion Procedures	Yes
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes
	15	Closure Procedures	Yes
Finding 6:	Declaration of whether or not it will be the exclusive employer for the employees of the charter school		Yes
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Qualifies
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies
*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent’s Administrative Regulations.			
**Charters created to target academically low achieving pupils are given a priority for authorization.			
^There are indicators of potential civil liability effects upon the authorizer.			

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy-3, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By April 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school’s governing board.
2. **By May 1, 2025**, the school shall submit to LACOE a revised charter petition and action plan for student success that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated February 18, 2025. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on interventions and how the charter will meet the needs of African American students, foster youth and homeless youth as specified in the findings of fact.

Element 5 (Employee Qualifications): Changes necessary to include the roles and responsibilities of missing positions as specified in the findings of fact.

Action Plan for Student Success: Changes necessary to include further details on interventions and how the charter will meet the needs of African American students based on current research.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **May 31, 2025**.

3. **By July 1, 2025**,
 - a. The school shall submit to LACOE a revised 2025-26 budget. The budget should include the 2025-26 Position Control Budget, including salaries and benefits for MSA-3.
 - b. A Local Control and Accountability Plan (LCAP) approved by the charter school’s governing board.
 - c. The fiscal policies and procedures must clearly define the Charter Management Organization’s (CMO) fee rate to be

charged to each school.

- i. The Magnolia Educational Research Foundation (MERF) allocates a CMO fee to each charter within the network based on The Home Office's actual expenses, factoring in the ADA.
- ii. The CMO fee is not to exceed 15% of the schools' revenue, defined as the amount received in the current fiscal year from the local control formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
- iii. The CMO fee allocation shall be the lesser of i. or ii. above during the charter's authorization.
- iv. Annual documentation submitted for the CMO fee must include:
 1. The Magnolia Public Schools (MPS) Home Office Budget, including the position control budget.
 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all MSA charter schools.
- v. **As a condition of approval, any intercompany or intraorganizational transaction, (including transfers and/or loans) between MSA charter schools, MERF, or any other related entity that extend beyond a one year term require a material revision and submission of a revised budget.**
- vi. **While a school's eligibility of differentiated assistance persists,** based on the performance criteria set by the SBE (where LEAs have at least one student group meeting the criteria in two or more priority areas), the school shall be prohibited from engaging in intercompany or intraorganizational transactions as defined in section v. above.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy-3, Grades 6-12*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: February 18, 2025

Staff Findings on the *Magnolia Science Academy-3*, Grades 6-12
Renewal Petition

BACKGROUND INFORMATION

Magnolia Science Academy-3 (MSA-3) opened in 2007 when it was first authorized by the Los Angeles Unified School District Board of Education (LAUSD Board). It was renewed by the LAUSD Board in 2012. In 2016, the LAUSD Board denied MSA-3's renewal request citing various fiscal and operational deficiencies, including: a failure to respond to reasonable requests from the authorizer; inconsistent fiscal policies and procedures; and failure to provide comprehensive descriptions of four of the 15 required elements.

MSA-3 submitted an appeal to the Los Angeles County Board of Education (County Board), and on December 20, 2016, the County Superintendent's recommendation to deny the appeal was overturned by the County Board. The staff report listed various concerns, including unsound educational programs for English Learners (ELs) and students with disabilities (SWD); unrealistic financial plans; and failure to provide comprehensive descriptions for seven of the 15 required elements. The County Board authorized MSA-3 for a five-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

The renewal petition for MSA-3 is to renew the charter for a school with grades 6-12 with current enrollment of approximately 400 students. The school is located at 1254 East Helmick Street, Carson, California within the geographic boundary of LAUSD.

MSA-3 is one of 10 schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF), which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight schools in Los Angeles County, one in Orange County, and one in San Diego County.

Mission and Vision: The petition states the charter school's mission as "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The school's vision is "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-3 serves students in grades 6-12, and the petition states enrollment is drawn mainly from Carson and its neighboring communities.

The 2023-24 enrollment at MSA-3 was approximately 389 students, with the following demographics: 58% Hispanic or Latino; 38% African American or Black; 3% Two or More Races; and less than 1% of both Filipino and White; 72% Socioeconomically Disadvantaged Students (SED); 14% SWD; 5% EL; 5% Homeless Youth (HY), and 3% Foster Youth (FY).

Staff Findings on the Renewal for the Magnolia Science Academy-3

Table 1: MSA-3 2023-2024 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	389	
AA/Black	148	38.0
American Indian	0	0
Asian	0	0
Filipino	1	0.3
Hispanic	226	58.1
Pac Islander	0	0
Two or more	12	3.1
White	2	0.5

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 11-6-24

Table 2: MSA-3 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	21	5.4
Foster	10	2.6
Homeless	21	5.4
SED	279	71.7
SWD	54	13.9

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 11-6-24

Table 3: MSA-3 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	88	89	88	49	54	45	42	455
2018-19	77	104	107	69	51	52	50	510
2019-20	66	87	105	79	56	49	55	497
2020-21	34	69	88	68	62	51	45	417
2021-22	61	42	69	81	58	57	49	417
2022-23	34	74	49	58	62	54	48	379
2023-24	49	40	80	58	56	58	48	389

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 11-6-24

Since its authorization by the County Board, MSA-3 has received no formal, written notices of concern.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5, County Board Policy and the Superintendent's Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

¹ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for the Magnolia Science Academy-3

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

RENEWAL ELIGIBILITY

Basic Renewal Criteria²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-3 is designated Middle Performing for *EC 47607.2(b)* Evaluation Purposes³

The school was not found eligible for high performing under *EC 47607(c)* nor low performing under *EC 47607.2(a)*; therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school
 - OR
 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: An Authorizer may only deny pursuant to *EC 47607.2(b)* upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- AND
- (2) Closure is in the best interest of the pupils;

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files
<https://www.cde.ca.gov/sp/ch/performcategorydf.asp> Retrieved 11-16-24

Staff Findings on the Renewal for the Magnolia Science Academy-3

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

The review team established that MSA-3 has met the criteria for renewal. The charter school made sufficient progress toward meeting standards, they presented a sound educational program, they're likely to successfully implement the educational program, the petition contains the required affirmations and assurances from Ed code 47605, and there is no evidence of fiscal or governance factors or that the school is not serving all pupils. Although the petition does not contain a reasonably comprehensive description of all elements, the review team concluded that the completion of technical adjustments will make the petition fully compliant.

FINDINGS OF FACT

Finding 1: The charter school met the renewal criteria specified in *EC 47607.2(b)*, demonstrated an academically middle performing classification.

MSA-3 was identified as middle performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [*EC 47607.2(c)*]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California Dashboard and the verified data provided by the charter school, MSA-3 has provided clear and convincing evidence that the school is making year-over-year progress through their NWEA MAP data as analyzed on page 5. As a grade 6-12 charter school, the California Dashboard for MSA-3 consists of the following indicators: academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. MSA-3 uses NWEA MAP assessments as its verified data source for grades 6-11 to show year-over-year growth. Extensive data tables of these indicators are available in Appendix C.

Academic Performance Indicators on the California Dashboard Compared to State

In 2022, the school performance in ELA measured by the Distance from Standard (DFS) was lower for all students and two of the three numerically significant student groups. In 2023, the school performance in ELA the DFS was lower than the state average for all students and two of the three numerically significant student groups. In 2024, the school performance in ELA measured by the DFS was lower for all students but higher for two of the three numerically significant student groups.

Staff Findings on the Renewal for the Magnolia Science Academy-3

Table 4: MSA-3 ELA Distance From Standard Compared to the State

	2022	2023	2024
Indicator	ELA		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Higher	Higher
Hispanic or Latino	Higher	Lower	Higher
Socioeconomically Disadvantaged	Lower	Higher	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state's average DFS?	NO	NO	NO
Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C			

In 2022, the school's DFS for Math was lower than the state average for all students and two of the three numerically significant student groups. In 2023, the Math DFS was lower than the state average for all students and all numerically significant student groups. In 2024, the school's DFS for Math was lower than the state average for all students and two of the three numerically significant student groups.

Table 5: MSA-3 Math Distance From Standard Compared to the State

	2022	2023	2024
Indicator	Math		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Higher
Hispanic or Latino	Higher	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state's average DFS?	NO	NO	NO
Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C			

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school's verified data, NWEA MAP, was reviewed. To demonstrate year-over-year progress, the student group's Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math. Of note, the school only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing the CGI, the participation rate was considered. The participation of students taking the NWEA test, as reported by the school in the petition, falls within an acceptable range when compared to the school's total enrollment.

In 2021-2022 and 2022-2023, the school met the CGI requirement for the majority of grades for all students and the majority of grade levels for all numerically significant student groups for Reading. In 2023-2024,

Staff Findings on the Renewal for the Magnolia Science Academy-3

the Reading NWEA MAP data indicates that only three of six grade levels met the CGI requirement for all students in that grade level and only one of the four numerically significant student groups met CGI for Reading. The Math data indicates that the majority of the grade levels and the numerically significant students groups met CGI for all three years. The review of the data indicates that the school met year-over-year growth two of the three years in reading and three of three in math.

When specifically reviewing the African American or Black student group, the NWEA data reveals inconsistent performance, particularly in math. For the majority of grade levels, the required CGI was not met in two of the three years analyzed. However, the most recent dashboard data indicates that this student group is outperforming the state average in both ELA and math, thereby meeting the criteria for renewal. While there is room for improvement for this student group, staff has determined that the school satisfies the renewal criteria. Upon renewal, ongoing monitoring would be conducted through the oversight processes.

Table 6: MSA-3 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	4 of 6	6 of 6	4 of 6		5 of 6	6 of 6	4 of 6
	Numerically Significant Student Groups						
African American or Black	2 of 3*	5 of 6	3 of 6		2 of 4*	4 of 6	3 of 6
Hispanic or Latino	5 of 6	4 of 6	5 of 6		5 of 6	5 of 6	5 of 6
Socioeconomically Disadvantaged	4 of 6	6 of 6	3 of 6		5 of 6	4 of 6	5 of 6
Students with Disabilities	--	--	0 of 1*		--	--	--
Participation Rate Met	YES	YES	YES		YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?	YES	YES	NO		YES	YES	YES
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in below							

It is noteworthy that the school's petition included a weighted average of the student group, which NWEA and its psychometrician does not recommend as an appropriate way to display the data.

The other two academic indicators included in the indicator that have a greater weight on renewal are CCI and ELPI. In 2023 and 2024, the CCI for MSA-3 was higher than the state average for all students and the two numerically significant student groups. CCI was first reported on the California Dashboard in 2023; therefore, there is no data for 2022.

Staff Findings on the Renewal for the Magnolia Science Academy-3

Table 7: MSA-3 CCI Percent Compared to the State

	2022	2023	2024
Indicator	College and Career Indicator (CCI)		
Status Metric	Percent Prepared		
All Students	Not Reported in 2022	Higher	Higher
Numerically Significant Student Groups			
Hispanic or Latino		Higher	Higher
Socioeconomically Disadvantaged		Higher	Higher
Are all students and the majority of the numerically significant student groups performing at or above the state average?		YES	YES
Comprehensive CCI data including student groups and state comparison is available in Appendix C			

The California Dashboard requirements indicate a numerically significant student group for the ELPI must consist of at least 30 ELs. For all three years of dashboard data, the number of English learners enrolled at MSA-3 was less than 30 students; therefore, no performance level was issued. Of note, the school had an ELPI rate higher than the state for two of the three years, but since this is not a numerically significant student groups and thus does not factor into renewal.

Table 8: MSA-3 ELPI Percent Compared to the State

	2022	2023	2024
Indicator	English Learner Progress Indicator (ELPI)		
Status Metric	Percent Making Progress		
English Learners	Higher*	Higher*	Lower*
Comprehensive ELPI data including state comparison is available in Appendix C			
Note: *designates the number of students does not meet the minimum number of students required for this indicator			

The school attained measurable increases in academic achievement schoolwide and for numerically significant student groups for renewal in the four academic indicators per *EC 47607.2(b)*. The performance on these academic indicators shall hold greater weight in determining charter renewal criterion.

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

For all three years of dashboard data, the graduation rate for MSA-3 was higher than the state average for all students and the two numerically significant student groups.

Table 9: MSA-3 Graduation Rate Percent Compared to the State

	2022	2023	2024
Indicator	Graduation Rate		
Status Metric	Percent Graduated		
All Students	Higher	Higher	Higher
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher	Higher
Are all students and the majority of the numerically significant student groups performing at or above the state average?	YES	YES	YES
Comprehensive Graduation data including student groups and state comparison is available in Appendix C			

Staff Findings on the Renewal for the Magnolia Science Academy-3

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In 2022, the chronic absenteeism percentage for MSA-3 was lower than the state average for the three numerically significant student groups but was higher than the state average for all students. In 2023 and 2024, the school was higher than the state average for all students and all numerically significant student groups. Of note, the school's chronic absenteeism has declined for all students and the majority of numerically significant students. The only group that did not see a decline was African American students with 2022 having a rate of 32.9%, 41.85 in 2023, and 33.0% in 2024.

Table 10: MSA-3 Chronic Absenteeism Percent Compared to the State

	2022	2023	2024
Indicator	Chronic Absenteeism		
Status Metric	Percent Chronically Absent		
All Students	Higher	Higher	Higher
Numerically Significant Student Groups			
African American or Black	Lower	Higher	Higher
Hispanic or Latino	Lower	Higher	Higher
Socioeconomically Disadvantaged	Lower	Higher	Higher
Are all students and the majority of the numerically significant student groups performing at or below the state average?	NO	NO	NO
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C			

In 2022, the suspension rate for MSA-3 was lower than the state average for all students and three of the four numerically significant student groups. In 2023, the suspension rate for MSA-3 was higher than the state average for all students and three of the four numerically significant student groups. In 2024, the suspension rate was lower than the state average for all students and all four numerically significant student groups. While this data is inconsistent year over year, all suspension rates in 2024 were lower than suspension rates in 2022 for all students and all four numerically significant student groups.

Table 11: MSA-3 Suspension Rate Percent Compared to the State

	2022	2023	2024
Indicator	Suspension Rate		
Status Metric	Percent of Students Suspended at Least One Day		
All Students	Lower	Higher	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Lower
Hispanic or Latino	Lower	Higher	Lower
Socioeconomically Disadvantaged	Lower	Higher	Lower
Students with Disabilities	Higher	Higher	Lower
Are all students and the majority of the numerically significant student groups performing at or below the state average?	YES	NO	YES
Comprehensive Suspension data including student groups and state comparison is available in Appendix C			

Staff Findings on the Renewal for the Magnolia Science Academy-3

All Local Indicators⁴ were met each year.

Table 12: MSA-3 Local Indicators

	2022	2023	2024
	Local Indicators		
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met

Other Considerations

The school submitted a MERF board approved Action Plan for Success due to the school's achievement in mathematics, chronic absenteeism, suspension, overall sixth grade performance and African American and Black students overall performance. This plan indicates specific outcomes, targets and interventions for each of these metrics and student groups. The plan includes two new positions: Family Success Coordinator and African American Success Coordinator. The administrative team plans to launch a Plan-Do-Study-Act cycle to evaluate and refine strategies for the African American student group. The plan also fails to reference research-based interventions specific to these individual populations. While action plan includes research citations, it fails to identify any specific strategies and practices from the research. Further, the instructional strategies are the same strategies noted for all students, and many occur outside of the normal school day.

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code 47607(d)*, did not reveal any evidence that the school failed to serve students seeking enrollment.

Based on a comprehensive review, the school has demonstrated measurable progress in key areas required by *Education Code 47607.2(b)*, with greater weight provided to measurements of academic performance. Year-over-year data analysis demonstrates the school has met statutory renewal requirements for continued operation.

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [EC 47605(c)(1)]

The program does not *involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.*

Finding 3: The petitioners are likely to successfully implement the proposed educational program. [EC 47605(c)(2)]

5 CCR 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

⁴ Per EC 52064.5, local indicators are self-assessed and self-reported by LEAs.

Staff Findings on the Renewal for the Magnolia Science Academy-3

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this determination and is provided for the Board's consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages 10 charter schools. **Table 13** presents a summary of MERF's and its affiliated organizations' financial performance over the past five years (2019-20 to 2023-24). The table highlights financial metrics, including **Cash**, **Net Cash Flow**, **Net Assets**, **Operating Results**, **Liabilities**, **Students Served**, and **P2-ADA**. These figures provide insights into MERF's fiscal health and operational trends during the specified period.

Table 13: Magnolia Educational & Research Foundation and Affiliated Organizations

Year of Operation (2021-20)	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*
2019-20 (Year(1)	\$24,880,403	\$3,749,681	\$30,921,731	\$2,808,028	\$55,476,652	3,890
2020-21 Year (2)	\$22,858,187	(\$2,022,123)	\$43,676,816	\$12,755,085	\$48,148,303	3,870
2021- 22 Year (3)	\$29,396,853	\$6,537,566	\$47,696,574	\$4,019,758	\$50,067,338	3,708
2022- 23 Year (4)	\$41,517,716	\$12,154,451	\$53,752,216	\$6,055,642	\$92,250,232	3,586
2023-24 Year (5)	\$46,060,275	\$4,547,993	\$58,376,331	\$4,624,115	\$85,805,478	3,715
Source: Annual independent consolidated audit reports (FY 2019-20 through FY 2023-24). . *Per Magnolia Educational & Research Foundation Audit Report consolidated financial statements.						

Table 14 illustrates the last five years of financial performance (FY 2020 through FY 2024) for MERF and affiliated organizations.

Table 14: Organization-Wide Fiscal Performance

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
Magnolia Educational & Research Foundation				
2019-20	\$3,193,616	\$1,954,702	\$331,041	\$1,785,709
2020-21	\$2,713,961	\$2,958,031	\$1,003,329	\$765,455
2021-22	\$3,494,526	\$2,390,863	(\$567,168)	\$1,970,165
2022-23	\$1,880,254	\$3,563,059	\$1,172,196	\$2,312,334
2023-24	\$3,037,906	\$2,952,601	(\$610,458)	\$2,002,053
MSA 1 – Magnolia Science Academy authorized by LACOE				
2019-20	\$2,636,263	\$5,302,115	\$439,957	\$2,486,765
2020-21	\$2,702,957	\$8,002,068	\$2,699,953	\$2,003,143
2021-22	\$4,691,999	\$9,528,476	\$1,526,408	\$2,512,394
2022-23	\$7,082,543	\$11,005,785	\$1,477,309	\$30,312,538
2023-24	\$6,168,458	\$11,249,876	\$244,091	\$28,956,844
MSA 2 – Magnolia Science Academy authorized by LACOE				
2019-20	\$2,288,348	\$1,576,974	\$560,422	\$1,666,546
2020-21	\$2,270,880	\$3,041,572	\$1,464,598	\$1,092,239
2021-22	\$3,159,968	\$3,805,042	\$763,470	\$1,353,130

Staff Findings on the Renewal for the Magnolia Science Academy-3

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
2022-23	\$3,171,900	\$5,642,260	\$1,837,218	\$24,114,024
2023-24	\$3,994,043	\$5,753,136	\$110,876	\$23,296,344
MSA 3 – Magnolia Science Academy authorized by LACOE				
2019-20	\$1,393,344	\$800,715	(\$246,293)	\$1,392,347
2020-21	\$1,191,007	\$2,178,326	\$1,377,611	\$796,105
2021-22	\$1,037,387	\$2,646,594	\$468,268	\$1,159,075
2022-23	\$3,240,633	\$3,254,116	\$607,522	\$2,342,482
2023-24	\$3,370,334	\$3,295,456	\$41,340	\$1,394,749
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2019-20	\$1,317,106	\$908,289	(\$414,439)	\$632,850
2020-21	\$1,137,866	\$1,221,947	\$313,658	\$442,177
2021-22	\$1,105,035	\$1,349,016	\$127,069	\$526,330
2022-23	\$1,599,759	\$1,448,873	\$99,857	\$953,012
2023-24	\$1,265,070	\$1,322,121	(\$126,752)	\$540,095
MSA 5 – Magnolia Science Academy authorized by LACOE				
2019-20	\$1,478,382	\$2,107,384	\$325,377	\$921,508
2020-21	\$1,648,188	\$3,033,303	\$925,919	\$618,388
2021-22	\$2,309,363	\$3,694,602	\$661,299	\$835,846
2022-23	\$4,234,391	\$5,303,440	\$1,608,838	\$2,265,217
2023-24	\$7,876,628	\$7,632,612	\$2,329,172	\$4,081,197
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2019-20	\$2,024,300	\$1,851,544	\$37,254	\$416,321
2020-21	\$2,037,758	\$2,410,544	\$559,000	\$252,105
2021-22	\$2,434,523	\$2,440,121	\$29,577	\$482,446
2022-23	\$2,993,077	\$2,848,933	\$408,212	\$723,790
2023-24	\$2,773,148	\$2,666,531	(\$182,402)	526,306
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2019-20	\$1,632,981	\$1,878,892	\$336,252	\$757,493
2020-21	\$1,421,162	\$2,499,146	\$620,254	\$392,881
2021-22	\$1,783,300	\$2,614,648	\$115,502	\$828,250
2022-23	\$2,865,843	\$3,259,094	\$644,446	\$3,101,905
2023-24	\$3,182,955	\$3,328,936	\$69,842	\$2,486,244
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2019-20	\$3,014,092	\$4,787,947	\$552,388	\$1,232,735
2020-21	\$3,386,788	\$6,112,819	\$1,324,872	\$771,350
2021-22	\$3,937,972	\$6,432,844	\$320,025	\$984,578
2022-23	\$6,786,891	\$7,604,881	\$1,172,037	\$2,580,419
2023-24	\$7,305,692	\$7,675,302	\$70,421	\$1,487,800
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2019-20	\$2,509,874	\$7,618,559	\$90,043	\$16,013,355
2020-21	\$634,784	\$9,109,585	\$1,491,026	\$14,589,850
2021-22	\$1,791,037	\$9,513,550	\$403,965	\$14,056,814
2022-23	\$3,317,444	\$9,527,466	\$13,916	\$14,640,151
2023-24	\$3,138,622	\$9,554,185	\$26,720	\$12,663,614
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2019-20	\$1,269,671	\$291,397	(\$51,265)	\$1,989,409
2020-21	\$1,598,406	\$1,219,780	\$928,383	\$1,528,696
2021-22	\$1,420,535	\$1,369,110	\$149,330	\$1,324,174
2022-23	\$1,964,663	\$1,409,667	\$40,557	\$9,279,744
2023-24	\$1,736,889	\$1,604,541	\$194,873	\$8,476,384

Staff Findings on the Renewal for the Magnolia Science Academy-3

<i>Year of Operation</i>	<i>Cash</i>	<i>Net Assets</i>	<i>Operating Results</i>	<i>Liabilities</i>
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2019-20	\$2,122,426	\$2,278,881	\$847,291	\$29,549,320
2020-21	\$2,114,430	\$2,325,363	\$46,482	\$28,933,131
2021-22	\$2,231,208	\$2,347,376	\$22,013	\$28,287,064
2022-23	\$2,380,318	\$53,592,082	\$51,244,706	\$55,573,919
2023-24	\$2,210,530	\$54,630,254	\$ 1,038,172	\$52,404,012
Source: Annual independent audit reports (FY 2019-20 thru FY 2023-24)				

Review of Prior Year Audit Reports

The petition includes annual audit reports for fiscal years 2019-20 through 2023-24, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2023-24 fiscal year with a positive fund balance of **\$58,376,331**.

The Independent Auditors' Reports for this period consistently resulted in an **unmodified opinion**, reflecting that the financial statements fairly represent MERF's financial position in all material respects. However, findings related to state awards were noted in the fiscal year 2022-23 audits for **MSA Bell** and **MSA San Diego**.

Table 15: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2019-20	EideBailly CPAs & Business Advisors	Unmodified	Yes	\$30,921,731
Magnolia Educational & Research Foundation	2020-21	EideBailly CPAs & Business Advisors	Unmodified	None	\$43,676,816
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	\$47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	State Award	\$53,752,216
Magnolia Educational & Research Foundation	2023-24	EideBailly CPAs & Business Advisors	Unmodified	None	\$58,376,331
Source: Annual independent audit reports (FY 2019-2020 thru FY 2023-2024)					

Audit Findings**Table 16: MERF Annual Audit Reports FY 2019-20**

Finding Detail	Finding Description
Fiscal Year	FY 2019-20
Finding	2020-001 Internal Control
Code	30000
Finding Type	Internal Control
Criteria or Specific Requirements	Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.
Conditions	Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Staff Findings on the Renewal for the Magnolia Science Academy-3

Questioned Cost	There are no questioned costs identified with the condition note.
Context	An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.
Effect	During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.
Cause	The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.
Recommendation	We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls.
Current Status	Implemented

Table 17: MERF Annual Audit Reports FY 2022-23

Finding Detail		Finding Description																											
Fiscal Year	FY 2022-23																												
Finding	2023-001 After School Education and Safety Program																												
Code	40000																												
Finding Type	State Compliance																												
Criteria or Specific Requirements	According to the California <i>Education Code</i> 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.																												
Conditions	<p>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 8⁵ 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.</p> <p>This resulted in the Organization misstated the number of students served by 501.</p> <table><tr><th></th><th>Summarized Attendance</th><th>Attendance Report</th><th></th></tr><tr><th></th><th>Documentation</th><th>to the CDE</th><th>Difference</th></tr><tr><td colspan="4">Charter School</td></tr><tr><td>Magnolia Science Academy 8</td><td>666</td><td>151</td><td>515</td></tr><tr><td>Magnolia Science Academy San Diego</td><td>7,221</td><td>7,235</td><td>-14</td></tr><tr><td></td><td></td><td></td><td>501</td></tr></table>						Summarized Attendance	Attendance Report			Documentation	to the CDE	Difference	Charter School				Magnolia Science Academy 8	666	151	515	Magnolia Science Academy San Diego	7,221	7,235	-14				501
	Summarized Attendance	Attendance Report																											
	Documentation	to the CDE	Difference																										
Charter School																													
Magnolia Science Academy 8	666	151	515																										
Magnolia Science Academy San Diego	7,221	7,235	-14																										
			501																										

⁵ MSA 8 is also referred to as MSA Bell.

Staff Findings on the Renewal for the Magnolia Science Academy-3

Finding Detail	Finding Description
Questioned Cost	Under the provisions of the program, there are no questions associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.
Effect	In addition, the Organization was not compliant with <i>Education Code</i> Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.
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.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.
Current Status	Implemented

Budget Projections

Table 18 provides a summary of the charter's proposed budget for the fiscal years 2024-25 through 2027-2028. This includes projected **Average Daily Attendance (ADA), Net Assets, Net Income, and Ending Cash Balance for the four (4) years**. The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school's targeted enrollment and ADA.

Table 18: MSA-3 Proposed Budget Overview

Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
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Staff Findings on the Renewal for the Magnolia Science Academy-3

ADA	372.40	372.40	372.40	377.00
Net Assets	\$3,463,133	\$3,679,422	\$3,830,529	\$4,000,591
Net Income Projections	\$89,463	\$216,289	\$151,108	\$170,062
Projected Ending Cash Balance	\$2,710,735	\$3,155,293	\$3,286,863	\$3,475,712

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

4. The petitioners do not lack the necessary background in areas critical to the charter school's success.

Finding 4: The petition does contain an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, one of the 15 required elements is not reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Not reasonably comprehensive*

- The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)(F)]
 - While the petition has some intended interventions such as, after school tutoring, computer tutorials, intervention blocks, and support through co-teaching and instructional assistants, it is unclear how these are deployed, when these are deployed and how these vary or increase as a student moves from tier to tier. During the capacity interview, the school shared some metrics of determining interventions and how they are deployed during the school day.
 - The educational program does not include a description of how it meets the needs of and challenges for African American students. Considering the current gap in academic achievement of African American students at the school, the petition, as well as the Plan for Success included with the petition submission, fails to include research-based interventions unique to this student group. The Action Plan for Success includes four citations but fails to include what strategies and practices from this research will be implemented.
- The petition lacks an adequate description of *how the charter school will meet the needs of special populations:* foster youth and homeless youth. [5 CCR 11967.5.1(f)(1)(G)] Immediate enrollment, minimum state graduation requirements and partial credits are absent from the petition in accordance with AB 167/216 and SB 578. The school has board policy for foster youth and homeless youth including minimum state requirements.

Element 2: Measurable Pupil Outcomes. *Reasonably comprehensive with a specific deficiency*

The petitioner contends that MPOs are not eligible criteria for renewal. On page 14 of the petition, the petitioner contends, "MSA-3 contests LACOE's position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement."

Staff Findings on the Renewal for the Magnolia Science Academy-3

It is not only LACOE's position that MPOs must be considered part of the review process, *EC 47601 states, It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Further, *EC 47607(b) states, Renewal and material revisions of charters are governed by the standards and criteria described in Sections 47605. EC 47605(c)(5)(B) defines measurable pupil outcomes as one of the criteria of EC 47605.*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive*

Element 5: Employee Qualifications. *Reasonably comprehensive with a specific deficiency*

The petition does not *identify a position that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.* The Action Plan for Success submitted with the petition includes the position, African American Success Coordinator, which is crucial in the implementation of the success plan. The petition includes the responsibilities and duties of this position, but fails to indicate the qualifications. Further, it is unclear if this is a standalone position or falls under the Dean of Students.

Element 6: Health and Safety Procedures. *Reasonably comprehensive*

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Staff Findings on the Renewal for the Magnolia Science Academy-3

Table 19: MSA-3 and Local Community Enrollment by Ethnicity

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91335
		Percent of Total Community
African American or Black	38.0	61.3
American Indian	0	0.3
Asian	0	5.0
Filipino	0.3	3.2
Hispanic or Latino	58.1	20.2
Pacific Islander	0	1.1
Two or more Races	3.1	10.3
White	0.5	9.1
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/files/enrcensus.asp Retrieved 11-6-24 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations%20and%20People&g=860XX00US90746		

Element 8: Admission Requirements. *Reasonably comprehensive*

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive*

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive.*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Staff Findings on the Renewal for the Magnolia Science Academy-3

Finding 6: **The petitioners are not** *demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).*

Finding 7: **The petition satisfies all of the Required Assurances of *Education Code* section 47605(d), (f) through (i), and (l) through (n) as follows:**

Standards, Assessments and Parent Consultation. *[EC 47605(d)] Meets the condition*

Employment is Voluntary. *[EC 47605(f)] Not applicable*

Pupil Attendance is Voluntary. *[EC 47605(g)] Not applicable*

Effect on the Authorizer and Financial Projections. *[EC 47605(h)] Provides the necessary evidence*

Preference to Academically Low Performing Students. *[EC 47605(i)] Qualifies*

Teacher Credentialing Requirement. *[EC 47605(l)] Meets the condition*

Transmission of Audit Report. *[EC 47605(m)] Meets the condition*

Parent Involvement is Voluntary *[EC 47605(n)] Meets the condition*

Staff Findings on the Renewal for the Magnolia Science Academy-3

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations (5 CCR)*, Title 5, County Board Policy and Superintendent's Administrative Regulations.⁶

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a "technical adjustment" to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.
- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.

⁶ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for the Magnolia Science Academy-3

- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605 (the requirements to establish a charter), and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

Staff Findings on the Renewal for the Magnolia Science Academy-3

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

- (1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).*
- (2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*
 - (A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.*
- (3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.*
- (4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.*

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b).*

Staff Findings on the Renewal for the Magnolia Science Academy-3

Appendix B**RENEWAL CRITERIA****Basic Renewal Criteria**

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two (2) consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

Staff Findings on the Renewal for the Magnolia Science Academy-3

OR

2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing EC 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers



**Los Angeles County
Office of Education**

Appendix C

MAGNOLIA SCIENCE ACADEMY-3 CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table A: MSA-3 Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low*	Low*	**	No Data	Very High*	Very High*	Low*
2023	Yellow	Red	**	Medium*	Yellow	Orange	Red
2024	Orange	Yellow	**	Green	Green	Yellow	Blue

* Status Only

** Less than 30 students

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table B: MSA-3 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	97	Low*	205	-43.5	*	-12.2	-31.3	Lower
AA/Black	94	Low*	80	-70	*	-57.7	-12.3	Lower
Hispanic or Latino	99	Low*	116	-32.4	*	-38.6	6.2	Higher
English Learners	100	No Status**	17	-95.7	*	-61.2	-34.5	Lower**
Socioeconomically Disadvantaged	97	Low*	167	-47.5	*	-41.4	-6.1	Lower
Students With Disabilities	100	No Status**	20	-128.1	*	-97.3	-30.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 1 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table C: MSA-3 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Yellow	192	-40.2	+3.2	-13.6	-26.6	Lower
AA/Black	100	Yellow	74	-37.9	+32.8	-59.6	21.7	Higher
Hispanic or Latino	97	Orange	110	-47.6	-15.2	-40.2	-7.4	Lower
English Learners	91	No Status**	20	-117.8	-22**	-67.7	-50.1	Lower**
Socioeconomically Disadvantaged	98	Yellow	132	-41.8	+5.7	-42.6	0.8	Higher
Students With Disabilities	92	No Status**	23	-119.4	+8.7	-96.3	-23.1	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	YES 2 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table D: MSA-3 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Orange	216	-38.4	+1.9	-13.2	-25.2	Lower
AA/Black	100	Orange	97	-47.2	-8.9	-58.9	11.7	Higher
Hispanic or Latino	99	Yellow	112	-36.2	11.4	-39.3	3.1	Higher
English Learners	100	No Status*	21	-90.9	+26.8**	-67.6	-23.3	Lower**
Homeless	100	No Status**	15	-114.8	No Data	-70.4	-44.4	Lower**
Socioeconomically Disadvantaged	99	Orange	151	-48.1	-6.3	-40.9	-7.2	Lower
Students With Disabilities	100	No Status*	27	-137.4	-18	-95.6	-41.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	YES 2 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24


Table E: MSA-3 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Low*	206	-86.9	*	-51.7	-35.2	Lower
AA/Black	97	Very Low*	80	-112.2	*	-106.9	-5.3	Lower
Hispanic or Latino	99	Low*	116	-74.3	*	-83.4	9.1	Higher
English Learners	100	No Status**	17	-103.9	*	-92	-11.9	Lower**
Socioeconomically Disadvantaged	98	Low*	168	-88.1	*	-84	-4.1	Lower
Students With Disabilities	100	No Status**	20	-133.3	*	-130.8	-2.5	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students		NO
						Student Groups		NO 1 of 3

*Status only, no performance color
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table F: MSA-3 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Red	193	-109.5	-22.6	-49.1	-60.4	Lower
AA/Black	100	Red	74	-120.7	-8.5	-104.5	-16.2	Lower
Hispanic or Latino	97	Red	111	-104.2	-29.9	-80.8	-23.4	Lower
English Learners	92	No Status**	20	-156.87	-52.9**	-93.4	-63.4	Lower**
Socioeconomically Disadvantaged	99	Red	133	-106.8	-18.7	-80.8	-26	Lower
Students With Disabilities	92	No Status**	23	-175.1	-41.8**	-127.3	-47.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

*Status only, no performance color
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table G: MSA-3 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	217	-92.6	+16.9	-47.6	-45	Lower
AA/Black	100	Yellow	97	-94.2	+26.6	-102.2	8	Higher
Hispanic or Latino	99	Yellow	113	-93.6	+10.7	-79.2	-14.4	Lower
English Learners	100	No Status**	22	-104	+52.8**	-93.4	-10.6	Lower**
Homeless	100	No Status**	15	-149.5	No Data	-106	-43.5	Lower**
Long-Term EL	100	No Status**	11	-150.6	+49.4**	-163.5	12.9	Higher**
Socioeconomically Disadvantaged	99	Orange	151	-95.5	+11.3	-78.2	-17.3	Lower
Students With Disabilities	100	No Status**	27	-149.9	+25.2**	-124.3	-25.6	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 1 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table H: MSA-3 English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	**	100	22	63.6	50.3	13.3	Higher**
2023	**	100	25	68.0	48.7	19.3	Higher**
2024	**	100	18	38.9	45.7	-6.8	Lower**

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24



**Los Angeles County
Office of Education**

Table I: MSA-3 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Medium*	50	44.0	*	43.9	0.1	Higher
AA/Black	No Status**	17	23.5	*	25.1	-1.6	Lower**
Hispanic or Latino	Medium*	32	53.1	*	35.5	17.6	Higher
Socioeconomically Disadvantaged	Medium*	50	44.0	*	35.4	8.6	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24							

Table J: MSA-3 2024 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	48	47.9	+3.9	45.3	2.6	Higher
AA/Black	No Status**	14	50	+26.5**	28.1	21.9	Higher**
Hispanic or Latino	Orange	31	48.4	-4.7	37.4	11	Higher
Socioeconomically Disadvantaged	Orange	42	40.5	-3.5	37.4	3.1	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	

*Status only, no performance color
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24


Table K: MSA-3 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High*	49	100	*	87.4	12.6	Higher
Hispanic or Latino	Very High*	37	100	*	85.3	14.7	Higher
Socioeconomically Disadvantaged	Very High*	45	100	*	85.1	14.9	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24							

Table L: MSA-3 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	50	94.0	-6	86.4	7.6	Higher
AA/Black	No Status**	17	94.1	No Data	78.5	15.6	Higher**
Hispanic or Latino	Yellow	32	93.8	-6.3	84.2	9.6	Higher
Socioeconomically Disadvantaged	Yellow	50	94	-6	83.7	10.3	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24							

Table M: MSA-3 2024 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	49	93.9	-0.1	86.7	7.2	Higher
AA/Black	No Status**	14	100	+5.9**	78.5	15.6	Higher**
Hispanic or Latino	Green	32	93.8	0	85.3	8.5	Higher
Socioeconomically Disadvantaged	Yellow	43	93	-1	84.4	8.6	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24							


Table N: MSA-3 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High*	176	34.7	*	30.0	4.7	Higher
AA/Black	Very High*	76	32.9	*	42.9	-10.0	Lower
Hispanic or Latino	Very High*	89	34.8	*	35.8	-1.0	Lower
Socioeconomically Disadvantaged	Very High*	140	37.1	*	37.4	-0.3	Lower
Students With Disabilities	No Status**	18	55.6	*	39.6	16.0	Higher**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students	NO	
					Student Groups	YES 3 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table O: MSA-3 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	165	33.9	-0.7	24.3	9.6	Higher
AA/Black	Red	67	41.8	+8.9	36.4	5.4	Higher
Hispanic or Latino	Orange	90	30	-4.8	28.4	1.6	Higher
English Learners	No Status**	15	33.3	No Data	26.3	7	Higher**
Socioeconomically Disadvantaged	Red	115	38.3	+1.1	29.9	8.4	Higher
Students With Disabilities	No Status**	24	41.7	-13.9	33.1	8.6	Higher**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students	NO	
					Student Groups	NO 0 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table P: MSA-3 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	176	27.3	-6.7	18.6	8.7	Higher
AA/Black	Orange	88	33	-8.8	31.3	1.7	Higher
Hispanic or Latino	Orange	81	22.2	-7.8	21.7	0.5	Higher
Homeless Youth	No Status**	15	46.7	No Data	32.7	14	Higher**
Socioeconomically Disadvantaged	Orange	121	31.4	-6.9	23.4	8	Higher
Students With Disabilities	No Status**	24	20.8	-20.8**	26.3	-5.5	Lower**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students	NO	
					Student Groups	NO 0 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table Q: MSA-3 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Low*	426	3.1	*	3.1	-1.2	Lower
AA/Black	Medium*	155	7.9	*	7.9	-5.3	Lower
Hispanic or Latino	Low*	247	3.3	*	3.3	-2.1	Lower
Two or more	No Status**	11	2.9	*	2.9	-2.9	Lower **
English Learners	No Status**	26	3.2	*	3.2	4.5	Higher**
Socioeconomically Disadvantaged	Low*	340	4	*	4	-1.9	Lower
Students With Disabilities	Very High*	43	5.4	*	5.4	3.9	Higher
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				YES	All Students	YES	
					Student Groups	YES 3 of 4	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24


Table R: MSA-3 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	398	6.8	+4.9	3.5	3.3	Higher
AA/Black	Red	143	8.4	+5.8	8.8	-0.4	Lower
Hispanic or Latino	Red	238	6.3	+5.1	3.8	2.5	Higher
Two or more	No Status**	12	0	0**	3.3	-3.3	Lower **
English Learners	No Status**	34	8.8	+1.1**	3.7	5.1	Higher**
Socioeconomically Disadvantaged	Red	281	6	+4	4.5	1.5	Higher
Students With Disabilities	Yellow	50	8	-1.3	5.9	2.1	Higher
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students	NO	
					Student Groups	NO 1 of 4	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table S: MSA-3 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	407	2.2	-4.6	3.2	-1	Lower
AA/Black	Green	155	3.9	-4.5	8.4	-4.5	Lower
Hispanic or Latino	Blue	235	1.3	-5	3.4	-2.1	Lower
Two or More	No Status**	14	0	0	3	-3	Lower **
English Learners	No Status**	24	8.3	-0.5	3.4	4.9	Higher**
Foster Youth	No Status**	12	16.7	No Data*	13.2	3.5	Higher**
Homeless	No Status**	22	4.5	No Data*	5.7	-1.2	Lower**
Long-Term EL	No Status**	23	8.7	-2.8	8.1	0.6	Higher**
Socioeconomically Disadvantaged	Blue	295	2.4	-3.7	4	-1.6	Lower
Students With Disabilities	Yellow	57	5.3	-2.7	5.4	-0.1	Lower
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				YES	All Students	YES	
					Student Groups	YES 4 of 4	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24


Table T: MSA-3 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	4 of 6	6 of 6	4 of 6		5 of 6	6 of 6	4 of 6
	Numerically Significant Student Groups						
African American or Black	2 of 3*	5 of 6	3 of 6		2 of 4*	4 of 6	3 of 6
Hispanic or Latino	5 of 6	4 of 6	5 of 6		5 of 6	5 of 6	5 of 6
Socioeconomically Disadvantaged	4 of 6	6 of 6	3 of 6		5 of 6	4 of 6	5 of 6
Students with Disabilities	--	--	0 of 1*		--	--	--
Participation Rate Met	YES	YES	YES		YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?							
All Students	YES	YES	YES		YES	YES	YES
Student Groups	YES (3 of 3)	YES (3 of 3)	NO (1 of 4)		YES (2 of 3)	YES (3 of 3)	YES (2 of 3)
Both	YES	YES	NO		YES	YES	YES
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in below							

Table U: MSA-3 NWEA MAP Reading and Math All Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-2.14	0.22	-2.06		-0.58	-0.72	-1.45
7	-0.35	0.37	-0.96		-0.19	-0.02	0.41
8	0.55	-0.10	-0.15		0.43	0.54	-0.30
9	2.81	2.22	1.12		2.27	1.81	2.07
10	2.16	1.97	3.49		2.01	4.80	3.63
11	1.17	1.92	3.82		2.39	8.37	2.76
Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							

Table V: MSA-3 NWEA MAP Reading and Math African American or Black Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-1.69	2.36	-2.54		0.33	-1.25	-1.91
7	--	1.72	-3.35		-1.88	-0.29	0.11
8	0.29	-0.26	-0.45		-1.02	0.82	-0.95
9	3.38	1.56	-0.12		1.44	0.67	-1.35
10	--	0.04	5.24		--	3.54	2.15
11	--	2.69	4.31		--	7.88	1.73
Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							


Table W: MSA-3 NWEA MAP Reading and Math Hispanic Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-1.84	-0.88	-1.40		-1.53	-0.26	-0.92
7	0.55	-0.49	1.27		1.40	-0.01	0.82
8	0.37	0.00	0.12		1.48	0.22	0.12
9	2.62	2.58	1.47		2.95	2.33	3.46
10	2.74	2.64	2.82		2.06	5.32	4.17
11	1.08	1.65	3.64		2.54	9.65	3.40

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

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

Gray cell indicates the number of students is less than 10

Table X: MSA-3 NWEA MAP Reading and Math Socioeconomically Disadvantaged Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-2.22	0.06	-0.47		-0.42	-0.74	-1.26
7	-0.73	0.38	-0.92		0.21	-0.36	-0.11
8	0.64	0.14	-0.59		0.60	0.36	-0.17
9	3.02	2.47	2.02		2.01	2.33	2.43
10	1.98	2.02	4.59		1.36	4.85	4.21
11	1.36	1.45	3.33		1.84	9.06	3.20

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

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

Gray cell indicates the number of students is less than 10

Table Y: MSA-3 NWEA MAP Reading and Math Students with Disabilities

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	--	--	--		--	--	--
7	--	--	--		--	--	--
8	--	--	--		--	--	--
9	--	--	-1.07		--	--	--
10	--	--	--		--	--	--
11	--	--	--		--	--	--

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

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

Gray cell indicates the number of students is less than 10

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Closure Procedures: A charter school may close voluntarily, or through non-renewal or revocation. The procedures for charter school closure are guided by California Education Code (EC) sections [47604.32](#), [47605](#), [47605.6](#), and [47607](#) as well as the California Code of Regulations, Title 5 (5 CCR), sections [11962](#) and [11962.1](#). A charter school that is closing must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on Charter School Closures (Revised July 14, 2023 – which is subject to change and this checklist may be adjusted to align itself with the state’s guidance) as posted on the California Department of Education website (<https://www.cde.ca.gov/sp/ch/csclosuresrules.asp>). References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**The procedures presented below are not meant to be all inclusive but are suggestions that represent best practices and compliance with LACOE and state requirements. Check with your Legal and Financial Consultants to ensure that all closing procedures are met and completed in accordance with the CDE, Corporate Law, your Charter Petition, and any other requirements.*

General Information

School Name	
CDS Code	
State Charter Number	
Type of Closure	
Date of Board Resolution Approving Closure Action	
Anticipated/Actual School Closure Date	
Grade Levels Served	

Charter School Designee

Name & Title of Designee	
Phone Number (active after closure)	
Email Address (active after closure)	
Charter Board Member Designee	
Phone Number (active after closure)	
Email Address (active after closure)	

Student Records Designee & Location at Charter School

Name of Designee & Title	
Phone Number	
Email Address	
Last Day for Students/Educ. Rights Holders to Request Records from School	

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Item	Description	Due Date/To Whom	Responsible Party	Completion Date	Notes
Invoking Closure Procedure					
1	<p>When revocation, non-renewal, or appeal proceedings have been exhausted, LACOE shall provide the Charter School with written notification by certified mail/courier service, of the closure action.</p> <p>In the case of voluntary surrender of a charter, the Charter School Board shall, within three (3) business days of the decision to close, provide LACOE Charter School Office (CSO) with written notification by registered mail that closure procedures have been invoked.</p> <p>In both instances, the dated notice shall be referred to as the "Closure Action." The Closure Action date is (Date completed: 0/0/2025)</p> <p>The Charter School shall post, in public view at each site and on the school's website, a copy of the Closure Action upon receipt/issuance whether it originates with LACOE or the Charter School.</p>	Due to LACOE CSO by 0/0/2025	LACOE CSO Charter School Charter School	0/0/2025 Date of Post 0/0/2025	
2	At all times, the Charter School shall grant LACOE CSO , Business Advisory Services (BAS) , and any other LACOE departments/units immediate access to, inspection of, and the ability to copy school records, including, but not limited to, financial and attendance records, upon LACOE's request.	Ongoing	Charter School	Ongoing	
Immediate Actions					
3	<p>LACOE CSO shall, upon Closure Action, immediately notify the California Department of Education (CDE). The notice will include (but not be limited to):</p> <ul style="list-style-type: none"> Charter School name, charter number, CDS Code Reason for closure (revocation, non-renewal, other) Effective date of closure Description of the circumstances (reason) for the closure Location of student and personnel records 	LACOE CSO will send out by 0/0/2025	LACOE CSO	0/0/2025	.
4	The Charter School shall within two (2) business days of the Closure Action, <u>provide</u> LACOE CSO the location of all student and business records. No student or business	Due to LACOE	Charter School	0/0/2025	

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	records shall be disposed of, moved, or duplicated without the express written consent of the LACOE CSO , except that student records may be copied for students' families or for the purpose of sending them to a receiving school. A record must be kept of all files copied and/or sent; the record must be provided to LACOE. The Charter School shall immediately ensure that all student and business records are organized, current, accurate, and maintained in a secure location.	CSO by 0/0/2025			
5	<p>The Charter School shall, within two (2) business days of the Closure Action, provide LACOE CSO with the name, address, and contact information of the individual designated as the primary contact for all closeout activities of the school, and the charter board-approved resolution appointing this person as the primary contact.</p> <p>LACOE's single point contact is [COORDINATOR NAME]. [She/He] can be reached via email at [EMAIL ADDRESS] and by phone at 562-922-8806.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	
6	<p>The Charter School primary contact and a member of the Charter School's governing board shall meet with the LACOE Superintendent or designee within five (5) business days of the Closure Action to review the orderly closing of the Charter School. At this meeting:</p> <ul style="list-style-type: none"> The Charter School shall provide LACOE CSO with a complete and accurate roster of all students enrolled in the Charter School including: <ul style="list-style-type: none"> Student names Parent(s)/guardian(s) names, addresses, phone numbers Grade levels and grades completed Each student's district of residence <p>LACOE CSO will determine the date and time when LACOE CSO will retrieve all pupil cumulative records, including, but not limited to, specific information on completed courses, credit or grade levels, report cards, Individualized Education Programs (IEPs), discipline records, and immunization records. High school charter schools will include verification of all UC/CSU approved courses, as well as all curriculum and standard syllabi, instructional materials, and one textbook for each subject.</p> <p>The date of this meeting shall be referred to as the "Closure Meeting." The Closure Meeting date is 0/0/2025.</p>	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025	DATE and TIME of retrieval of pupil records 0/0/2025

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Students, Families, and other Educational Partners					
7	<p>The Charter School shall, within five (5) business days of the Closure Action, <u>submit to LACOE CSO</u> for approval a draft of a notification letter* to parent(s)/guardian(s). The letter shall include:</p> <ul style="list-style-type: none"> Reason for closure Date of closure Process for the transfer of student records Current list of local public and Charter Schools Name(s) and contact information of the Charter School personnel to whom inquiries may be made The manner in which parent(s)/guardian(s) may obtain copies of pupils' cumulative records, including but not limited to, specific information on completed courses, credits or grade level, report cards, IEPs, discipline records, immunization records List of public schools in the districts of residence of Charter School students <p>*Upon <u>LACOE's CSO</u> approval, the Charter School shall mail the letter to parent(s)/guardian(s) within three (3) business days. The Charter School shall ensure that the letter is translated, if applicable</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Parent(s)/Guardian(s) within 3 days of LACOE approval</p>	Charter School	0/0/2025	
8	<p>The Charter School shall, within five (5) business days of the Closure Action, draft a notification letter* to the districts of residence for all its students and <u>submit to LACOE CSO</u> for approval; the letter will include the date of closure and the Charter School personnel to whom requests for records can be made.</p> <p>*Upon approval by LACOE, the Charter School will mail the letter to the districts within three (3) business days.</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p> <p>Mailed to Districts within 3 days of LACOE approval</p>	Charter School	0/0/2025	
9	<p>The Charter School, if a Local Education Agency (LEA) in a Special Education Local Plan Area (SELPA), shall within five (5) business days of the Closure Action, <u>notify</u> the SELPA of the Closure Action and complete all documentation necessary to comply</p>	<p>Due to <u>LACOE CSO</u> 0/0/2025</p>	Charter School	0/0/2025	

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	<p>with requirements of the SELPA for transferring and storing copies of student records. The Charter School shall <u>provide</u> LACOE CSO with a copy of the notification.</p> <ul style="list-style-type: none"> If the last date of instruction is ten (10) or more days from the Closure Action, the Charter School must mail parent(s)/guardian(s) copies of their child's current IEP within five (5) business days of the last date of instruction. If the last date of instruction is less than ten (10) days from the Closure Action, the Charter School shall mail copies of all student IEPs to the SELPA within 10 days of the Closure Action. 				
10	The Charter School shall, within five (5) business days of the Closure Action, notify all contractors (e.g., charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure. The Charter School shall terminate all existing leases, service agreements, and other contracts as part of the school's closeout process. Leases, service agreements and contracts should be terminated in a cost-effective manner in order to minimize expenses. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
11	The Charter School shall, within five (5) business days of the Closure Action, provide written notification to the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or other retirement benefit administration systems, and follow their procedures for dissolving contracts and reporting. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
12	The Charter School shall, within five (5) business days of the Closure Action, notify all faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes. LACOE CSO shall be <u>copied</u> on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
13	The Charter School shall notify the CDE CALPADS office within fourteen (14) days of the closure action and comply with any requirements of that office. The Charter School shall <u>provide</u> LACOE CSO a copy of this notification.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
14	The Charter School shall respond within seven (7) days to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placements available.	Ongoing	Charter School and LACOE CSO	Ongoing	

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15	LACOE CSO shall respond promptly to inquiries from students, their families, Charter School faculty and staff, the community/public, and the media.		LACOE CSO		
16	Provided that LACOE CSO has possession of pupil records, LACOE CSO shall, within five (5) business days , respond to parent(s)/guardian(s) written requests for a copy of their child's cumulative file, ensuring that the documents are given to the parent(s)/guardian(s) identified as having legal custody/guardianship of the student with regard to educational placement.		LACOE CSO		
17	LACOE CSO shall, within ten (10) business days , respond to requests for the transfer of students' cumulative files to other public or private schools in which students enroll.		LACOE CSO		
18	If the Charter School continues instruction to the end of the current academic year, it shall issue report cards within five (5) business days of the last date of instruction.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025	
Enrollment and Attendance					
19	The Charter School shall, within fourteen (14) days of the Closure Action , submit to LACOE CSO an updated list of students (names, addresses, and phone numbers) in each grade level and the classes that they completed. The list shall identify each student's district of residence and include a notation of where the student's records have been transferred.	Due to LACOE CSO 0/0/2024	Charter School	0/0/2025	
20	20a. The Charter School shall, within five (5) business days of the last date of instruction, submit an enrollment update to the CDE California School Information Services (CSIS) Program and provide a copy to LACOE CSO.	Due to CDE and copy to LACOE CSO 0/0/2024	Charter School	0/0/2025	
	20b. The Charter School shall, within twenty (20) business days of the last date of instruction, provide LACOE's Accounting and Budget Development (ABD), Pupil Attendance & Accounting unit (PAAC) with the final monthly student attendance registers (signed by teachers and certified by the designated administrator); all teacher contemporaneous records (daily class lists/rosters); and all absence logs, sign-in/out sheets and other supporting documentation for attendance accounting.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	
	20c. The Charter School shall provide closing State Attendance Report (SAR) with original signatures as well as the electronic file on a flash drive either hand-delivered or certified/return receipt mail to LACOE ABD, Pupil Attendance & Accounting unit, within ten (10) business days of the above.	Due to LACOE ABD/PAAC 0/0/2025	Charter School	0/0/2025	

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Ongoing Activities					
21	The Charter School must maintain the same insurance coverage for the period following the dissolution and winding up of the corporation or entity.	Ongoing	Charter School		
22	<p>The Charter School shall continue to protect assets against misappropriation, theft, and deterioration.</p> <p>Insurance coverage must be maintained until assets are properly disposed of in accordance with the distribution plan.</p> <p>All materials/inventory purchased with federal dollars and subject to federal restrictions must be disposed of in accordance with applicable federal law.</p> <p>No assets may be liquidated, disposed of, moved, or transferred in accordance with this proposed plan until LACOE has been notified and the final closure audit has been concluded.</p>	Ongoing	Charter School		
23	The Charter School shall, within ten (10) business days of the Closure Action, in writing <u>notify</u> LACOE CSO of all pending lawsuits or legal claims to which the school is a party. The Charter School shall immediately notify LACOE CSO if litigation or claims are filed thereafter until the school is formally dissolved. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to CSO 0/0/2025	Charter School	0/0/2025	
Finance and Business Closing Procedures					
24	The Charter School shall, within ten (10) business days of the Closure Action, produce for LACOE BAS a comprehensive list of copies of all existing leases, service agreements, and other contracts. LACOE BAS shall be <u>copied</u> on all correspondences with identified contractors.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
25	The Charter School shall, within ten (10) business days of the Closure Action, notify all funding sources (including charitable partners) of the school's closure. LACOE BAS shall be <u>copied</u> on all correspondences.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
26	The Charter School shall, within ten (10) business days of the Closure Action, prepare and <u>submit to</u> LACOE BAS a comprehensive inventory of all assets.	Due to LACOE	Charter School	0/0/2025	

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		BAS 0/0/2025			
27	<p>The Charter School shall, within ten (10) business days of the Closure Action, provide the LACOE BAS with a closeout budget that includes the following:</p> <p>27a. A description of current and outstanding projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties.</p> <p>27b. A projection of the funds necessary to complete all administrative closure-related tasks.</p> <p>27c. Prepare and submit to LACOE BAS a comprehensive list of all creditors and debtors.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
28	<p>The Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants to the granting agency within twenty (20) business days from the last date of instruction. Federal grants must be closed out, including filing the required Final Expenditure Report and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education. LACOE BAS shall be copied on all correspondence.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
29	<p>The Charter School shall, within twenty (20) business days of the Closure Action and monthly until dissolution, <u>submit to</u> LACOE BAS monthly accounts payable along with detailed payment schedules.</p> <p>The Charter School will submit any required year-end financial reports (i.e., Unaudited Actuals, Audit Report) to the CDE and LACOE BAS in the form and time frame required.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
30	<p>The Charter School shall, within twenty (20) business days from the Closure Action, prepare and <u>submit to</u> LACOE BAS a proposed plan and timeline for the disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with the law, payment of any and all liabilities and the disbursement of any remaining assets of the school and liquidation of assets to pay off any and all outstanding liabilities.</p>	<p>Due to LACOE BAS 0/0/2025</p>	Charter School	0/0/2025	
31	<p>The Charter School shall arrange for a final closure audit no more than 120 calendar days from the last date of instruction; the cost of the audit will be considered a liability of the Charter School. This audit may coincide with the regular required annual audit.</p>	<p>Due to LACOE</p>	Charter School	0/0/2025	

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	<p>The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office. The independent auditor will conduct a final audit of the Charter School, including but not limited to the following task(s):</p> <ul style="list-style-type: none"> • An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value. • An accounting of the liabilities, including accounts payable and any reductions in apportionments due to audit findings or other investigations, loans, and unpaid staff compensation. • An assessment of the disposition of net assets, including all unrestricted and restricted funds received by or due to the Charter School. • Verification of school's comprehensive list of creditors and debtors • <u>Provide</u> LACOE BAS with a copy of the audit contract within ten (10) business days upon execution. 	BAS 0/0/2025			
32	<p>The Charter School shall, within ten (10) business days following the audit report issuance date, <u>submit</u> a corrective action plan with an implementation timeline to address all audit findings and submit the plan to LACOE BAS.</p>	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025	
33	<p>On the dissolution date, the Charter School shall perform all of the following on behalf of the faculty and staff:</p> <ul style="list-style-type: none"> • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines; • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63); • Make final federal tax payments (employee taxes, etc.); • File the final withholding tax return (Treasury Form 941 and State Form DE6); • File the final return with the IRS (Form 990 and Schedule). <p>The Charter School will submit any required year-end financial reports to the CDE and LACOE BAS in the form and time frame required and provide copies of all items above to the LACOE BAS within twenty (20) business days of the dissolution date.</p>	Due to LACOE BAS 0/0/2025 Ongoing	Charter School	0/0/2025	
Faculty and Staff					
34	<p>The Charter School shall, within thirty (30) calendar days of the Closure Action, <u>submit</u> to LACOE CSO a written accounting of all its current and former faculty and staff with verification of each individual's dates of employment with the Charter School up to,</p>	Due to LACOE	Charter School	0/0/2025	

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	and including, the individual's last day of service. Copies of the verification shall include verification letters, personnel files for all employees and documentation of sick leave balances as of the end of employment. The Charter School shall <u>provide</u> LACOE CSO with a copy of letters and an Excel spreadsheet containing all pertinent information.	CSO 0/0/2025			
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Coversheet

Approval of Memorandum of Agreement Between the County of Los Angeles and Magnolia Science Academy-3 for School-Sponsored Recreation

Section: IV. Action Items
Item: E. Approval of Memorandum of Agreement Between the County of Los Angeles and Magnolia Science Academy-3 for School-Sponsored Recreation
Purpose: Vote
Submitted by:
Related Material: IV_E_MOA Between MSA-3 & County of Los Angeles.pdf



Agenda Item:	IV E: Action Item
Date:	March 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Zekeriya Ocel, Principal at Magnolia Science Academy-3
RE:	Approval of Memorandum of Agreement Between the County of Los Angeles and Magnolia Science Academy-3 for School-Sponsored Recreation

Action Proposed:

I move that the Board approve the Memorandum of Agreement between Magnolia Science Academy-3 and the County of Los Angeles for school-sponsored recreation.

Purpose:

This document is needed to secure a permit for our high school baseball and softball teams to use a park, as it establishes a formal understanding between our school and the park authorities. The MOA outlines key details such as field usage schedules, maintenance responsibilities, liability coverage, and any associated fees or requirements. This ensures both parties are aligned on expectations, reducing conflicts and promoting the smooth, organized use of park facilities for practices and games.

Background:

For two years, a dedicated group of 25 students petitioned to establish a baseball team at their high school. They gathered signatures, met with school administrators, and presented proposals highlighting the benefits of adding the sport.

Their efforts finally paid off when the school approved the team, recognizing the students' passion and commitment to bringing baseball to their school.

However, the school's baseball and softball teams need dedicated fields to properly learn and develop



their skills in a regulation setting. Without access to actual fields, players lack essential elements such as bases, pitching mounds, and proper field dimensions — all crucial for game strategy, safety, and skill-building.

The absence of proper facilities makes it challenging to build a competitive program, despite the strong student interest and enthusiasm for the sport.

Analysis:

Securing access to Victoria Park will provide an essential venue for our high school baseball and softball teams to practice and compete on regulation fields. Having access to official fields with proper bases, pitching mounds, and dimensions will enhance game strategies, promote player safety, and strengthen both programs. Victoria Park's facilities are crucial for building a competitive program and sustaining student enthusiasm for these sports.

Impact:

Gaining access to Victoria Park will have a significant positive impact on both students and coaches by providing a dedicated, regulation-compliant space to practice and compete. Practicing on official fields will allow players to develop their skills more effectively, strengthen their understanding of game strategies, and enhance overall team performance. This access not only supports the athletes' growth but also empowers coaches to run more structured and impactful training sessions. Ultimately, it will foster a stronger, more competitive program while maintaining the students' enthusiasm and commitment to baseball and softball.

Budget Implications:

There are no budget implications for this request. Victoria Park requires Board approval to use their facilities. This MOA will grant students access to the park when the school's fields are unavailable for practices and when the Athletic Director requests the use of the facility for sporting events and activities.



Exhibits:

- 1) MOU between Magnolia Science Academy-3 and Victoria Park
- 2) School Schedule of Victoria Park Use

**MASTER MEMORANDUM OF AGREEMENT
BY AND BETWEEN
THE COUNTY OF LOS ANGELES
AND MAGNOLIA SCIENCE ACADEMY 3 FOR SCHOOL-SPONSORED
RECREATION**

This master memorandum of agreement ("**MOA**" or "**Agreement**") is effective as of _____, 2025 ("**Effective Date**") by and between the COUNTY OF LOS ANGELES, a body corporate and politic ("**County**") and MAGNOLIA SCIENCE ACADEMY 3 a California nonprofit public benefit corporation organized and existing under the laws of the State of California ("**School**") (collectively, the "Parties").

RECITALS

WHEREAS the County through its Department of Parks and Recreation ("**DPR**") owns, operates, manages, and maintains parks, trails, aquatic and sports facilities, community centers, lands, and other real property ("**DPR Property**") for the provision of recreational and community services.

WHEREAS the School is a California nonprofit public benefit organization that operates a local charter 6th -12th grade school in Los Angeles County.

WHEREAS the County owns certain real property located at 419 E Martin Luther King Jr Street Carson, CA 90746, currently known as Victoria Community Regional Park (the "**Park**"). The County owns, operates, and maintains the Park and its grounds, consisting of approximately 34 acres developed park and open area.

WHEREAS the Board of Supervisors of the County ("**Board**") has authority to let or license the use of its real property to school organizations for the purpose of conducting athletic events participated in by such schools and for public and recreation purposes pursuant to Government Code section 25907.

WHEREAS on February 23, 2021, the Board approved new fees and revisions to existing parks and recreation fees that do not exceed the cost of service, which are periodically updated.

WHEREAS, pursuant to Education Code sections 17604 and 81655, contracts with school district and community college districts are not valid and enforceable unless approved and ratified by the partnering school or District Board. School shall be required to submit proof of Board approval or ratification of the agreement before commencing use of County property.

WHEREAS, the School desires to use DPR Property, including the Park, for short-term school-sponsored activities on the terms and conditions set forth herein.

WHEREAS the County and the School desire to enter into this Master MOA to permit the School and its schools to utilize DPR Property, including the Park, during the term of this Master MOA.

NOW THEREFORE, in consideration of the covenants hereinafter contained, School and County agree as follows:

1. **Term.** The initial term of this MOA shall be that one year period beginning on the **Effective Date**, unless it is terminated earlier as provided herein. School shall have the option to request an extension of the term for four years totaling not more than five years subject to the terms of Paragraph 2 below.
2. **Option to Extend.** On or prior to the date which is three (3) months before the term expiration date, provided School shall not then be in Default (as defined herein) under the provisions of this MOA, the School may request to exercise an option to extend this MOA for an additional term of up to four years by providing written notice to County. If School fails to exercise its option as provided for herein, this MOA shall expire upon the original term expiration date. Upon receipt of a request to extend the term, the County, at its sole discretion, may extend the initial term for the period of the additional term upon the same terms and conditions (however, updated to reflect the County's Insurance and Indemnification requirements at the time of extension as applicable) of this MOA, except that County may elect to modify the rental fees. Should County not approve the extension, or impose an additional or higher fee, County shall notify the School as soon as possible, but no later than one (1) month before the term expiration date.

Permission Granted. County hereby agrees to allow for use of Use Areas (as defined below) by School on the terms and conditions set forth herein.

3. **Use Areas.** Area composed of the County-owned Park for the School's recurring use for school activities as more specifically described in **Exhibit A** attached hereto and incorporated herein or single-day use any other area of DPR Property approved by DPR for School's use on a request-by-request basis. School hereby acknowledges the title of County and/or any other public agencies having jurisdiction thereover, in and to the Use Areas, and covenants and agrees never to assail, contest or resist said title.
4. **School Use.** The School shall have the right to use the Use Area as described in **Exhibit A**. The parties shall cooperate to update Exhibit A annually or more frequently, as needed. The School may reserve additional single-day use of DPR Property through the DPR online reservation system Activenet. All single-day reservations are subject to availability. DPR in its sole discretion may place conditions and/or restrictions upon School's use of DPR Property. The School agrees that any and all use of DPR Property by School, including recurring use described in Exhibit A and/or single-day use reserved through Activenet, shall be

subject to the terms and conditions of this MOA.

5. **Compliance with Law.** School shall, at School's sole cost and expense, comply with all statutes, ordinances, orders, and regulations now or hereafter made by any federal, state, county, local or other governmental agency, including the latest public health orders in effect as set forth by the Los Angeles Department of Public Health. If any license, permit or other governmental authorization is required for the lawful use or its own occupancy of DPR Property or any portion of the Park or Use Areas related to School's use, School shall procure and maintain it, at School's sole cost and expense, throughout the term of this MOA.
6. **CEQA Compliance.** The proposed use of DPR Property by School under this MOA is not subject to the California Environmental Quality Act ("CEQA"), because: (i) the activity is not a "project" for purposes of CEQA, since it is an organizational or administrative activity of government that will not result in direct or indirect physical changes in the environment; (ii) the activity is exempt from the provisions of CEQA under the common sense exemption, since it can be seen with certainty that there is no possibility that the activity will have a significant effect on the environment pursuant to State CEQA Guidelines § 14061(b)(3); and (iii) the activity is exempt under § 15301 of the CEQA Guidelines, since the activity involves the operation of an existing public facility with negligible or no expansion of its existing use or consists of minor leasing of existing facilities.
7. **Notices.**

Address for Notices:

School: Magnolia Science Academy 3
1254 E Helmick St, Carson, CA 90746
Attn: Quincey Jackson
Phone: (310) 940-8534
Email: qjackson@magnoliapublicschools.org

County/DPR: Ruben Lopez,
Division Chief of Contracts and Procurement
Department of Parks and Recreation
1000 South Fremont Avenue, Unit #40
Building A-9 West, 2nd Floor
Alhambra, CA 91803
(626) 588-5278
RLopez@parks.lacounty.gov

or such other place in California as may hereinafter be designated in writing respectively by School or County

School/ Park contacts:

School: Magnolia Science Academy 3
1254 E Helmick St, Carson, CA 90746
Attn: Quincey Jackson
Phone: (310) 940-8534
Email: gjackson@magnoliapublicschools.org

County:

Victoria Community Regional Park
419 E Martin Luther King Jr Street Carson, CA 90746
Attn: Angelica Baltazar- Park Supervisor
email: abaltazar@parks.lacounty.gov
phone: (310) 217-8370

8. Consideration.

County will charge School monthly for the School's use of the Use Area according to the current fee schedule attached hereto and incorporated as **Exhibit B**.

For recurring and single-day use by K-12 schools of the Use Areas for school-sponsored athletic activities, excluding Physical Education classes and aquatics use, School will pay a 25 percent discounted rate offered to Community Partner/Schools according to the current fee schedule as shown in Exhibit B.

In lieu of rental fees for school-sponsored athletic activities, at the sole option of the County, the School may provide the following direct contributions to DPR that are roughly equivalent to the fair market value of the amount of rental fees incurred for School's recurring use of Use Area:

- Funding for Programs and/or Projects
- In-Kind Goods and Services
- Parks and Recreation Facility Maintenance

For all other educational institutions and for K-12 schools other uses_(e.g., aquatics use, physical education, tournaments, fundraising events, picnics, graduations, etc.) the School and its Schools will pay the full rental fee according to the current fee schedule as shown in Exhibit B.

In addition, school use outside of standard operating park hours and usage of

indoor facilities will require an additional charge for staff time based on County's annual salary rates. County may, in its sole discretion, modify use fees so long as the fees do not exceed the costs of service.

Maintenance. County shall have no obligation to alter, remodel, improve or repair the Use Areas or improvements within the Use Areas. School and County are each responsible for ensuring that the Use Areas are restored to good, clean condition and restore the Use Areas to the original condition or better.

9. **Advertising Materials, Signs and Publicity.** With the exception of any signs currently located or used in the Use Areas, and any maintenance or replacement thereof, School shall not post any additional signs upon the Use Areas without the Director's or designee's prior written consent. School may place temporary directional signs, as approved by Director or designee, around the Use Areas during the time period of School's Use, so long as all such temporary signage is removed at the end of the business day during regular operations. School shall not promulgate nor cause to be distributed any advertising or promotional materials referencing the County of Los Angeles Department of Parks and Recreation or any DPR facilities or parks unless prior written approval thereof is obtained from Director or designee. Such materials include, but are not limited to, advertising in newspapers, magazines and trade journals, and radio and/or television commercials, websites, social media, or electronic discounts.
10. **Safety.** School shall obtain emergency medical care for any member of the public who is in need thereof, because of illness or injury resulting from School's use of Use Areas. School shall cooperate fully with the County in the investigation of any injury or death occurring on the Use Areas, including a prompt verbal and written notification to the Director or the designated County representative on-site.
11. **Damage and Destruction.** School shall assume the risks and bear all costs of damage or destruction, and loss due to theft, burglary, or vandalism to any and all of School's equipment, materials, tools, and vehicles owned hired, leased, or used by School within DPR Property, including within the Park and/or Use Areas, except to the extent that such damage or destruction and loss result from willful misconduct of County. School shall repair or replace, to the satisfaction of County, any and all County property lost, damaged, or destroyed as a result of School's activities and/or use of DPR Property, including the Park and/or Use Areas. Should School fail to promptly make repairs or replacements to County's satisfaction, County may have these repairs made at School's sole cost and expense.
12. **School Supervision.** School shall provide adult supervision of students at all times when students are present in DPR Property, including in the Park and/or Use Areas.
13. **American with Disabilities Act (ADA)** DPR is dedicated to providing people with

and without disabilities the opportunity to participate in DPR programs together. The ADA is federal legislation that gives civil rights protection to individuals with disabilities, similar to those rights provided to individuals based on race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, local and state government services, and telecommunications. School shall be responsible for providing reasonable accommodations for School's students, staff, volunteers, parents, and invitees in compliance with all applicable laws and regulations to the extent possible, including the ADA.

14. **Waiver of Liability.** School shall include County in the exculpatory clause on any waiver of liability or release of liability agreement used by School related to its use of DPR Property.
15. **Indemnification.** To the fullest extent permitted by law, School shall indemnify, defend and hold harmless County and its Special Schools, elected and appointed officers, employees, agents, representatives and volunteers ("County Indemnitees") from and against any and all liabilities, damages of any kind (including without limitation personal injuries, property damages, special and consequential damages), losses, demands, claims, actions, fees, costs and expenses, including without limitation attorneys' fees, expert fees and expenses of any nature whatsoever arising out of or related to: (1) School's (including its elected and appointed members, officers, employees, consultants, contractors, vendors, invitees, agents, representatives and volunteers) use of, or acts, omissions or negligence concerning, the DPR Property including without limitation the Park and/or Use Areas; (2) events at DPR Property organized by School (including such events organized by its elected and appointed members, officers, employees, consultants, contractors, vendors, invitees, agents, representatives and volunteers) including without limitation events which encompass multiple schools or school Schools; and/or (3) this Agreement, except for any such loss or damage arising from the sole negligence or willful misconduct of County Indemnitees. To the extent waivable pursuant to applicable law, the indemnification obligations hereunder shall not be subject to or barred by any statutory immunities and shall not be limited in any way by a statutory limitation on amount or type of damages. Any legal defense pursuant to School's indemnification obligations under this Paragraph 16 shall be conducted by School and performed by counsel selected by School and approved by County. Notwithstanding the preceding sentence, County shall have the right to participate in and control any such defense. The terms of this paragraph shall survive the termination or expiration of this Agreement.
16. **Insurance** – During the term of this Agreement or as otherwise specified herein, the following insurance requirements shall be in effect. School shall purchase commercial insurance to satisfy its insurance requirements herein. School, at its sole option, may elect to use a program of self-insurance, risk retention group, risk

purchasing group, pooling arrangement, and captive insurance to satisfy the Required Insurance provisions for Workers Compensation and Property Insurance. No insurance shall contain any exclusion for claims based on alleged civil rights violations.

General Insurance – School Requirements: Without limiting School's indemnification of County, and in the performance of this Agreement and until all of its obligations pursuant to this Agreement have been met, School shall provide and maintain at its own expense insurance coverage satisfying the requirements specified in this Article 17, "General Insurance" and the "Insurance Coverage Requirements – Types and Limits" Sections of this Agreement. These minimum insurance coverage terms, types, and limits (the "Required Insurance") also are in addition to and separate from any other contractual obligation imposed upon School pursuant to this Agreement. The County in no way warrants that the Required Insurance is sufficient to protect the School for liabilities which may arise from or relate to this Agreement.

Evidence of Coverage and Notice to County: Certificate(s) of insurance coverage (Certificate) satisfactory to County, and a copy of an Additional Insured endorsement confirming County and its Agents (defined below) has been given Insured status under the School's General Liability policy, shall be delivered to County at the address shown below and provided prior to commencing use of DPR Property under this Agreement.

- i. Renewal Certificates shall be provided to County not less than 10 days prior to School's policy expiration dates. County reserves the right to obtain complete, certified copies of the School and/or Sub-Contractor insurance policies at any time.
- ii. Certificates shall identify all Required Insurance coverage types and limits specified herein, reference this Agreement by name and number, and be signed by an authorized representative of the insurer(s). The Insured party named on the Certificate shall match School's name. Certificates shall provide the full name of each insurer providing coverage, its NAIC (National Association of Insurance Commissioners) identification number, its financial rating, the amounts of any policy deductibles or self-insured retentions exceeding fifty thousand (\$50,000.00) dollars, and list any County required endorsement forms.
- iii. Neither the County's failure to obtain, nor the County's receipt of, or failure to object to a non-complying insurance certificate or endorsement, or any other insurance documentation or information provided by the School, its insurance broker(s) and/or insurer(s), shall be construed as a waiver of any of the Required Insurance provisions.

Certificates and copies of any required endorsements shall be sent to:

County of Los Angeles Department of Parks and Recreation

Attention: Ruben Lopez Chief of Contracts and Procurement
1000 South Fremont Avenue, Unit #40, Building A-9 West
Alhambra, California 91803

- iv. School also shall promptly report to County any injury or property damage, accident, or incident, including any injury to a School employee occurring on DPR property, and any loss, disappearance, destruction, misuse, or theft of County property, monies or securities entrusted to School. School also shall promptly notify County of any third-party claim or suit filed against School or any of its Sub-Contractors which arises from or relates to this Agreement and could result in the filing of a claim or lawsuit against School and/or County.

Additional Insured Status and Scope of Coverage. The County of Los Angeles, its Special Schools, Elected Officials, Officers, Agents, Employees and Volunteers (collectively County and its Agents) shall be provided additional insured status under School's General Liability policy with respect to liability arising out of School's use of DPR Property. County and its Agents additional insured status shall apply with respect to liability and defense of suits arising out of the School's acts or omissions, whether such liability is attributable to the School or to the County. The full policy limits and scope of protection also shall apply to the County and its Agents as an additional insured, even if they exceed the County's minimum Required Insurance specifications herein. Use of an automatic additional insured endorsement form is acceptable providing it satisfies the Required Insurance provisions herein.

Cancellation of or Changes in Insurance. School shall provide County with, or School's insurance policies shall contain a provision that County shall receive, written notice of cancellation or any change in Required Insurance, including insurer, limits of coverage, term of coverage or policy period. The written notice shall be provided to County at least ten (10) days in advance of cancellation for non-payment of premium and thirty (30) days in advance for any other cancellation or policy change. Failure to provide written notice of cancellation or any change in Required Insurance may constitute a material breach of this Agreement, in the sole discretion of the County, upon which the County may suspend or terminate this Agreement.

Failure to Maintain Insurance. School's failure to maintain or to provide acceptable evidence that it maintains the Required Insurance shall constitute a material breach of this Agreement, upon which County may immediately suspend or terminate this Agreement. County, at its sole discretion, may obtain damages from School resulting from said breach. Alternatively, the County may purchase the Required Insurance, and without further notice to School, deduct the premium cost from sums due to School or pursue reimbursement from School.

Insurer Financial Ratings. Coverage shall be placed with insurers acceptable to the County with A.M. Best ratings of not less than A:VII unless otherwise approved by County.

School's Insurance Shall Be Primary. School's insurance policies, with respect to any claims related to this Agreement, shall be primary with respect to all other sources of coverage available to School. Any County maintained insurance or self-insurance coverage shall be in excess of and not contribute to any School coverage.

Waivers of Subrogation. To the fullest extent permitted by law, School hereby waives its and its insurer(s)' rights of recovery against County under all the Required Insurance for any loss arising from or related to this Agreement. School shall require its insurers to execute any waiver of subrogation endorsements which may be necessary to affect such waiver.

Sub-Contractor Insurance Coverage Requirements. School shall include all Sub-contractors as insureds under School's own policies or shall provide County with each Sub-Contractor's separate evidence of insurance coverage. School shall be responsible for verifying that each Sub-Contractor complies with the Required Insurance provisions herein and shall require that each Sub-Contractor name the County and School as additional insureds on the Sub-Contractor's General Liability policy. School shall obtain County's prior review and approval of any Sub-Contractor request for modification of the Required Insurance.

Deductibles and Self-Insured Retentions (SIRs). School's policies shall not obligate the County to pay any portion of any School deductible or SIR. The County retains the right to require School to reduce or eliminate policy deductibles and SIRs as respects the County, or to provide a bond guaranteeing School's payment of all deductibles and SIRs, including all related claims investigation, administration, and defense expenses. Such bond shall be executed by a corporate surety licensed to transact business in the State of California.

Claims Made Coverage. If any part of the Required Insurance is written on claims made basis, any policy retroactive date shall precede the effective date of this Agreement. School understands and agrees it shall maintain such coverage for a period of not less than three (3) years following Agreement expiration, termination, or cancellation.

Application of Excess Liability Coverage. County may use a combination of primary and excess insurance policies which provide coverage as broad as ("follow form" over) the underlying primary policies to satisfy the Required Insurance provisions.

Separation of Insureds. All liability policies shall provide cross-liability coverage as would be afforded by the standard ISO (Insurance Services Office, Inc.) separation of insureds provision with no insured versus insured exclusions or limitations.

County Review and Approval of Insurance Requirements. The County reserves the right to review and adjust the Required Insurance provisions conditioned upon County's determination of changes in risk exposures.

INSURANCE COVERAGE REQUIREMENTS – TYPES AND LIMITS

Commercial General Liability insurance, naming County and its Agents as an additional insured, with limits of not less than the following:

Note: Commercial General Liability insurance limits vary depending on the School's activities in the County park. The higher limits apply if the School engages in both types of activities listed below.

- I. Limits required when School uses DPR Property, including the Park, for short-term school-sponsored activities other than pool usage:

General Aggregate:	\$ 4 million
Products/Completed Operations Aggregate:	\$ 2 million
Personal and Advertising Injury	\$ 2 million
Each Occurrence:	\$ 2 million

- II. Limits required when School's short-term school-sponsored activities include pool usage:

General Aggregate:	\$ 10 million
Products/Completed Operations Aggregate:	\$ 2 million
Personal and Advertising Injury	\$ 5 million
Each Occurrence:	\$ 5 million

Automobile Liability insurance (providing scope of coverage equivalent to ISO policy form CA 00 01) with a limit of not less than \$1 million for bodily injury and property damage, in combined or equivalent split limits, for each single accident. Insurance shall cover liability arising out of School's use of autos pursuant to this Agreement, including owned, leased, hired, and/or non-owned autos, as each may be applicable.

Workers Compensation and Employers' Liability insurance or qualified self-insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1 million per accident. If School will provide leased employees, or, is an employee leasing or temporary staffing firm or a professional employer organization (PEO), coverage also shall include an Alternate Employer Endorsement (providing scope of coverage equivalent to ISO policy form WC 00 03 01 A) naming the County as the Alternate Employer, and the endorsement form shall be modified to provide that County will receive not less than thirty (30) days advance written notice of cancellation of this coverage provision. If applicable to School's operations, coverage also shall be arranged to satisfy the requirements of any federal workers or workmen's compensation law or any federal occupational disease law.

Sexual Misconduct Liability Insurance covering actual or alleged claims for sexual misconduct and/or molestation with limits of not less than \$2 million per claim and \$2 million aggregate, and claims for negligent employment,

investigation, supervision, training or retention of, or failure to report to proper authorities, a person(s) who committed any act of abuse, molestation, harassment, mistreatment or maltreatment of a sexual nature.

Property Coverage: School given exclusive use of County owned or leased property of the total combined value of more than \$100,000 shall carry property coverage at least as broad as that provided by the ISO special causes of loss (ISO policy form CP 10 30) form. The County and its Agents shall be named as an Additional Insured and Loss Payee on School's insurance as its interests may appear. Automobiles and mobile equipment shall be insured for their actual cash value. Real property and all other personal property shall be insured for their full replacement value.

17. **Licenses/Permits.** The County shall be entitled to issue licenses and/or permits for the temporary use of the Use Areas by community groups, organizations and members of the public, and to charge or waive fees for the use thereof at will; provided, such licenses or permits do not conflict or interfere with School's use as provided in Section 5. School shall exercise the permission herein given in such a manner as to minimize interference with the full use and enjoyment of said Use Areas by County.
18. **School's Default.** School shall be in material default of any of its obligations under this Agreement if School fails to observe and perform School's obligations hereunder when such failure continues for thirty (30) days after written notice thereof to School. Failure to provide written notice of noncompliance of the terms or conditions by County shall not constitute a waiver of the terms or conditions.
19. **County's Remedies.** In the event of any default by School as described in Section 19 above, subject to all applicable laws that may restrict remedies against a school, including, but not limited to, restrictions within the California Education Code, County's may, in addition to any other rights or remedies at law or in equity, terminate this Agreement.
20. **Independent Status.** This MOA is by and between County and School. It is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association as between County and School. Nothing in this Agreement, express or implied, is intended to or shall confer upon any person other than the parties and their respective successors and permitted assigns any legal or equitable right, benefit, or remedy of any nature under or by reason of this MOA. School understands and agrees to bear the sole responsibility and liability for furnishing Workers' Compensation benefits to any person for injuries arising from or connected with services performed on behalf of School pursuant to this MOA.
21. **Notices.** All notices, demands, and communications between School and County shall be in writing and given by personal delivery; facsimile transmission; electronic

mail; registered mail, return receipt requested, with postage prepaid; Federal Express or other reliable private express delivery, addressed to County or School at the addresses shown in Paragraph 6 above. Unless otherwise directed, any notice required to be given by this Agreement or regarding compliance with this Agreement shall be given to all County representatives listed in paragraph 8. Either party may, by notice to the other given pursuant to this Section 22, specify additional or different addresses for notice purposes.

22. **Employees.** All references to the "School" herein are deemed to include the School's employees, agents, contractors, apprentices, volunteers, and anyone allowed under written contract with School to access DPR Property, including the Park and/or Use Areas.
23. **Limitations.** It is expressly understood that in granting the right to use said DPR Property, including the Park and/or Use Areas, no estate or interest in real property is being conveyed to the School, and that the right to use is only a nonexclusive, revocable, and unassignable permission to use DPR Property, including the Park and/or Use Areas, in accordance with the terms and conditions of this MOA.
24. **Entire Agreement.** This MOA contains the entire agreement between the Parties hereto, and no addition or modification of any terms or provisions shall be effective unless set forth in writing, signed by both County and School.
25. **Severability.** Any provision of this Agreement which proves to be invalid, void, or illegal shall in no way affect, impair or invalidate any other provision hereof, and such other provisions shall remain in full force and effect.
26. **Amendments.** The terms of this MOA may be amended by the Director or her designee upon mutual agreement of County and School subject to approval or ratification by the Governing Board of the School.
27. **Power and Authority.** The School hereby acknowledges that it has the legal power, right and authority to enter into this Agreement, and to comply with the provisions hereof. The individuals executing this Agreement on behalf of any legal entity comprising School hereby represent that they have the legal power, right and actual authority to bind the entity to the terms and conditions of this Agreement. This Agreement is not a valid or enforceable obligation unless and until it has been approved or ratified by motion of the Governing Board of the School duly passed and adopted (**see Exhibit C**).
28. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which taken together shall constitute but one and the same instrument.
29. **PDF Signature as Original.** Notwithstanding any law to the contrary, including

Evidence Code sections 255 and 260, a signature in a pdf form is deemed to be an original for purposes of this Agreement.

30. **Assignment.** This MOA is personal to the School, and any attempt to assign or transfer same in whole or part without County's prior written consent shall immediately terminate all of School's rights hereunder.
31. **Authority to Stop.** In the event that an authorized representative of County finds that School's activities on DPR Property, including the Park and/or Use Areas, unnecessarily endanger the health or safety of persons on or near said DPR Property, including the Park and/or Use Areas, the representative may require that said activities cease immediately and that School's activities covered by this MOA be immediately suspended until said endangering activities cease, or until such action is taken to eliminate or prevent the endangerment.
32. **Termination.** This Agreement may be terminated at any time without cause for any reason or no reason at all at the option of County or School by giving thirty (30) days' notice of termination. The Agreement may be terminated by the mutual agreement of the Parties at any time, upon terms and conditions agreed to by the Parties.
33. **Restoration of DPR Property.** Upon any termination or expiration of this Agreement, School shall surrender the Use Areas in a neat and clean condition to the satisfaction of County, remove School's property therefrom, and restore the Use Areas to the reasonable satisfaction of County, normal wear and tear excepted. If County determines that restoration has not been completed to County's satisfaction under any scenario, County may restore said Use Areas at the sole expense of School.
34. **Alteration of Premises.** Prior to accessing the Use Area(s), School has examined the Use Area(s) and knows the condition thereof. School accepts the Use Areas in the present state and condition and waives any and all demand upon the County for alteration, repair, or improvement thereof. All betterments to the Use Areas shall become the property of County upon the termination or expiration of this Agreement.
35. **County Lobbyist Ordinance** School is aware of the requirements of Chapter 2.160 of the Los Angeles County Code with respect to County Lobbyists as such are defined in Section 2.160.010 of said code and certifies full compliance therewith. Failure to fully comply shall constitute a material breach upon which County may terminate or suspend this Agreement.
36. **Conflict of Interest.** No County employee whose position with County enables such employee to influence the award of this Agreement or any competing Agreement, and no spouse or economic dependent of such employee, shall be employed in any capacity by School or have any other direct or indirect financial

interest in this Agreement.

37. **Solicitation of Consideration.** It is improper for any officer, employee, or agent of County to solicit consideration, in any form, from a School with the implication, suggestion or statement that the School's provision of consideration may secure more favorable treatment for School in the award of the Agreement or that School's failure to provide such consideration may negatively affect the County's consideration of School's submission. A School shall not offer to or give, either directly or through an intermediary, consideration, in any form, to an officer, employee or agent of County for the purpose of securing favorable treatment with respect to the award of an Agreement. School shall immediately report any attempt by an officer, employee or agent of County to solicit such improper consideration. The report shall be made either to the County manager charged with the supervision of the employee or to the County Auditor-Controller Employee Fraud Hotline at (213) 974-0914 or (800) 544-6861. Failure to report such solicitation may result in the Agreement being terminated.
38. **Nondiscrimination.** School and all others who from time to time may use DPR Property, including the Park and/or Use Areas, described herein with the permission of County and on the terms and conditions specified herein shall not discriminate in any manner against any person or persons on account of race, color, sex, creed, or national origin, including but not limited to the provision of goods, services, facilities, privileges, advantages, and the holding and obtaining of employment.
39. **Compliance with the County's Smoking Ban Ordinance.** Smoking shall be prohibited at all parks, except:
 - a. Smoking shall be permitted by actors who may be acting during a permitted production or by models during a permitted photography session, unless otherwise determined by the Director, in consultation with the applicable Fire Official; and
 - b. Smoking shall be permitted within the Use Areas, in designated areas, with prior approval and at the discretion of the Director, in consultation with the operation of the subject DPR park/facility).
40. **CONTRACTOR'S WARRANTY OF ADHERENCE TO COUNTY'S CHILD SUPPORT COMPLIANCE PROGRAM** School acknowledges that County has established a goal of ensuring that all individuals who benefit financially from County through contracts are in compliance with their court-ordered child, family and spousal support obligations in order to mitigate the economic burden otherwise imposed upon County and its taxpayers. As required by the County's Child Support Compliance Program (County Code Chapter 2.200) and without limiting School's duty under this Agreement to comply with all applicable provisions of law, School warrants that it is now in compliance and shall during the term of this Agreement maintain in compliance with employment and wage reporting

requirements as required by the Federal Social Security Act (42 USC Section 653a) and California Unemployment Insurance Code Section 1088.5, and shall implement all lawfully served Wage and Earnings Withholding Orders or Child Support Services Department Notices of Wage and Earnings Assignment for Child, Family or Spousal Support, pursuant to Code of Civil Procedure Section 706.031 and Family Code Section 5246(b).

41. **COMPLIANCE WITH THE COUNTY POLICY OF EQUITY**

School acknowledges that the County takes its commitment to preserving the dignity and professionalism of the workplace very seriously, as set forth in the County Policy of Equity (<https://ceop.bos.lacounty.gov/pdf/PolicyOfEquity.pdf>). The School further acknowledges that the County strives to provide a workplace free from discrimination, harassment, retaliation, and inappropriate conduct based on a protected characteristic, and which may violate the County Policy of Equity (CPOE). The School, their employees and subcontractors acknowledge and certify receipt and understanding of the CPOE. Failure of School, their employees, or subcontractors to uphold the County's expectations of a workplace free from harassment and discrimination, including inappropriate conduct based on a protected characteristic, may subject School to termination of contractual Agreements as well as civil liability.

42. **Public Records Act**

Any documents submitted by School and all information obtained in connection with this Agreement, become the exclusive property of the County. All such documents become a matter of public record and shall be regarded as public records. Exceptions will be those elements in the California Government Code Section 6250 et seq. (Public Records Act) and which are marked "trade secret", "confidential", or "proprietary". County shall not, in any way, be liable or responsible for the disclosure of any such records including, without limitation, those so marked, if disclosure is required by law, or by an order issued by a court of competent jurisdiction.

43. **Transfer of Title/Park Transfer.** In the event County transfers title of the Park and the licensed Use Areas to a newly-formed or existing governmental agency, this Agreement shall be terminated on the date of said transfer to such agency, unless that agency agrees to assume this Agreement. County agrees to use its best efforts to obtain said assignment in the event County transfers title of the Park to a newly-formed or existing governmental agency. In the event County closes the Park this Agreement shall terminate upon the effective date of such closure. County shall provide written notice to School upon any consideration by the County of the possibility of transferring or closing the Park. County shall provide School with as much prior written notice of any such transfer or closure of the Park as reasonably possible before the effective date of any such transfer or closure.

44. **Survival of Covenants.** The covenants, agreements, indemnities, representations, and warranties made herein are intended to survive the termination of the Agreement.
45. **Governing Law and Forum.** This Agreement shall be governed by and construed in accordance with the laws of the State of California. Any litigation with respect to this Agreement shall be conducted in the courts of the County of Los Angeles, State of California.

(Signature pages follow)

IN WITNESS WHEREOF, the School, by order of its Governing Board, has caused this Agreement to be duly executed on its behalf, and the County, by order of its Board of Supervisors, has caused this Agreement to be duly executed on its behalf by the Director of Parks and Recreation thereof, as of the day, month and year first written above.

MAGNOLIA SCIENCE ACADEMY 3

A California nonprofit public benefit corporation organized and existing under the laws of the State of California

By: _____
PRINT NAME AND TITLE

Date: _____

[NOTE: IF BOARD PRESIDENT DOES NOT SIGN, NEED TO SHOW DELEGATED AUTHORITY OR PROVIDE CERTIFICATION OF SIGNATURES]

COUNTY OF LOS ANGELES
Department of Parks and Recreation

By:_____

Date:_____

Norma E. García-González
Director

APPROVED AS TO FORM:

DAWYN R. HARRISON
County Counsel

By:_____
Deputy Counsel

Date:_____

DPR2025000026

EXHIBIT A

SCHOOL, PARK, AND USE

DPR2025000026

EXHIBIT B

(COUNTY ADOPTED USE FEES)

DPR2025000026

EXHIBIT C

DOCUMENTATION OF SCHOOL BOARD APPROVAL OR RATIFICATION

Exhibit A

School Name:

Magnolia Science Academy 3- Carson
1254 E. Helmick St.
Carson, CA, USA

Park Requested:

Victoria Community Regional Park
419 Martin Luther King Jr. St.
Carson, CA 90746

Date:

TBD

Event Time:

Baseball Field-
Mondays: 4- 5:30 PM
Wednesdays: 2-3:30 PM

Softball Field-
Mondays: 4- 5:30 PM
Wednesdays: 2- 3:30 PM

Coversheet

Approval of Magnolia Public Schools Field Trips & Cultural Excursions Policy

Section: IV. Action Items
Item: F. Approval of Magnolia Public Schools Field Trips & Cultural Excursions
Policy
Purpose: Vote
Submitted by:
Related Material:
IV_F_MPS School Sponsored Field Trips and Cultural Excursions Policy.pdf



Agenda Item:	IV F: Agenda Item
Date:	March 13, 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 Meagan Wittek, Director of Student Services
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 effective August 1, 2025 and for staff to proceed with updating the 2025-26 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. This policy was previously brought to the January 16, 2025 Board Meeting. Feedback was given during that meeting and a request to add details about the requirements of being a field trip chaperone. This information as aligned to the MPS Volunteer, Visitation, Shadowing and Removal Policy, has been added to page 4 of the Field Trip Policy.



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

MPS Field Trip Procedures and Documents Packet

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.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

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.



MPS School Sponsored Field Trip Procedures & Documents

This packet includes the following items:

- MPS School Sponsored Field Trip Procedures for Coordinating Staff Member
- Tips and Reminders for a Successful School Field Trip
- Checklist for Field Trip
- Field Trip Request Form
- Permission for a Field Trip / After School Hours Activity and Authorization for Medical Care (Eng/Sp)

Other Important Field Trip Documents & Resources:

- MPS Field Trip Policy - to be adopted at March 13th Board Meeting
- [Adult Volunteer Waiver \(Non-Employee\): Eng/SP](#)
- [VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY](#)



Field Trip Procedures for Coordinating Staff Member

To be completed by the coordinating staff member: Please read and initial in the margin of each section.

_____ A. The teacher must complete the **FIELD TRIP REQUEST FORM** and obtain the approval of administration [four weeks] prior to the date of the field trip. Please note: While last-minute opportunities may arise that enhance our students' education, all field trips must be approved at least [two weeks] in advance—no exceptions.

_____ B. Arrangements for school transportation are to be made with administration once the field trip has been approved. 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.

Alternative arrangements should be considered for large groups in consultation with the principal.

Confirmation on the status of the request will be sent to the principal for final scheduling. If more than one vehicle is required, there must be another teacher or responsible adult in each vehicle.

_____ C. Any field trip leaving the school grounds or involving more than one class/course period requires all participating students to secure written parental/guardian permission using the **MPS PERMISSION FOR A FIELD TRIP AND AUTHORIZATION FOR MEDICAL CARE FORM**.

_____ D. All signed permission slips should be turned in to the school administration at least [two business days] prior to the field trip. (Please note that permission slips will be returned to the organizer on the day of the field trip).



_____ E. Supervision of student activities away from school:

1. When school-sponsored activities require groups of students to leave school grounds, adequate adult supervision must be provided.
2. It is the trip organizer's responsibility to group the students and assign chaperones two days prior to the field trip. Any non-employee chaperones that will be supervising students must be a **CERTIFIED VOLUNTEER ("C-VOLUNTEER")**. Please have chaperones fill out the required forms and take them to the office for processing. The office will provide confirmation of the volunteer's clearance. **Required Forms Include:**
 - [Certified Volunteer \(C-Volunteer\) Application Form](#)
 - [Volunteer Commitment and Procedures](#)
 - [VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY](#)
- this packet includes all necessary information and copies of above documents
3. All approved volunteers must sign an **ADULT VOLUNTARY WAIVER (NON-EMPLOYEE)** and turn it into the main office before the field trip.
4. The Principal or the coordinating staff member will provide chaperones with specific supervisory guidelines prior to any 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.
5. Teachers must have a signed permission slip for each student in order for the student to attend the trip.
6. Times of departure and arrival should be made clear to parents and students on the permission slip. A copy of the complete itinerary with times, dates, full roster with telephone numbers should be left in the main office.

_____ F. On the day of field trip, the trip organizer should:

1. Get permission slips back from the school administration.
2. Get an emergency/first aid kit from the office.
3. Check with the office staff for necessary student medication and check it out from the office if needed.
4. Ensure lunches and other supplies are packed.



Tips and Reminders for a Successful School Field Trip

Before the Trip

- ✓ Plan Ahead – Secure all necessary approvals, transportation, and reservations well in advance. Ensure permission slips are collected and emergency contact information is up to date.
- ✓ Review Expectations – Clearly communicate behavioral expectations to students, staff, and chaperones. Emphasize safety, respect, and responsibility.
- ✓ Assign Groups & Chaperones – Divide students into small groups with assigned chaperones to ensure supervision and accountability.
- ✓ Pack Essentials – Ensure students bring necessary items such as lunches, water bottles, weather-appropriate clothing, and any required materials for the trip.
- ✓ Emergency Preparedness – Designate meeting points, share emergency contacts, and review procedures for lost students or unexpected situations.

During the Trip

- ✓ Stay on Schedule – Stick to the itinerary and allow for buffer time between activities.
- ✓ Ensure Supervision – Chaperones should actively engage with students and enforce safety guidelines.
- ✓ Encourage Engagement – Motivate students to participate, ask questions, and make connections to what they're learning in class.
- ✓ Practice Courtesy – Remind students to be respectful to guides, staff, and other visitors at the destination.

After the Trip

- ✓ Reflect & Debrief – Discuss highlights, key takeaways, and any challenges. Encourage students to share what they learned.
- ✓ Send Thank-Yous – Express gratitude to venue staff, chaperones, and anyone who helped make the trip possible.
- ✓ Provide Feedback – Note what worked well and any improvements needed for future trips.



Checklist for Field Trip

Destination: _____

Date of Trip: _____

Class Group: _____

Trip Organizer: _____

Task	Yes	No
Field Trip Request Completed and Approved		
Signed Parental/Medical Permission Forms		
Transportation Forms Submitted		
First Aid Kit		
Student Roster in office and Distributed to Teachers		
Adequate Chaperones: There must be a 10:1 Student: Supervisor ratio for school sponsored events. Requests MUST be turned in four weeks prior to proposed Field trip Date		
Chaperones and Drivers have filled out appropriate forms		
Volunteers are Certified and signed the Waiver		
Funding Available, when appropriate		
Informed Parents of Departure/Arrival times, location, and full itinerary		



FIELD TRIP REQUEST FORM

Teacher Names: _____ Today's Date: _____

Grade Level/Group(s) attending field trip: _____

Proposed Field Trip site: _____ Proposed Date: _____

Purpose of the trip and how this relates to the class curriculum

Educational benefit of the trip (Why?) and how it relates to curriculum : _____

Field Trip Details

Field Trip Date: _____

Total Number of Students: _____ Total Number of Teachers/Staff: _____

Total Number of Chaperones: _____ (confirm with office they have submitted proof of TB test and fingerprints)

Transportation: ___ School Bus (Rental) Cost for bus _____ (Quote from bus company)

___ 1. Magnolia orders and pays for bus

___ 2. Magnolia orders bus and Field Trip Organization will reimburse Magnolia

___ 3. Field Trip Organization will order and pay for bus

___ 4. Magnolia orders bus and Field Trip Organization pays (submit billing information to office)

Entrance Fees and Method of Payment: Fee's:

_____ No Fee: ___ Fee for Student: _____ Fee for Chaperones: _____ Other Fees _____

___ Check ___ Credit Card ___ PO ___ School will be invoiced after field trip

Booking/Deposit Fee: \$ _____ Due Date _____ Final Payment Amount: _____ DUE Date _____

Lunch

Lunch: ___ Students will be at school during lunch

___ Students will bring home lunch

___ School needs to provide lunch:

Number of lunches needed: _____

Information for Bus Request Company

Destination Name and Address: _____

Pick up time from school: _____

Depart from destination time: _____

Drop off time at school: _____

Total number of students and adults: _____

Administrator Approval

Dean of Academics: _____ **Approval Signature:** _____ **Date:** _____

Principal: _____ **Approval Signature:** _____ **Date:** _____

Rev. 7/2023

[INSERT SCHOOL LETTERHEAD]

**PERMISSION FOR A FIELD TRIP / AFTER SCHOOL HOURS ACTIVITY
AND AUTHORIZATION FOR MEDICAL CARE**

Field Trip/Activity: _____		Today's Date: _____
Date/Location	Dress Code	Supervisors
Start Date: _____ Start Time: _____ Start Location: _____ End Date: _____ End Time: _____ End Location: _____	<input type="checkbox"/> Full school uniform <input type="checkbox"/> Top uniform; free dress bottom <input type="checkbox"/> Free dress <input type="checkbox"/> Other: _____ Free dress rules apply pursuant to the Student/Parent Handbook.	
Notes: Approximate cost of the field trip to the school is \$ _____ per student. While payment is not mandatory, we would encourage you to make a donation toward the field trip/activity expenses.		

Transportation	Lunch
<input type="checkbox"/> Student is walking. <input type="checkbox"/> Student will ride in private vehicle. <input type="checkbox"/> Student will ride on school bus. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Student will be at school during lunch. <input type="checkbox"/> School will provide lunch <input type="checkbox"/> Student will bring lunch from home (no glass containers and bag in disposable bag). <input type="checkbox"/> Other: _____

_____ has my permission to participate in the field trip/activity. (Student Name)	
<input type="checkbox"/> Yes, I would like my child to participate in this field trip/activity. <input type="checkbox"/> Yes, I will participate in this field trip/activity. <input type="checkbox"/> I am interested in making a monetary donation of \$ _____ toward the field trip expenses. <input checked="" type="checkbox"/> I agree to direct my child to cooperate with directions and instructions of the school personnel in charge of activity.	
Parent/Guardian Name: _____ Permission Signature: _____ Date: _____	

----- Information to be completed by parent and to be removed by supervising teacher -----

AUTHORIZATION FOR MEDICAL CARE Should it be necessary for my child to have medical care while participating in this trip, I hereby give the School personnel permission to use their judgment in obtaining medical care for my child. Further I give permission to the physician selected by the school to render medical care deemed necessary and appropriate by the physician. I understand that the school has no insurance covering such medical or hospital costs incurred by my child. Therefore any cost incurred for such treatment shall be my sole responsibility.	<input type="checkbox"/> PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT FOR THE STUDENT ARE ON THE FILE IN THE SCHOOL <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>Student's Name</td></tr> <tr><td>Home Address</td></tr> <tr><td>Home Telephone Number</td></tr> <tr><td>Emergency Telephone Number</td></tr> <tr><td>Authorization Signature of Parent or Guardian</td></tr> <tr><td>Date</td></tr> </table>	Student's Name	Home Address	Home Telephone Number	Emergency Telephone Number	Authorization Signature of Parent or Guardian	Date
Student's Name							
Home Address							
Home Telephone Number							
Emergency Telephone Number							
Authorization Signature of Parent or Guardian							
Date							
PARENTS/GUARDIANS, PLEASE NOTE: Section 35330 of the California Education Code states in part: "All persons making the field trip shall be deemed to have waived claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."							

[INSERT SCHOOL LETTERHEAD]

**PERMISO PARA SALIDA DE CAMPO/ ACTIVIDAD DESPUES DEL HORARIO ESCOLAR Y
AUTORIZACION**

Salida de Campo/Actividad: _____		Fecha de Hoy: _____
Fecha/Lugar	Código de Vestimenta	Supervisión
Fecha de Inicio: _____ Hora de Inicio Time: _____ Lugar de Inicio: _____ Fecha de finalización: _____ Hora de Termino: _____ Lugar de finalización: _____	<input type="checkbox"/> Uniforme completo <input type="checkbox"/> Uniforme arriba; libre vestimenta debajo <input type="checkbox"/> Libre Vestimenta <input type="checkbox"/> Otro: _____ Libre vestimenta de acuerdo al Manual de Padres/Estudiantes.	
Notas: El costo aproximado de la salida de campo de la escuela por cada estudiante es de \$ _____. Aunque el pago no es mandatorio, lo animamos a hacer una donación hacia los gastos de la salida de campo/actividad.		

Transportación	Almuerzo
<input type="checkbox"/> Estudiante va a caminar. <input type="checkbox"/> Estudiante se transportara en vehículo privado. <input type="checkbox"/> Estudiante tomara un autobús escolar designado. <input type="checkbox"/> Otro: _____	<input type="checkbox"/> Estudiante estará en la escuela durante el almuerzo. <input type="checkbox"/> Escuela proveerá el almuerzo <input type="checkbox"/> Estudiantes traerá un almuerzo de case (no envase de vidrio y embolsar comida en bolsa de papel) <input type="checkbox"/> Otro: _____

_____ tiene mi permiso de participar en esta salida de campo/actividad.

(Nombre del Estudiante)

☐ Si, deseo que mi estudiante participe en esta salida de campo/actividad.
☐ Sí, Yo participare en esta salida de campo/actividad.
☐ Estoy interesada/o en hacer una donación monetaria de \$ _____ que se usaran para cubrir los gastos de la salida.
☒ Estoy de acuerdo en que dirigirá a mi hijo/a que coopere con las reglas e instrucciones del personal escolar a cargo de la actividad.

Nombre del Padre/Tutor: _____ **Firma de permiso:** _____ **Fecha:** _____

- - - - - Información deberá ser completada por un padre y será despegada por el/la maestro supervisando - - - - -

AUTORIZACION PARA CUIDADO MEDICO Si fuera necesario que mi hijo reciba atención médica durante su participación en este viaje, Yo doy el permiso al personal Escolar que utilice su criterio para obtener atención médica para mi hijo. Además doy permiso al médico seleccionado por la escuela para que de la atención médica se considere necesaria y apropiada por el médico. Entiendo que la escuela no tiene seguro que cubre este tipo de gastos médicos o de hospital incurridos por mi hijo. Por lo tanto, los gastos derivados de dicho tratamiento serán mi exclusiva responsabilidad.	<input type="checkbox"/> PORFAVOR MARQUE AQUI SI HAY INSTRUCCIONES DE ATENCION Y TRATAMIENTO MEDICO ESPECIFICO ARCHIVADOS EN LA ESCUELA						
PADRES/GUARDIANES, POR FAVOR NOTE: Sección 35330 del Código de Educación de California establece en parte: "Toda persona haciendo la salida de campo deberá renunciar a sus reclamaciones hechas en contra del distrito, escuela chárter, o el estado de California por cualquier lesión, accidente, o muerte ocurriendo durante o por razón de la salida de campo o excursión."	<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>Nombre del Estudiante</td></tr> <tr><td>Dirección</td></tr> <tr><td>Numero de Teléfono de Casa</td></tr> <tr><td>Numero de Teléfono de Emergencia</td></tr> <tr><td>Firma de autorización de padre/Tutor</td></tr> <tr><td>Fecha</td></tr> </table>	Nombre del Estudiante	Dirección	Numero de Teléfono de Casa	Numero de Teléfono de Emergencia	Firma de autorización de padre/Tutor	Fecha
Nombre del Estudiante							
Dirección							
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Firma de autorización de padre/Tutor							
Fecha							

Coversheet

Approval of Magnolia Public Schools Title IX Policy

Section:	IV. Action Items
Item:	G. Approval of Magnolia Public Schools Title IX Policy
Purpose:	Vote
Submitted by:	
Related Material:	IV_G_Title IX Policy.pdf



Agenda Item:	IV G: Action Item
Date:	March 13, 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 Meagan Wittek, Director of Student Services
RE:	MPS Title IX Policy Prohibiting Discrimination on the Basis of Sex

Action Proposed:

I move that the Board approve the updated Magnolia Public Schools (MPS) Title IX Policy Prohibiting Discrimination on the Basis of Sex and for staff to proceed with updating Handbooks, School Safety Plans, and school websites to reflect the newly updated policy.

Purpose:

The purpose of the Title IX policy is to ensure that schools comply with federal regulations regarding sexual harassment and discrimination based on sex. A formal policy provides clear guidelines for reporting, investigating, and addressing complaints, ensuring due process for all parties. Adopting the policy at the Board level demonstrates Magnolia Public School’s commitment to compliance, transparency, and the well-being of its educational community.

Background:

Due to new January 2025 legislation requiring a return to the 2020 Title IX regulations instead of the anticipated 2024 updates, we are seeking Board approval for the revised Title IX Policy. This update ensures compliance with federal law and aligns our procedures for handling complaints of sexual harassment with the mandated regulations. The revised policy maintains our commitment to a safe and equitable learning environment while meeting all legal requirements. Board adoption of this update is necessary to ensure ongoing compliance and effective implementation.



Impact:

A Title IX policy ensures a safe, equitable learning environment by addressing sexual harassment and discrimination, promoting accountability, compliance, and trust. It establishes clear procedures, supports prevention efforts, and fosters a culture of respect and inclusion.

Budget Implications:

Cost of Title IX Training for applicable staff members - \$1,080

Exhibits:

Magnolia Public Schools (MPS) Title IX Policy Prohibiting Discrimination on the Basis of
Sex



TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Magnolia Public Schools (“MPS”) to address sex discrimination, including but not limited to sexual harassment, occurring within MPS’s education program or activity.

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

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

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

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

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

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS’s education program or activity; or

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



- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

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

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



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

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

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

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

Meagan Wittek
 Director of Student Services
 250 E 1st Street, Suite 1500



Los Angeles, CA, 90012
 Office: (213) 628-3634 | Fax: (714) 362-9588
mwittek@magnoliapublicschools.org

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

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

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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

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

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of



the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements



MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.



- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.



This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.



The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and



- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates



a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.



TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

Signature of Complainant

Date: _____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Coversheet

Approval of Authorization for MPS Staff to Select a Design-Build Contractor for the Magnolia Science Academt-5 Project

Section: IV. Action Items
Item: H. Approval of Authorization for MPS Staff to Select a Design-Build Contractor for the Magnolia Science Academt-5 Project
Purpose: Vote
Submitted by:
Related Material: IV_H_Design-Build Contractor for the MSA-5 Project.pdf



Agenda Item #: IV H: Action Item

Date: March 13, 2025

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**")
Board of Directors (the "**Board**")

From: Alfredo Rubalcava, CEO & Superintendent
Patrick Ontiveros, General Counsel & Director of Facilities

Staff Lead: Mustafa Sahin, Project Manager
Katrina Jimenez, Assistant Project Manager

RE: Authorization for MPS Staff to Select a Design-Build Contractor for the MSA-5 Project

I. Proposed Recommendations

Staff recommends and moves that the MPS Board grant Staff the authority, subject to the consent of the MPS Board Chair, to approve a design build vendor for the Magnolia Science Academy 5 construction project at 7111 Winnetka Ave (the "**MSA-5 Project**") and sign an agreement for design-build services with said vendor subject to ratification by the MPS Board at its next regularly scheduled meeting.

II. Background

DLR Group Architects is the architect of record (the "**AOR**") for the MSA-5 Project. The AOR subcontracted with a modular company to provide design services for the MSA-5 Project. Gateway Science & Engineering ("**GSE**") is MPS's construction manager for the MSA-5 Project. GSE has recommended to MPS that it use a design-build delivery method for the MSA-5 Project to among other things lock in costs and expedite delivery of the MSA-5 Project, specifically in time for the Fall 2026 school year.

MPS Staff is following the requirements of the design build statute codified at Education Code section 17250.10 et seq for selecting a design build contractor as well as the rules and regulations governing the Charter School Facilities Program ("**CSFP**") award. It issued a request for qualifications and is presently soliciting requests for proposals, all in accordance with applicable law.

III. Purpose

The purpose of the proposed action is to allow MPS Staff to select and contract with a design-build vendor for the MSA-5 project. MPS Staff believes it is in the best interests of MPS and MSA-5 project to expedite the schedule for the delivery of the project, to lock in a price, and to realize cost savings by procuring materials as soon as practical to mitigate the risk of price increases due to inflation and threatened tariffs.



MPS Staff will meet and confer with the MPS Board Chair and seek his consent for such selection. MPS Staff will ask the MPS Board to ratify the selection at its next regularly scheduled Board meeting.

IV. Conclusion / Budget Impact

Expenses for the MSA-5 Project will be paid for with proceeds from MSA-5's CSFP award. MPS Staff is presently working on procuring the final apportionment for the MSA-5 Project. MPS Staff expects to use the proceeds from a grant anticipate note ("**GAN**") financing through the California School Finance Authority to provide bridge funding until the proceeds from the final apportionment have been disbursed. Upon receipt of the final apportionment MPS will repay and retire the GAN financing.

Coversheet

Approval of Agreement with Eide Bailey for Annual Audit Services for the 2024-25 Fiscal Year

Section:	IV. Action Items
Item:	I. Approval of Agreement with Eide Bailey for Annual Audit Services for the 2024-25 Fiscal Year
Purpose:	Vote
Submitted by:	
Related Material:	IV_I_Agreement with Eide Bailey 2024-25.pdf



Agenda Item:	IV I: Action Item
Date:	March 13, 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 Agreement with Eide Bailey for Annual Audit Services for the 2024-25 Fiscal Year

Action Proposed:

I move for the Board to approve the extension of agreement with Eide Bailey for the 2024-25 Fiscal Year.

Purpose:

The purpose of this agreement is to continue audit services with Eide Bailey for the 2024-25 fiscal year.

Background:

California Education Code requires that audit firms rotate partners after a set number of years, and we plan to rotate audit partners while continuing to work with the firm in order to satisfy those requirements. We have worked with Eide Bailey on audit services for over seven years and our contract term ended on June 30th, 2024. This agreement would allow us to continue working with Eide Bailey for audit services. The scope of services for the annual audit has been noted below.

1. Consolidated Schedule of Expenditures of Federal Awards
2. Local Education Agency Organization Structure
3. Schedule of Average Daily Attendance (ADA)



4. Schedule of Instructional Time
5. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
6. Consolidating Statement of Financial Position
7. Consolidating Statement of Activities
8. Foundation Only Comparative Statement of Financial Position
9. Foundation Only Comparative Statement of Activities
10. Debt Covenants
11. Consolidating Schedule of Property and Equipment
12. Note to Supplementary Information

Analysis:

The agreement would extend through the 2024-25 fiscal year with an estimated cost of approximately \$131,500, which would cover the cost of auditing 10 school sites and the Home Office. These costs have been incorporated into the 2024-25 Second Interim Report.

Exhibits:

- Annual agreement for services with Eide Bailey FY 2024-25



March 5, 2025

Steve Budhreja, Ed.D.
Chief Financial Officer
Magnolia Public Schools
250 E 1st Street, Suite 1500
Los Angeles, CA 90012

You have requested that we audit the consolidated basic financial statements (the financial statements) of Magnolia Public Schools (the Organization), which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2025. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on the financial statements and an opinion on compliance regarding the entity's major federal award programs.

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the 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 auditing standards generally accepted in the United States of America (GAAS) and Government Auditing Standards of the Comptroller General of the United States of America and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel (Audit Guide) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and 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 financial statements.

The supplementary information will be presented for purposes of additional analysis and is not a required part of the financial statements. Such information will be subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. Our auditor's report will provide an opinion on the supplementary information in relation to the financial statements as a whole.

1. Consolidated Schedule of Expenditures of Federal Awards
2. Schedule of Average Daily Attendance
3. Schedule of Instructional Time
4. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
5. Consolidating Statement of Financial Position

6. Consolidating Statement of Activities
7. Foundation Only Comparative Statement of Financial Position
8. Foundation Only Comparative Statement of Activities
9. Debt Covenants
10. Consolidating Schedule of Property and Equipment
11. Note to Supplementary Information

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information. Our responsibility for other information included in documents containing the District's audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

1. Local Education Agency Organization Structure

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Schedule of Expenditures of Federal Awards (SEFA)

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the Audit Guide as regulations.

As part of an audit of the financial statements in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We will also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. 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 controls.

- Obtain an understanding of the system of internal control 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. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- 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 financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, 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 a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and the requirements specified in the Audit Guide. Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the Organization's basic financial statements. Our report will be addressed to the Governing Board of the Organization. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on compliance with the types of compliance requirements specified in the Audit Guide upon completion of our audit.

Audit of Major Program Compliance

Our audit of the Organization's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions the Uniform Guidance; and will include tests of accounting records, a determination of major programs in accordance the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the 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 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 entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America; and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs and performing such other procedures as we consider necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, 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 have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge, and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;

- c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
- d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
- e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
- f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
- g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
- h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
- i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- j. For taking prompt action when instances of noncompliance are identified;
- k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- m. For submitting the reporting package and data collection form to the appropriate parties;
- n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
- o. To provide us with:
 - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit; and
 - iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
- p. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
- q. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- r. For maintaining adequate records, selecting, and applying accounting principles, and safeguarding assets.
- s. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on the compliance;
- t. For the accuracy and completeness of all information provided;
- u. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
- v. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the supplementary information and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule of expenditures of federal awards will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule no later than the date of issuance by you of the supplementary information and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit, including your understanding of your responsibilities as defined in this letter to us in your management representation letter.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form.

We will not assume management responsibilities on behalf of Magnolia Public Schools. Magnolia Public Schools' management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The Organization's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the Organization with regard to tax positions taken in the preparation of the tax return, but the Organization must make all decisions with regard to those matters.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Other

We understand that your employees will prepare all confirmations we request and will locate any documents or support for any other transactions we select for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

Bobby J. Patel is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges, and a technology fee. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$125,000 and the tax return will be \$6,500.

Should additional federal programs in excess of two major programs be determined to be major programs and which requires additional testing during this fiscal year, an additional fee may be assessed totaling \$4,000 for each additional major program tested. We prefer this approach rather than increasing the on-going contract amounts as these programs are often temporary.

The final installment will represent the 10% withheld amount pursuant to *Education Code* 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the Organization shall withhold 50% of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements.
- New professional standards or regulatory requirements (i.e., new FASB pronouncements).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records. (i.e., audit adjustments).
- Failure to meet the statutory deadline for submission of the audit due to an extension.
- New or unusual transaction. (i.e., new debt issuance or debt refunding).
- Failure of the Organization staff to prepare and provide information in a timely manner.
- Lack of availability of appropriate the Organization personnel during the audit fieldwork.
- New Federal programs requiring audit.
- Additional federal programs requiring audit as a result the programs being identified as high or higher risk, or the Organization not qualifying as a low risk auditee.
- New state programs requiring audit.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit and tax return preparation are completed and a report issued and tax returns delivered, you will be billed for services to the date of termination. All bills are payable upon receipt.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, (“HLB”). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. The nature of the services to be provided in conjunction with this engagement are such that non-licensee owners may be involved in performing our services for the Organization.

Assisting you with your compliance with the Corporate Transparency Act (“CTA”), including beneficial ownership information (“BOI”) reporting, if applicable, is not within the scope of this engagement. You have sole responsibility for your compliance with the CTA, including its BOI reporting requirements and the collection of relevant ownership information. We shall have no liability resulting from your failure to comply with CTA. Consider consulting with legal counsel if you have questions regarding the applicability of the CTA’s reporting requirements and issues surrounding the collection of relevant ownership information.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a “Dispute”) shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association (“AAA”). Mediation shall be conducted with the parties in person in Rancho Cucamonga, California. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers, and employees (collectively “Eide Bailly”) shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers, or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages, and attorneys’ fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive, or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter, or transfer any legal rights, causes of actions, claims, or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Bobby J. Patel, CPA, CFE
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Magnolia Public Schools by:

Name: _____

Title: CFO _____

Date: _____



Certificate Of Completion		
Envelope Id: 65449112-97E7-49A5-89A2-F2380CBC384C		Status: Delivered
Subject: Magnolia Public Schools 2025 Engagement Letter		
Source Envelope:		
Document Pages: 12	Signatures: 0	Envelope Originator:
Certificate Pages: 4	Initials: 0	Jamie Ivanisevic
AutoNav: Enabled		4310 17th Ave. S.
Envelopeld Stamping: Enabled		Fargo, ND 58103
Time Zone: (UTC-08:00) Pacific Time (US & Canada)		jivanisevic@eidebailly.com
		IP Address: 47.180.128.19
Record Tracking		
Status: Original	Holder: Jamie Ivanisevic	Location: DocuSign
3/5/2025 10:43:55 AM	jivanisevic@eidebailly.com	
Signer Events	Signature	Timestamp
Steve Budhreja		Sent: 3/5/2025 10:45:33 AM
sbudhreja@magnoliapublicschools.org		Viewed: 3/5/2025 1:41:36 PM
CFO		
Security Level: Email, Account Authentication (None)		
Electronic Record and Signature Disclosure:		
Accepted: 3/5/2025 1:41:36 PM		
ID: 5354babe-d7ce-4c73-a7b9-8f1c3858c8b3		
Company Name: Eide Bailly LLP		
In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	3/5/2025 10:45:33 AM
Certified Delivered	Security Checked	3/5/2025 1:41:36 PM
Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

CONSUMER DISCLOSURE

From time to time, Eide Bailly LLP (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the "I agree" button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign "Withdraw Consent" form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Eide Bailly LLP:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: salesforcehelpdesk@eidebailly.com

To advise Eide Bailly LLP of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at salesforcehelpdesk@eidebailly.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

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Required hardware and software

Operating Systems:	Windows2000 or WindowsXP
Browsers (for SENDERS):	Internet Explorer 6.0 or above
Browsers (for SIGNERS):	Internet Explorer 6.0, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	<ul style="list-style-type: none"> ò Allow per session cookies ò Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection
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Coversheet

Approval of Bond and Notes Financing

Section:	IV. Action Items
Item:	J. Approval of Bond and Notes Financing
Purpose:	Vote
Submitted by:	
Related Material:	IV_J_Bond & Notes Financing.pdf



Agenda Item:	IV J: Action Item
Date:	March 13, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar Deputy Superintendent Steve Budhreja, Chief Financial Officer
RE:	Approval of Bond and Notes Financing

Action Proposed:

I move for the Board to approve of bond financing, to refinance the outstanding Series 2014 and Series 2017 Bonds and refinance an existing acquisition loan, repayment of existing debt, and securing credit enhancement support for upcoming projects. Approval of note financing to provide bridge financing to continue the Magnolia Science Academy-5 construction project.

Purpose:

To authorize the issuance of Charter School Revenue Refunding Bonds and Grant Anticipation Notes through the California School Finance Authority (CSFA) for refinancing existing obligations and financing new capital projects.

Background:

Magnolia Educational & Research Foundation (MERF) seeks to refinance existing outstanding debt through a tax exempt bond financing and secure financing for the MSA-5 project through grant anticipation notes. The proposed bond transactions will enable MERF to optimize debt obligations and ensure financial sustainability.

Analysis:

- The Board proposes issuing up to \$45 million in bonds and up to \$36 million in grant anticipation notes.
- Bond proceeds will be used to refund outstanding Series 2014 and Series 2017 Bonds and repay an outstanding acquisition loan from CLI loan. Note proceeds will be used as bridge financing



for the MSA-5 project until such time as the balance of the State of California award under its Charter School Facilities Program ("CSFP") is received

- The transaction for the bond structure includes an obligated group pledge, master indenture framework, and state intercept payment mechanism. The transaction for the grant anticipation note is a stand-alone financing secured by the receivable from the Charter School Facilities Program.
- Credit rating and credit enhancement strategies for the bonds will be employed to secure favorable borrowing terms. The grant anticipation note will be non-rated.

Impact:

- Strengthens MERF's financial position by reducing debt service costs and securing funding for critical facility improvements.
- Supports continued educational excellence and operational stability for MPS campuses.
- Enhances creditworthiness and financial flexibility for future funding opportunities.

Budget Implications:

- The refinancing is expected to lower debt service payments, achieving annual savings.
- The financing plan aligns with the organization's long-term financial sustainability goals.

Exhibits:

- **Board Resolution: Approval of Bond and Notes Financing**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(APPROVAL OF BOND AND NOTES FINANCING)

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 doing business as Magnolia Public Schools (“MERF” or the “Corporation”), is organized for charitable and public purposes;

WHEREAS, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the “Borrower”), is organized for charitable purposes and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of MERF;

WHEREAS, the Borrower has formed and is the sole member and manager of each of MPM Sherman Way LLC (“Sherman Way LLC”), MPM Santa Ana LLC (“Santa Ana LLC”), and MPM San Diego LLC (“San Diego LLC” and, together with Sherman Way LLC and Santa Ana LLC, the “Members”), each of which is a California limited liability company;

WHEREAS, the Borrower has formed and is the sole member of, and MERF is the Manager of, MPM Sherman Winnetka LLC, a California limited liability company (“Sherman Winnetka LLC”);

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy 1, CDS Code 19-10199-6119945 (“MSA-1”) in part on real property owned by Sherman Way LLC, leased to MERF for use in the operation of MSA-1, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 18214, 18228 and 18238 Sherman Way, Reseda, California 91335 (the “Main MSA-1 Campus”) and in part on real property owned by Sherman Winnetka LLC, leased to MERF for use in the operation of MSA-1, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as at 18242-18244 Sherman Way, Reseda, California 91335 (the “MSA-1 Gym”);

WHEREAS, MERF operates the public charter school known Magnolia Science Academy Santa Ana, CDS Code 30-76893-0130765 (“MSA Santa Ana”) on real property owned by MERF, located in the City of Santa Ana, County of Orange, State of California, and commonly known as 2840 W. 1st Street, Santa Ana, California 92703 (the “Santa Ana Campus”);

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy – San Diego, CDS Code 37-68338-0109157 (“MSA San Diego” and, collectively with MSA-1 and MSA Santa Ana, the “Obligated Group Schools”) in facilities (the “San Diego Facilities”) owned by San Diego LLC, leased to MERF for use in the operation of MSA San Diego, and located on real property owned by the San Diego Unified School District, leased to MERF for use in the operation of MSA San Diego, located in the City of San Diego, County of San Diego, State of California, and commonly known as 6525 Estrella Avenue, San Diego, California 92120 (the “San Diego Campus”);

WHEREAS, pursuant to the terms of a Loan Agreement dated as of June 1, 2014, by and between the California School Finance Authority (the “Authority”) and Sherman Way LLC the Authority made a loan (the “2014 Loan”) to Sherman Way LLC, which loan was funded from the proceed of the Authority’s School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project) Series 2014A, and the Authority’s School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project) Series 2014B (Taxable) (collectively, the “Series 2014 Bonds”) in the aggregate par amount of \$6,020,000 issued by the Authority pursuant to the terms of an Indenture dated as of June 1, 2014, (the “2014 Indenture”) by and between the Authority and The Bank of New York Mellon Trust Company, N.A, as trustee thereunder;

WHEREAS, Sherman Way LLC used the proceeds of the 2014 Loan to (i) to finance the acquisition, construction, improvement and equipping of the Main MSA-1 Campus, (ii) to fund a debt service reserve fund for the Series 2014 Bonds and (iii) to pay certain costs of issuance of the Series 2014 Bonds;

WHEREAS, pursuant to the terms of a Loan Agreement dated as of August 1, 2017, by and between the Authority and the Borrower, the Authority made a loan (the “2017 Loan”) to the Borrower, which loan was funded from the proceeds of the Authority’s Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Draw Down Series 2017A (the Series 2017 Bonds”) in the maximum par amount of \$25,000,000 issued pursuant to the terms of an Indenture dated as of August 1, 2017, (the “2017 Indenture”) by and between the Authority and UMB Bank, National Association, as trustee thereunder;

WHEREAS, the Borrower used the proceeds of the 2017 Loan to (1) to finance and/or refinance the acquisition, construction, equipping and/or improvement of (a) the Main MSA-1 Campus, (b) the San Diego Facilities, and (c) certain charter school facilities located at the Santa Ana Campus; (2) to pay certain expenses incurred in connection with the issuance of the Series 2017 Bonds; and (3) to fund a Reserve Account and a portion of the San Diego Repair and Replacement Subaccount Deposit with respect to the Series 2017 Bonds.

WHEREAS, pursuant to the terms of a Loan Agreement dated as of August 31, 2022, by and between CLI Capital, a Texas real estate investment trust (“CLI”), and the Sherman Winnetka LLC, CLI made a loan (the “CLI Loan”) to Sherman Winnetka LLC in the maximum amount of \$3,250,000;

WHEREAS, Sherman Winnetka LLC used the proceeds of the CLI Loan to purchase and develop the MSA-1 Gym.

WHEREAS, MERF proposes that the Borrower will obtain a loan (the “Refinancing Loan”) from the Authority in a maximum amount not to exceed \$45,000,000 pursuant to a Loan Agreement (the “Refinancing Loan Agreement”) between the Authority and the Borrower, which loan will be funded from the proceeds of tax-exempt and/or taxable bonds (collectively, the “Bonds”) issued by the Authority pursuant to an Indenture (the “Bond Indenture”) between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the “Bond Trustee”), such bonds to be designated as California School Finance Authority Charter School Revenue Refunding Bonds (Magnolia Public Schools – Obligated Group), Series 2025A or such other names as may be designated in the Bond Indenture;

WHEREAS, MERF proposes that the Borrower will use the proceeds of the Refinancing Loan to, among other things, (i) to refund the Series 2014 Bonds, (ii) to refund the Series 2017 Bonds, (iii) to, repay the CLI Loan, (iv) to otherwise finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the MSA-1 Main Campus, the MSA-1 Gym, the Santa Ana Campus, and the San Diego Facilities (collectively, the “Facilities”), (v) to fund a debt service reserve fund with respect to the Bonds, and (vi) to pay certain costs of issuance of the Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the Refinancing Loan Agreement, MERF and/or the Borrower and the Authority will enter into one or more Program Agreements (collectively, the “Program Agreement”) relating to the Authority’s Charter School Facilities Credit Enhancement Grant Program or to any similar charter school credit enhancement programs (collectively, the “Credit Enhancement Program”), that, pursuant to the Program Agreement, the Authority will reserve funds from the Credit Enhancement Program for the Bonds on the terms and conditions contained in the Program Agreement, and that the Authority will apply or cause to be applied all funds designated thereunder to be disbursed directly to the Bond Trustee to be held by the Bond Trustee as part of the primary debt service reserve for the Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the Refinancing Loan Agreement, the Borrower, as the Obligated Group Representative, the Members, as the initial members of an obligated group (the “Obligated Group”), and UMB Bank, National Association, as master trustee (the “Master Trustee”), will enter into a Master Indenture of Trust (as amended or supplemented the “Master Indenture”) and a Supplemental Master Indenture for Obligation No. 1 (“Supplemental MTI No. 1”) and that, pursuant to Supplemental MTI No. 1, the Obligated Group Representative will issue its Obligation No. 1 in the principal amount of the Bonds in favor of the Bond Trustee;

WHEREAS, MERF proposes that, to facilitate the foregoing transactions, prior to or effective upon the issuance of the Bonds, Sherman Winnetka LLC will transfer the MSA-1 Gym facility to Sherman Way LLC;

WHEREAS, MERF proposes that, effective upon the issuance of the Bonds, each of Sherman Way LLC and San Diego LLC (collectively, the “Lessors”) and MERF will enter into one or more new or amended leases pursuant to which the Lessor will lease the Facilities owned by such Lessor to MERF for use in the operation of the applicable School operating at or in such Facilities;

WHEREAS, MERF proposes that, effective upon the issuance of the Bonds, Santa Ana LLC will enter into a loan agreement (the “MSA-SA School Loan Agreement”) pursuant to which Santa Ana LLC will make a loan to MERF to refinance the existing loan made by Santa Ana LLC to MERF;

WHEREAS, MERF proposes that that the leases executed by the Lessors and MERF (the “Leases”) and the MSA-SA School Loan Agreement collectively will provide for payment of rent and loan payments in amounts sufficient to enable the Lessors and Santa Ana LLC to pay their

allocated shares of debt service on the Bonds and under Obligation No. 1 issued pursuant to the Master Indenture;

WHEREAS, MERF proposes that the Borrower, the Members, and MERF will secure or support the obligations of the Borrower under the Refinancing Loan Agreement, the Master Indenture, the Obligations issued pursuant to the Master Indenture and/or the obligations of MERF under the Leases and the MSA-SA School Loan Agreement by, among other things, (i) a pledge of the gross revenues of the Members, (ii) a deed of trust (the “Deed of Trust”) executed by Sherman Way LLC encumbering its interests in the Main MSA-1 Campus, the MSA-1 Gym, and related personal property, (iii) a security agreement executed by San Diego LLC encumbering its interest in the San Diego Facilities, (iv) a security agreements executed by Santa Ana LLC encumbering its interest in MSA-SA School Loan Agreement and the loan made thereunder, and (v) intercepts of portions of the Obligated Group Schools’ general purpose apportionments by the State Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California (the “Intercepts”);

WHEREAS, MERF proposes that, in connection with the foregoing, (i) a Preliminary Limited Offering Memorandum (the “Bonds Preliminary Limited Offering Memorandum”) and a Limited Offering Memorandum (the “Bonds Limited Offering Memorandum”) will be prepared to furnish information with respect to the sale and delivery of the Bonds, (ii) pursuant to a Continuing Disclosure Agreement (the “Bonds Continuing Disclosure Agreement”), the Borrower and MERF will undertake to provide annual reports and notices of certain events relating to the Bonds, and (iii) pursuant to a Tax Certificate and Agreement or Tax Regulatory Agreement (the “Bonds Tax Certificate”), the Borrower and MERF will undertake certain obligations relevant to the tax treatment of the tax-exempt Bonds;

WHEREAS, MERF proposes to operate the public charter school known Magnolia Science Academy 5, CDS Code 19-10199-0137679 (“MSA-5”) on real property owned by MERF, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 7111 Winnetka Avenue, Winnetka, California 91306 (the “MSA-5 Campus”);

WHEREAS, MERF, as operator of MSA-5, has entered into a Charter School Facilities Program Funding Agreement dated as of June 23, 2023, (the “CSFP Funding Agreement”) with the State Allocation Board and the Authority (collectively, the “State”) pursuant to which the State has agreed to provide up to \$50,832,332 in funding to MERF for the acquisition and construction of charter school facilities at the MSA-5 Campus (the “MSA-5 Project”);

WHEREAS, pursuant to the CSFP Funding Agreement, the State has provided MERF with \$3,952,733.20 in funding for design costs and \$9,880,000 in funding for site acquisition costs, and MERF anticipates that the State will provide MERF with the remaining funding available to MERF under the CSFP Funding Agreement on or before December 1, 2017;

WHEREAS, MERF proposes that the Borrower will obtain a loan (the “Grant Anticipation Loan”) from the Authority in a maximum amount not to exceed \$36,000,000 pursuant to a Loan Agreement (the “Grant Anticipation Loan Agreement”) between the Authority and the Borrower, which loan will be funded from the proceeds of tax-exempt and/or taxable grant anticipation notes (collectively, the “Notes”) issued by the Authority pursuant to an Indenture (the “Note Indenture”)

between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the “Notes Trustee”), such notes to be designated as California School Finance Authority Charter School Grant Anticipation Notes (Magnolia Public Schools), Series 2025 or such other names as may be designated in the Note Indenture;

WHEREAS, MERF proposes that the Borrower will use the proceeds of the Grant Anticipation Loan to, among other things, to (i) finance certain costs of the acquisition, construction, expansion, remodeling, renovation, improvement, equipping and furnishing of the MSA-5 Campus; (ii) fund capitalized interest on a portion of the Notes; and (iii) pay the costs of issuance of the Notes;

WHEREAS, MERF proposes that, effective upon the issuance of the Notes, the Borrower will enter into a loan agreement (the “MSA-5 School Loan Agreement”) pursuant to which the Borrower will make a loan to MERF to fund the MSA-5 Project, and that the MSA-5 School Loan Agreement will provide for payment of loan payments in amounts sufficient to enable the Borrower to satisfy the Borrower’s debt service on the Notes;

WHEREAS, MERF proposes that the Borrower and MERF will secure or support the obligations of the Borrower under the Grant Anticipation Loan Agreement, and/or the obligations of MERF under the MSA-5 School Loan Agreement by, among other things, (i) a security agreement executed by the Borrower encumbering its interest in the MSA-5 School Loan Agreement and the loan made thereunder and (ii) a pledge by MERF of the payments to be received by MERF under the CSFP Funding Agreement;

WHEREAS, MERF proposes that, in connection with the foregoing, (i) a Preliminary Limited Offering Memorandum (the “Notes Preliminary Limited Offering Memorandum”) and a Limited Offering Memorandum (the “Notes Limited Offering Memorandum”) will be prepared to furnish information with respect to the sale and delivery of the Notes, (ii) pursuant to a Continuing Disclosure Agreement (the “Notes Continuing Disclosure Agreement”), the Borrower and MERF will undertake to provide annual reports and notices of certain events relating to the Notes, and (iii) pursuant to a Tax Certificate and Agreement or Tax Regulatory Agreement (the “Notes Tax Certificate”), the Borrower and MERF will undertake certain obligations relevant to the tax treatment of the tax-exempt Notes;

WHEREAS, MERF proposes to adopt a written policy for post-issuance tax compliance applicable to the tax-exempt Bonds and Notes, designating the Chief Financial Officer of MERF as the responsible officer thereunder, substantially in the form attached hereto as Exhibit A (the “Post-Issuance Compliance and Remedial Action Procedures”);

WHEREAS, MERF and the Borrower propose to retain Stifel, Nicolaus, & Company, Inc. (the “Underwriter”) to underwrite the Bonds pursuant to a Bond Purchase Agreement (the “Bond Purchase Agreement”) by and among the Underwriter, the Authority, the Treasurer of the State of California, the Borrower, and MERF;

WHEREAS, MERF and the Borrower propose to retain the Underwriter to underwrite the Notes pursuant to a Note Purchase Agreement (the “Note Purchase Agreement”) by and among the Underwriter, the Authority, the Treasurer of the State of California, the Borrower, and MERF;

WHEREAS, MERF proposes that, following the sale of the Bonds and Notes, Stifel Capital Management, LLC (the “Investment Advisor”) will initially serve as the SEC-registered investment advisor to the Borrower for the investment of the proceeds of the Bonds, with investment decisions made at the direction of an Authorized Representative initially and the Borrower will approve the Authorized Representative to execute (i) a Cash Account Application, (ii) an Entity Account Resolution, (iii) a FINRA 2111 Form, (iv) a Stifel Capital Management, LLC Investment Management Agreement, (v) a Client Risk Assessment, and (vi) any other documents necessary to engage the Investment Advisor (collectively, the “Investment Advisory Documents”);

WHEREAS, MERF and the Borrower propose to make such loans, capital contributions, or lease payments to the Members as may be necessary or desirable to capitalize the Members for purposes of entering into and performing the transactions described above;

WHEREAS, the individuals listed on Schedule 1 attached hereto have been elected or appointed to the offices of the Corporation set forth after their names on Schedule 1, and such individuals are currently serving as such officers of the Corporation;

WHEREAS, the Borrower is a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the Board;

WHEREAS, each of the officers, directors, or employees of MERF listed on Schedule 3 attached hereto also serves as a non-compensated officer or director of the Borrower, and the interests of such persons in the Borrower and the Members have been disclosed to the Corporation and are hereby noted in the official records of the Corporation;

WHEREAS, the Board finds that the terms of the foregoing transactions and proposed transactions (collectively, the “Transactions”), including the Leases, the MSA-SA School Loan Agreement, and the MSA-5 School Loan Agreement, are fair and reasonable as to MERF, the Obligated Group Schools, MSA-5, the Borrower, and the Members (each, a “Magnolia Company” and, collectively, the “Magnolia Companies”) under the circumstances, in the best interest of the Magnolia Companies, and in furtherance of the charitable purposes of the Corporation; and

WHEREAS, the Board desires the Magnolia Companies to take all actions necessary or advisable to facilitate the Transactions;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and confirms the election or appointment, as applicable, of the officers of the Corporation listed on Schedule 1;

RESOLVED FURTHER, that the Board ratifies and approves the applications of MERF and/or the Borrower to the Authority for the issuance of the Bonds and the Notes and for an award under the Credit Enhancement Program in connection with the issuance of the Bonds;

RESOLVED FURTHER, that the Board ratifies and approves the Transactions and the Post-Issuance Compliance and Remedial Action Procedures and authorizes the execution, delivery and performance by each Magnolia Company of the documents and agreements listed on Schedule 2 attached hereto (collectively, the “Primary Transaction Documents”) to which the Magnolia Company may be a party and all such other documents, instruments, and agreements as may be

necessary or advisable to facilitate the Transactions (together with the Primary Transaction Documents, the “Transaction Documents”);

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an “Authorized Signatory”), acting alone, as authorized signatories of the Corporation and Sherman Winnetka LLC for purposes of executing the Transaction Documents on behalf of such companies;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the manager of Sherman Winnetka LLC, to open such deposit accounts or other bank accounts and to contract for such banking services for the Corporation or Sherman Winnetka LLC as such Authorized Signatories may deem necessary or advisable to carry out the Transactions and to execute, on behalf of the Corporation and Sherman Winnetka LLC, all related standard form resolutions required by all banks, trust companies and financial institutions;

RESOLVED FURTHER, that each of the President and Chief Financial Officer of the Corporation be and is hereby authorized to act as a signatory on the bank deposit accounts and other general or special accounts of the Corporation and Sherman Winnetka LLC, to authorize the transfer or disbursement of funds from or to such accounts, to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation or Sherman Winnetka LLC, for the purpose of deposit, and to sign on the Corporation’s or Sherman Winnetka LLC’s behalf all checks, drafts, and other instruments of the Corporation to pay money;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the manager of Sherman Winnetka LLC, to execute, deliver, approve, and, as appropriate, declare final and authorize the distribution of the Transaction Documents, in such forms and with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, and all such other bond purchase agreements, note purchase agreements, disclosure agreements, offering statements, offering memoranda, master indentures, supplements to master indentures, indentures, loan agreements, promissory notes, obligations, leases, subleases, deeds of trust, security agreements, deposit account or securities account control agreements, subordination, non-disturbance and attornment agreements, tax certificates, tax and regulatory compliance agreements, policies, or procedures, assignments, indemnification agreements, guaranties, subordination agreements, escrow agreements, agreements with underwriters, project managers, contractors, architects, engineers, consultants, or other persons, consents, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same shall approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a) of the Education Code of the State of California, the Corporation elects to participate in the Intercept to secure payment of

the principal of and interest on the Bonds and the Notes and that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation and the Schools, to provide notices (the "Intercept Notices") to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Board ratifies and confirms the acts of the officers, agents or employees of the Corporation taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board reconfirms, ratifies, and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any of or all the foregoing resolutions are repealed to the extent of such conflict;

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 Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the manager of Sherman Winnetka LLC, 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 Magnolia Educational & Research Foundation (the “Corporation”), a California nonprofit public benefit corporation, that the foregoing Resolutions were duly adopted by a majority vote of the members of the Board of Directors (the “Board”) of the Corporation then in office at a meeting of the Board duly held on March 13, 2025, in compliance with the bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act, and that a quorum of the Board was in attendance at the meeting at the time the resolutions were adopted.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the 13th day of March 2025.

Jennifer Lara
Secretary

Schedule 1

Officers

Alfredo Rubalcava	Chief Executive Officer and Superintendent
Jennifer Lara	Secretary
Steve Budhreja	Chief Financial Officer

Schedule 2

Primary Transaction Documents

Bonds

1. Bond Purchase Agreement.
2. Refinancing Loan Agreement.
3. Bond Indenture.
4. Master Indenture.
5. Supplemental MTI for Obligation No. 1.
6. Obligation No. 1 (as defined in the Supplemental MTI for Obligation No. 1).
7. Leases.
8. MSA-SA School Loan Agreement.
9. Deed of Trust.
10. Security Agreement executed by San Diego LLC
11. Security Agreement executed by Santa Ana LLC
12. Subordination, Non-Disturbance and Attornment Agreement relating to the Lease between Sherman Way LLC and MERF.
13. Program Agreement.
14. Bonds Preliminary Limited Offering Memorandum.
15. Bonds Limited Offering Memorandum.
16. Bonds Continuing Disclosure Agreement.
17. Bonds Tax Certificate.
18. Intercept Notices.

Notes

19. Notes Purchase Agreement.
20. Grant Anticipation Loan Agreement.
21. Note Indenture.

- 22. Notes.
- 23. MSA-5 School Loan Agreement.
- 24. Security Agreement executed by MERF.
- 25. Notes Preliminary Limited Offering Memorandum.
- 26. Notes Limited Offering Memorandum.
- 27. Notes Continuing Disclosure Agreement.
- 28. Notes Tax Certificate.

Bonds and Notes

- 29. Post-Issuance Compliance and Remedial Action Procedures.
- 30. Investment Advisory Documents.

Schedule 3

Certain Officers or Directors of the Borrower

Name	Position at MERF	Position at the Borrower
Alfredo Rubalcava	Chief Executive Officer and Superintendent	Chief Executive Officer
Patrick Ontiveros	General Counsel	Secretary

Exhibit A

Post-Issuance Compliance and Remedial Action Procedures

(See attached)

POST-ISSUANCE COMPLIANCE AND REMEDIAL ACTION PROCEDURES

Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the “Corporation”), hereby adopts the procedures described herein (the “Procedures”) as its written procedures for post-issuance compliance and remedial action applicable to tax-advantaged bonds, notes, leases, certificates of participation or similar obligations (collectively, “Obligations”) heretofore and hereafter issued or executed and delivered by it or on its behalf. These Procedures are intended to supplement any previous post-issuance compliance and remedial action procedures that may have been adopted by the Corporation and any procedures evidenced in writing by any tax document for any Obligations heretofore or hereafter issued, entered into or executed and delivered by it or on its behalf, the related information returns filed in connection with any Obligations and the instructions to such information returns.

1. Responsible Person. The Corporation has assigned Steve Budhreja, the Chief Financial Officer of the Corporation, as the responsible person (the “Responsible Person”) for ensuring post-issuance and remedial action compliance with the requirements of any tax and financing documents for Obligations. This responsibility is included in the job description for the Responsible Person, and such person has or will review any prior post-issuance compliance and remedial action procedures, these Procedures, any tax documents for any Obligations heretofore or hereafter issued, entered into or executed and delivered by it or on its behalf, the related information returns, if any, filed in connection with any Obligations (such as IRS Forms 8038 or 8038-G) and the instructions to such information returns, and consult with bond counsel (currently Orrick, Herrington & Sutcliffe LLP) and other professionals as needed.

2. Succession Planning. The Corporation will ensure that, when the current Responsible Person leaves such person’s current position at the Corporation, the responsibility for financing and tax covenant compliance will be explained in detail to his or her successor, such successor will be provided compliance training (as further described in the following section), and notice of any succession will be given in writing to any applicable issuer of any obligations then outstanding.

3. Training. Compliance training for the Responsible Person should include, among other things, annual meetings with bond counsel to discuss monitoring compliance with applicable tax laws and attendance at post-issuance compliance trainings organized by bond counsel or the Internal Revenue Service or entities such as the Government Finance Officers Association or similar organizations.

4. Procedures for Timely Expenditure of Proceeds. The Corporation acknowledges that, at the time of issuance of the Obligations, it must reasonably expect to spend at least 85% of the net sale proceeds of the new money Obligations to carry out the projects financed with the proceeds of the Obligations within three years of the date such Obligations are originally issued, entered into or executed and delivered. The Corporation will treat as “sale proceeds” any amounts actually or constructively received by the Corporation from issuance or execution and delivery of the Obligations, including amounts used to pay accrued interest other than pre-issuance accrued interest. “Net sale proceeds” means the sale proceeds less any amounts deposited into reasonably required reserve or replacement or base rental reserve funds. The Corporation has established or will establish reasonable accounting procedures for tracking and reporting to the Responsible Person the expenditure of net sale proceeds.

5. Compliance with Arbitrage Yield Restriction and Rebate Requirements. The Responsible Person will create a system to ensure that for all applicable Obligations, not less than six months prior to each five-year anniversary of the closing date for Obligations, the Corporation will retain an arbitrage rebate consultant to prepare a report determining the yield of the Obligations under the Internal Revenue Code of 1986, as amended (the “Code”), and whether there is any amount owed to the Internal Revenue Service under Section 148 of the Code.

6. Procedures to Comply with Remediation Requirements. The Responsible Person will establish and maintain a system for tracking and monitoring the use of the facilities financed or refinanced with the proceeds of Obligations to ensure that the use of all of such facilities will not violate the private business tests or the private loan financing test under Section 141 of the Code. If, after the issuance or execution and delivery of Obligations, the use of the facilities financed or refinanced with the proceeds of Obligations changes so that the private business tests or the private loan financing test would be met, or if another violation of these procedures occurs which requires correction, the Corporation will, in connection with consulting bond counsel, undertake a closing agreement through the Voluntary Closing Agreement Program of the Internal Revenue Service or take one of the actions permitted by the Code and associated regulations, which are described generally on Attachment I hereto.

7. Ongoing Procedures. The Responsible Person will review any prior procedures, these Procedures, tax and financing documents relating to Obligations, information returns for obligations and related instructions to such information returns, and the status and use of the obligation-financed or refinanced facilities on at least an annual basis and at the following intervals: (a) six months prior to each five-year anniversary of the issue or execution and delivery date of the Obligations; (b) within 30 days of the date the Obligations are finally retired, defeased, refunded or terminated; (c) when any rebate payment is made; (d) when a facility financed or refinanced with proceeds of Obligations is placed in service; (e) if the Corporation determines that a facility planned to be financed or refinanced with proceeds of Obligations will not be completed; and (f) if any of the representations, statements, circumstances or expectations of the Corporation that are set forth in the tax or financing documents for Obligations are no longer true, have changed or have not come to pass as described in such documents. This review will be made for the purposes of identifying any possible violation of federal tax requirements related to Obligations and to ensure the timely correction of those violations pursuant to the remedial action provisions outlined above or through the Voluntary Closing Agreement Program. If any possible violation is identified, the Responsible Person will notify the Corporation and the Corporation’s counsel or the Corporation’s bond counsel, if any, so that any existing or expected violation can be corrected.

8. Recordkeeping. The Responsible Person will develop and implement a system for maintaining records relating to these Procedures. Such records must be kept and maintained for the life of the related Obligations, and any Obligations that refund or refinance such obligations, plus at least four years (or such longer period as may be required in related tax documents for such obligations). These records may be maintained on paper, by electronic media or by any combination thereof.

ATTACHMENT I TO POST-ISSUANCE COMPLIANCE AND REMEDIAL ACTION PROCEDURES

REMEDIAL ACTION PROCEDURES

Capitalized terms used herein but not defined have the meaning assigned thereto in Section 5 below and in the Post-Issuance Compliance and Remedial Action Procedures to which these Remedial Action Procedures are attached. This attachment describes written procedures that may be required to be taken by, or on behalf of, an issuer of Obligations.

1. Background. The maintenance of the tax status of the Obligations (e.g., as tax-exempt obligations under federal tax law) depends upon the compliance with the requirements set forth in the Internal Revenue Code of 1986, as amended (the “Code”). *The purpose of this attachment is to set forth written procedures to be used in the event that any deliberate actions are taken that are not in compliance with the tax requirements of the Code (each, a “Deliberate Action”) with respect to the Obligations, the proceeds thereof or the facilities financed or refinanced by the Obligations (the “Facilities”).*

2. Consultation with Bond Counsel. If Deliberate Action is taken with respect to the Obligations and the Facilities subsequent to the issuance or execution and delivery of the Obligations, then the Corporation (and, if applicable, the conduit issuer) must consult with *[name of bond counsel]* or other nationally recognized bond counsel (“Bond Counsel”) regarding permissible Remedial Actions that may be taken to remediate the effect of any such Deliberate Action upon the federal tax status of the Obligations. Note that remedial actions or corrective actions other than those described in this attachment may be available with respect to the Obligations and the Facilities, including remedial actions or corrective actions that may be permitted by the Commissioner through the voluntary closing agreement programs (VCAP) provided by the Internal Revenue Service from time to time.

3. Conditions to Availability of Remedial Actions. None of the Remedial Actions described in this attachment are available to remediate the effect of any Deliberate Action with respect to the Obligations and the Facilities unless the following conditions have been satisfied and unless Bond Counsel advises otherwise:

(a) The issuer of the Obligations reasonably expected on the date the Obligations were originally issued or executed and delivered that the Obligations would meet neither the Private Business Tests nor the Private Loan Financing Test of Section 141 of the Code and the Treasury Regulations thereunder for the entire term of the Obligations (such expectations may be based on the representations and expectations of the applicable conduit borrower, if there is one);

(b) The average weighted maturity of the Obligations did not, as of such date, exceed 120% of the Average Economic Life of the Facilities;

(c) Unless otherwise excepted under the Treasury Regulations, the Corporation (or, if applicable, a conduit issuer) delivers a certificate, instrument or other written records satisfactory to Bond Counsel demonstrating that the terms of the arrangement pursuant to which the Deliberate Action is taken is bona fide and arm’s-length, and that the non-exempt person using either the Facilities or the proceeds of the Obligations as a result of the relevant Deliberate Action will pay fair market value for the use thereof;

(d) Any disposition must be made at fair market value and any Disposition Proceeds actually or constructively received by the Corporation (or, if applicable, by a conduit issuer) as a result of the Deliberate Action must be treated as gross proceeds of the Obligations and may not be invested in obligations bearing a yield in excess of the yield on the Obligations subsequent to the date of the Deliberate Action; and

(e) Proceeds of the Obligations affected by the Remedial Action must have been allocated to expenditures for the Facilities or other allowable governmental purposes before the date on which the Deliberate Action occurs (except to the extent that redemption or defeasance, if permitted, is undertaken, as further described in Section 4(A) below).

4. Types of Remedial Action. Subject to the conditions described above, and only if the Corporation (or, if applicable, a conduit issuer) obtains an opinion of Bond Counsel prior to taking any of the actions below to the effect that such actions will not affect the federal tax status of the Obligations, the following types of Remedial Actions may be available to remediate a Deliberate Action subsequent to the issuance of the Obligations:

(a) Redemption or Defeasance of Obligations.

(i) If the Deliberate Action causing either the Private Business Use Test or the Private Loan Financing Test to be satisfied consists of a fair market value disposition of any portion of the Facilities exclusively for cash, then the Corporation may allocate the Disposition Proceeds to the redemption of Nonqualified Obligations pro rata across all of the then-outstanding maturities of the Obligations at the earliest call date of such maturities of the Obligations after the taking of the Deliberate Action. If any of the maturities of the Obligations outstanding at the time of the taking of the Deliberate Action are not callable within 90 days of the date of the Deliberate Action, the Corporation may (subject generally to the limitations described in (iii) below) allocate the Disposition Proceeds to the establishment of a Defeasance Escrow for any such maturities of the Obligations within 90 days of the taking of such Deliberate Action.

(ii) If the Deliberate Action consists of a fair market value disposition of any portion of the Facilities for other than exclusively cash, then the Corporation (or, if applicable, a conduit issuer) may use any funds (other than proceeds of the Obligations or proceeds of any obligation the interest on which is excludable from the gross income of the registered owners thereof for federal income tax purposes) for the redemption of all Nonqualified Obligations within 90 days of the date that such Deliberate Action was taken. In the event that insufficient maturities of the Obligations are callable by the date which is within 90 days after the date of the Deliberate Action, then such funds may be used for the establishment of a Defeasance Escrow within 90 days of the date of the Deliberate Action for all of the maturities of the Nonqualified Obligations not callable within 90 days of the date of the Deliberate Action.

(iii) If a Defeasance Escrow is established for any maturities of Nonqualified Obligations that are not callable within 90 days of the date of the Deliberate Action, written notice must be provided to the Commissioner of Internal Revenue Service at the times and places as may be specified by applicable

regulations, rulings or other guidance issued by the Department of the Treasury or the Internal Revenue Service. Note that the ability to create a Defeasance Escrow applies only if the Obligations to be defeased and redeemed all mature or are callable within ten and one-half (10.5) years of the date the Obligations are originally issued or executed and delivered. If the Obligations are not callable within ten and one-half years, and none of the other remedial actions described below are applicable, the remainder of this attachment is for general information only, and Bond Counsel must be contacted to discuss other available options.

(b) Alternative Use of Disposition Proceeds. Use of any Disposition Proceeds in accordance with the following requirements may be treated as a Remedial Action with respect to the Obligations:

(i) the Deliberate Action consists of a disposition of all or any portion of the Facilities for not less than the fair market value thereof for cash;

(ii) the Corporation (or, if applicable, a conduit issuer) reasonably expects to expend the Disposition Proceeds resulting from the Deliberate Action within two years of the date of the Deliberate Action;

(iii) the Disposition Proceeds are treated as Proceeds of the Obligations for purposes of Section 141 of the Code and the Regulations thereunder, and the use of the Disposition Proceeds in the manner in which such Disposition Proceeds are in fact so used would not cause the Disposition Proceeds to satisfy the Private Activity Bond Tests;

(iv) no action is taken after the date of the Deliberate Action to cause the Private Activity Bond Tests to be satisfied with respect to the Obligations, the Facilities or the Disposition Proceeds (other than any such use that may be permitted in accordance with the Treasury Regulations);

(v) Disposition Proceeds used in a manner that satisfies the Private Activity Bond Tests or which are not expended within two years of the date of the Deliberate Action must be used to redeem or defease Nonqualified Obligations in accordance with the requirements set forth in Section 4(a) hereof; and

(c) Alternative Use of Facilities. The Corporation (and, if applicable, a conduit issuer) may be considered to have taken sufficient Remedial Actions to cause the Obligations to continue their applicable treatment under federal tax law if, subsequent to taking any Deliberate Action with respect to all or any portion of the Facilities:

(i) the portion of the Facilities subject to the Deliberate Action is used for a purpose that would be permitted for qualified tax-exempt obligations;

(ii) the disposition of the portion of the Facilities subject to the Deliberate Action is not financed by a person acquiring the Facilities with proceeds of any obligation the interest on which is exempt from the gross income of the registered owners thereof under Section 103 of the Code for purposes of federal income taxation; and

(iii) any Disposition Proceeds other than those arising from an agreement to provide services (including Disposition Proceeds arising from an installment sale) resulting from the Deliberate Action are used to pay the debt service on the Obligations on the next available payment date or, within 90 days of receipt thereof, are deposited into an escrow that is restricted as to the investment thereof to the yield on the Obligations to pay debt service on the Obligations on the next available payment date;

Absent an opinion of Bond Counsel, no Remedial Actions are available to remediate the satisfaction of the Private Security or Payment Test regarding the same with respect to the Obligations. Nothing herein is intended to prohibit Remedial Actions not described herein that may become available subsequent to the date the Obligations are originally issued or executed and delivered to remediate the effect of a Deliberate Action taken with respect to the Obligations, the proceeds thereof or the Facilities.

5. Additional Defined Terms. For purposes of this attachment, the following terms have the following meanings:

“Commissioner” means the Commissioner of Internal Revenue, including any successor person or body.

“*Defeasance Escrow*” means an irrevocable escrow established to redeem obligations on their earliest call date in an amount that, together with investment earnings thereon, is sufficient to pay all the principal of, and interest and call premium on, obligations from the date the escrow is established to the earliest call date. A Defeasance Escrow may not be invested in higher yielding investments or in any investment under which the obligor is a user of the proceeds of the obligations.

“*Deliberate Action*” means any action, occurrence or omission by the Corporation (or, if applicable, by a conduit issuer) that is within the control of the Corporation (or, if applicable, by such conduit issuer) which causes either (1) the Private Business Use Test to be satisfied with respect to the Obligations or the Facilities (without regard to the Private Security or Payment Test), or (2) the Private Loan Financing Test to be satisfied with respect to the Obligations or the proceeds thereof. An action, occurrence or omission is not a Deliberate Action if (1) the action, occurrence or omission would be treated as an involuntary or compulsory conversion under Section 1033 of the Code, or (2) the action, occurrence or omission is in response to a regulatory directive made by the government of the United States.

“*Disposition Proceeds*” means any amounts (including property, such as an agreement to provide services) derived from the sale, exchange or other disposition of property (other than Investments) financed with the proceeds of the Obligations.

“*Nonqualified Obligations*” means that portion of the Obligations outstanding at the time of a Deliberate Action in an amount that, if the outstanding Obligations were issued or executed and delivered on the date on which the Deliberate Action occurs, the outstanding Obligations would not satisfy the Private Business Use Test or the Private Loan Financing Test, as applicable. For this purpose, the amount of private business use is the greatest percentage of private business use in any one-year period commencing with the Deliberate Action.

“*Private Activity Bond Tests*” means, collectively, the Private Business Use Test, the Private Security or Payment Test and the Private Loan Financing Test.

“Private Business Tests” means the Private Business Use Test and the Private Security or Payment Test.

“Private Business Use Test” has the meaning set forth in Section 141(b)(1) of the Code.

“Private Loan Financing Test” has the meaning set forth in Section 141(c) of the Code.

“Private Security or Payment Test” has the meaning set forth in Section 141(b)(2) of the Code.

“Remedial Action” means any of the applicable actions described in Section 4 hereof, or such other actions as may be prescribed from time to time by the Department of the Treasury or the Internal Revenue Service, which generally have the effect of rectifying noncompliance by the Corporation with certain provisions of Section 141 of the Code and the Regulations thereunder and are undertaken by the Corporation to maintain the federal tax status of the Obligations.

6. Change in Law. This attachment is based on law in effect as of this date. Statutory or regulatory changes, including but not limited to clarifying Treasury Regulations, may affect the matters set forth in this attachment.

Coversheet

Data Presentation: MPS’ Performance on the CA School Dashboard

Section:	V. Information/Discussion Items
Item:	A. Data Presentation: MPS’ Performance on the CA School Dashboard
Purpose:	Discuss
Submitted by:	
Related Material:	V_A_MPS’ Performance on the CA School Dashboard.pdf



Agenda Item:	V A: Information/Discussion Item
Date:	March 13, 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 Gokhan Serce, Chief Academic Officer
RE:	Data Presentation: MPS’ Performance on the CA School Dashboard

Action Proposed:

N/A

Purpose:

We are pleased to share the latest performance data for Magnolia Public Schools (MPS) as presented in the 2024 California School Dashboard. This comprehensive tool provides valuable insights into our schools' progress across various metrics.

Regularly reviewing and analyzing this data is essential for identifying trends, reflecting on our practices, and implementing continuous improvements. By doing so, we ensure that our educational programs meet the evolving needs of our students and maintain high standards of excellence.

We encourage all educational partners to engage with this information to support our collective goal of enhancing student learning outcomes.

Background:

The California School Dashboard (Dashboard) is an online tool that provides communities across the state with access to key performance data for K-12 schools and districts. It features clear, easy-to-read reports on multiple measures of school success, supporting a broader focus on student learning, equity, and data-driven decision-making. Over the past decade, the Dashboard has played a crucial role in improving student outcomes by expanding the review of performance metrics at both the state and local levels. For more information, please visit the [California School Dashboard](https://www.caschooldashboard.org) at www.caschooldashboard.org.



While the Dashboard provides reports for individual schools, it does not generate an aggregate report for charter organizations with multiple schools. To address this, we have developed an internal accountability page that consolidates performance data for all Magnolia Public Schools (MPS). This tool enables easy comparison between MPS schools, local districts, and state benchmarks. Additionally, it allows us to analyze student group performance across schools—for example, evaluating outcomes for Students with Disabilities at different MPS campuses.

Our internal Dashboard page supports data-driven discussions, facilitates the sharing of best practices, and informs next steps during our monthly school leader meetings. Some of the charts and visuals from this page are included in the attached report for reference.

Moving forward, we plan to present our California School Dashboard data annually to the Academic Committee and the Board to ensure continued transparency and strategic improvement planning.

Analysis:

Please find attached our detailed analysis of Magnolia Public Schools' (MPS) performance on the 2024 California School Dashboard. This report offers insights into our schools' achievements and areas for growth.

Impact:

MPS is a data-driven organization committed to continuous improvement. The Home Office, in collaboration with school leadership and office teams, closely monitors student achievement data. This data is regularly shared, reviewed, and analyzed with school teams to ensure informed decision-making. The Home Office academic and accountability teams facilitate discussions, share best practices, and support strategic planning for next steps.

In addition, California provides a three-tiered system of support for Local Education Agencies (LEAs) and schools:

- **Level 1 (General Support):** Available to all LEAs and schools.
- **Level 2 (Differentiated Assistance):** Targeted support for LEAs facing specific performance challenges, including significant disparities among student groups.
- **Level 3 (Intensive Intervention):** State-mandated intervention for LEAs with persistent performance issues and a lack of improvement over time.



Based on the 2023 and 2024 Dashboard results, MSA-Bell has been identified for Level 2 support (Differentiated Assistance - DA). This designation allows MSA-Bell to receive customized support aimed at addressing performance challenges and improving student outcomes. Please let us know if you have any questions or need further clarification.

Exhibits:

1. MPS' Performance on the 2024 CA School Dashboard



MPS' Performance on the 2024 CA School Dashboard

*Home Office
March 2025*

2024 CA School Dashboard

State Measures

State Measures

Seven state measures allow for comparisons across schools and districts.

- Academic Indicators (Academic—English Language Arts, Academic—Mathematics)
- Chronic Absenteeism Indicator
- College/Career Indicator
- English Learner Progress Indicator
- Graduation Rate Indicator
- Science Indicator
- Suspension Rate Indicator

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, socioeconomically disadvantaged, English learners, long-term English learners, homeless, foster youth, and students with disabilities).

For the 2024 Dashboard, schools and districts receive one of five Performance Levels for each eligible state measure. The Performance Levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



Red



Orange



Yellow

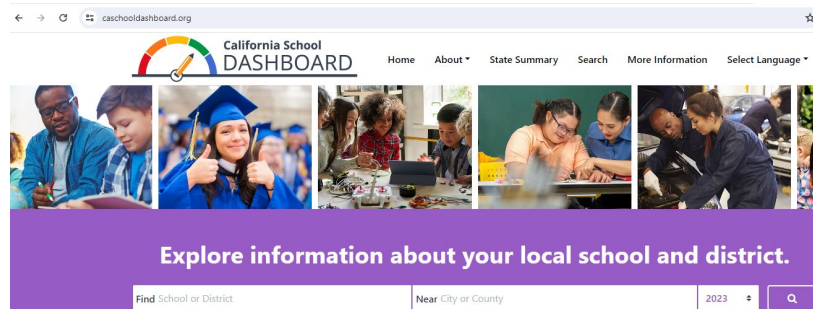


Green



Blue

caschooldashboard.org



The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

LEAs, schools, and student groups must have at least **30 or more** students in both the current and prior year in the **denominator** of the state indicator to receive a Performance Level (color).

2024 CA School Dashboard

How a Performance Color is Determined

Change

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

LEARN MORE Mathematics

All Students State



Green

8.5 points above standard

Increased 6.9 Points ①

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

2024 CA School Dashboard

MPS' Performance in English Language Arts (3-8,11)

2024 CA School Dashboard

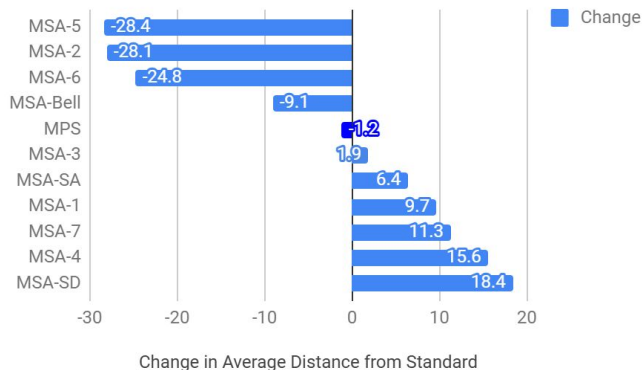
MPS' Performance in English Language Arts (3-8,11)

CEO Metric: All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a **3-point or more increase from the prior year** as measured by the CA School Dashboard.

Actual:

Change: **Overall, MPS declined by 1.2 points. 5 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

2023-24 ELA (3-8,11) - All Students Change



MPS	Orange	2,460	Low 18.6 points below standard	Maintained -1.2 points
MPS-LA	Orange	1,784	Low 35.3 points below standard	Declined -6.5 points
LAUSD	Yellow	185,923	Low 28.2 points below standard	Increased +4.1 points
SDUSD	Yellow	43,966	Medium 7.2 points above standard	Maintained +0.3 points
SAUSD	Orange	18,788	Low 51.6 points below standard	Maintained +1.0 points
State	Orange	2,961,600	Low 18.2 points below standard	Maintained +0.4 points

All Students (ALL)				
	Student Performance	Number of Students	Status	Change
MSA-1	Yellow	418	Low 31.4 points below standard	Increased +9.7 points
MSA-2	Orange	346	Low 47.5 points below standard	Declined Significantly -28.1 points
MSA-3	Orange	216	Low 38.4 points below standard	Maintained +1.9 points
MSA-4	-	51	Medium 0.2 points above standard	Increased Significantly +15.6 points
MSA-5	Orange	115	Low 27.9 points below standard	Declined Significantly -28.4 points
MSA-6	Yellow	106	Medium 4.5 points above standard	Declined Significantly -24.8 points
MSA-7	Yellow	149	Low 21.3 points below standard	Increased +11.3 points
MSA-Bell	Orange	383	Low 50.1 points below standard	Declined -9.1 points
MSA-SD	Blue	422	Very High 45.6 points above standard	Increased Significantly +18.4 points
MSA-SA	Yellow	254	Low 8.3 points below standard	Increased +6.4 points

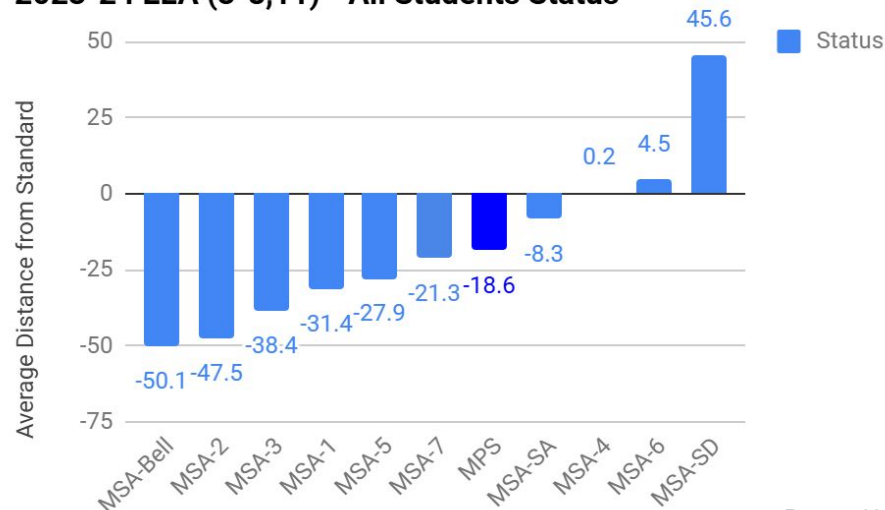
2024 CA School Dashboard

MPS' Performance in English Language Arts (3-8,11)

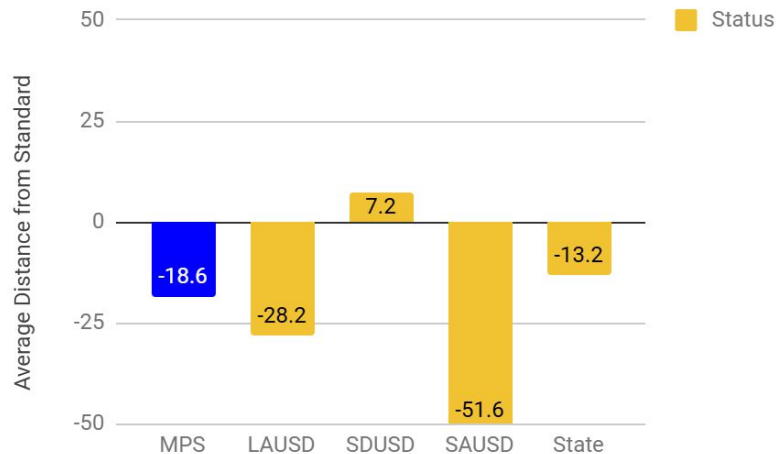
Status: Overall, MPS' current status is **18.6 points below standard**, which is **5.4 points lower** than the state average of **13.2 points below standard**.

4 out of 10 schools have achieved **higher** performance statuses than the state average.

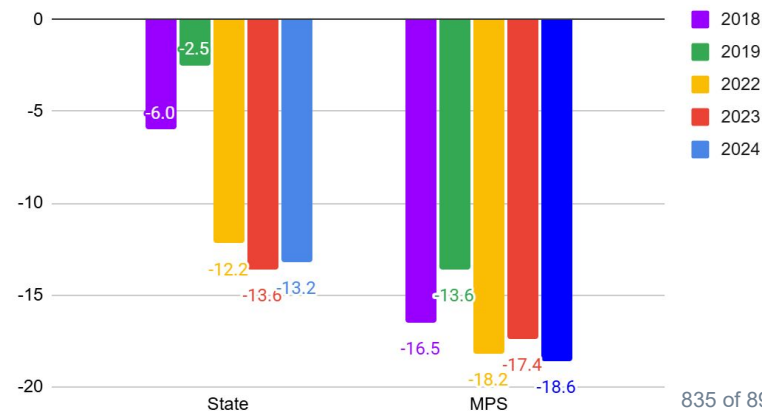
2023-24 ELA (3-8,11) - All Students Status



2023-24 ELA (3-8,11) - All Students Status



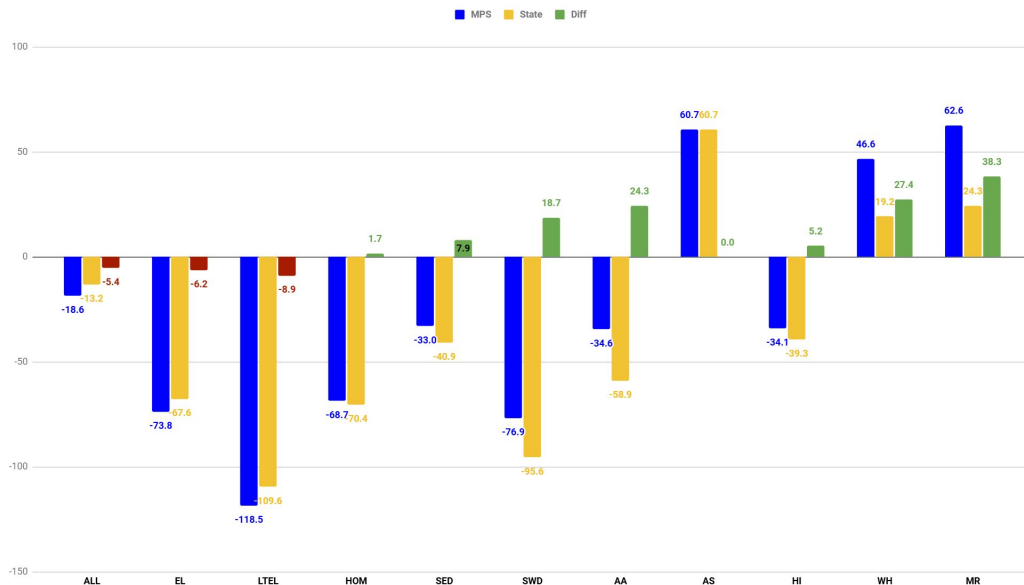
Dashboard Historical All Students Status - ELA (3-8,11)



2024 CA School Dashboard

MPS Equity Report - English Language Arts (3-8,11)

2024 Dashboard Status Comparison – ELA (MPS vs. State)



English Learners	Long-Term ELs	Foster Youth	Homeless	Socioecon. Disadv.	Stds w/ Disabilities	African American	Amer. Ind./AK N.	Asian	Filipino	Hispanic	Nat. HI or Pac. Isl	White	Two or More Races
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	ALL	# of Grps w/ a Color	Grps R / O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Yellow	5	3	R	R			Y	O					Y			
MSA-2	Orange	4	4	R				O	R					O			
MSA-3	Orange	3	2					O		O				Y			
MSA-4	-	0	0														
MSA-5	Orange	3	3	O				O						O			
MSA-6	Yellow	2	0					Y						Y			
MSA-7	Yellow	3	1	Y				Y						O			
MSA-Bell	Orange	5	5	O	R			O	R					O			
MSA-SD	Blue	8	0	Y				G	Y	Y		B		G		B	B
MSA-SA	Yellow	4	2	Y				Y	R					O			

MPS	Orange	37	20	O			Y	O	R	O		B		O		B	B
MPS-LA	Orange	25	18	R			Y	O	R	O				O		O	

Overall, MPS has achieved performance statuses **higher** than the state average for the following student groups:
HOM, SED, SWD, AA, AS, HI, WH, and MR.

Overall, MPS has achieved performance statuses **lower** than the state average for the following student groups:
EL and LTEL.

2024 CA School Dashboard

MPS' Performance in Mathematics (3-8,11)

2024 CA School Dashboard

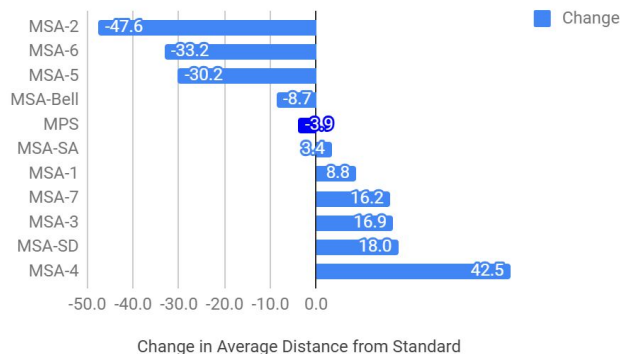
MPS' Performance in Mathematics (3-8,11)

CEO Metric: All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a **3-point or more increase from the prior year** as measured by the CA School Dashboard.

Actual:

Change: **Overall, MPS declined by 3.9 points. 6 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

2023-24 Mathematics (3-8,11) - All Students Change



MPS	Orange	2,487	Low 61.8 points below standard	Declined -3.9 points
MPS-LA	Orange	1,800	Low 86.3 points below standard	Declined -9.3 points
LAUSD	Yellow	187,242	Low 60.4 points below standard	Increased +6.9 points
SDUSD	Yellow	44,182	Medium 23.6 points below standard	Maintained +0.5 points
SAUSD	Orange	18,922	Low 82.9 points below standard	Maintained +2.6 points
State	Orange	2,995,905	Low 47.9 points below standard	Maintained +1.5 points

13, 2025 at 6:30 PM

All Students (ALL)				
	Student Performance	Number of Students	Status	Change
MSA-1	Yellow	425	Low 73.9 points below standard	Increased +8.8 points
MSA-2	Red	349	Very Low 110.4 points below standard	Decreased Significantly -47.6 points
MSA-3	Yellow	217	Low 92.6 points below standard	Increased Significantly +16.9 points
MSA-4	-	53	Low 93.6 points below standard	Increased Significantly +42.5 points
MSA-5	Orange	114	Low 79.6 points below standard	Declined Significantly -30.2 points
MSA-6	Orange	107	Low 48.5 points below standard	Declined Significantly -33.2 points
MSA-7	Yellow	151	Low 42.0 points below standard	Increased Significantly +16.2 points
MSA-Bell	Red	384	Very Low 103.3 points below standard	Declined -8.7 points
MSA-SD	Blue	423	High 26.6 points above standard	Increased Significantly +18.0 points
MSA-SA	Yellow	264	Low 36.5 points below standard	Increased +3.4 points

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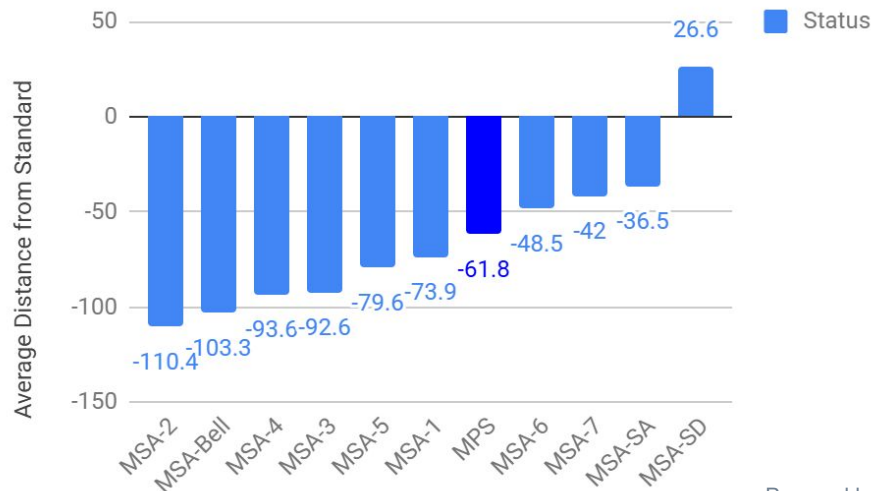
2024 CA School Dashboard

MPS' Performance in Mathematics (3-8,11)

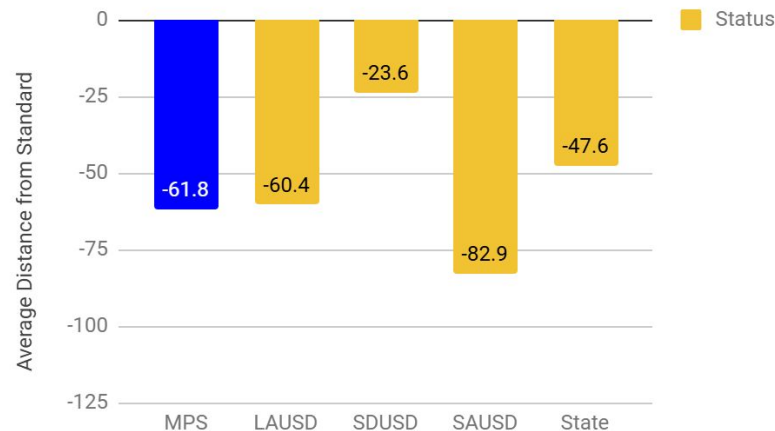
Status: Overall, MPS' current status is **61.8 points below standard**, which is **14.2 points lower** than the state average of **47.6 points below standard**.

4 out of 10 schools have achieved **higher** performance statuses than the state average.

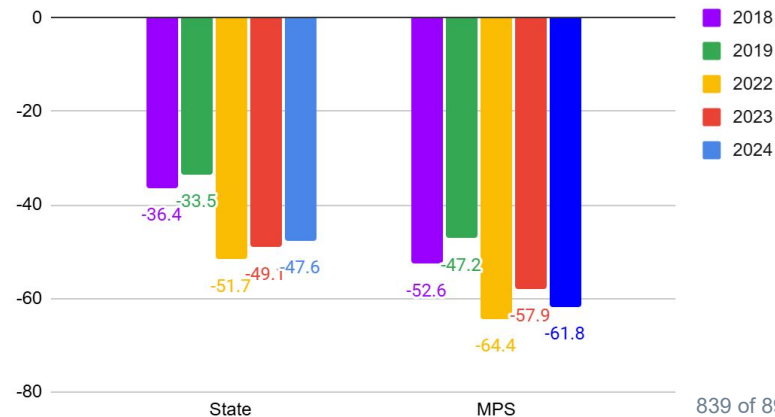
2023-24 Mathematics (3-8,11) - All Students Status



2023-24 Mathematics (3-8,11) - All Students Status



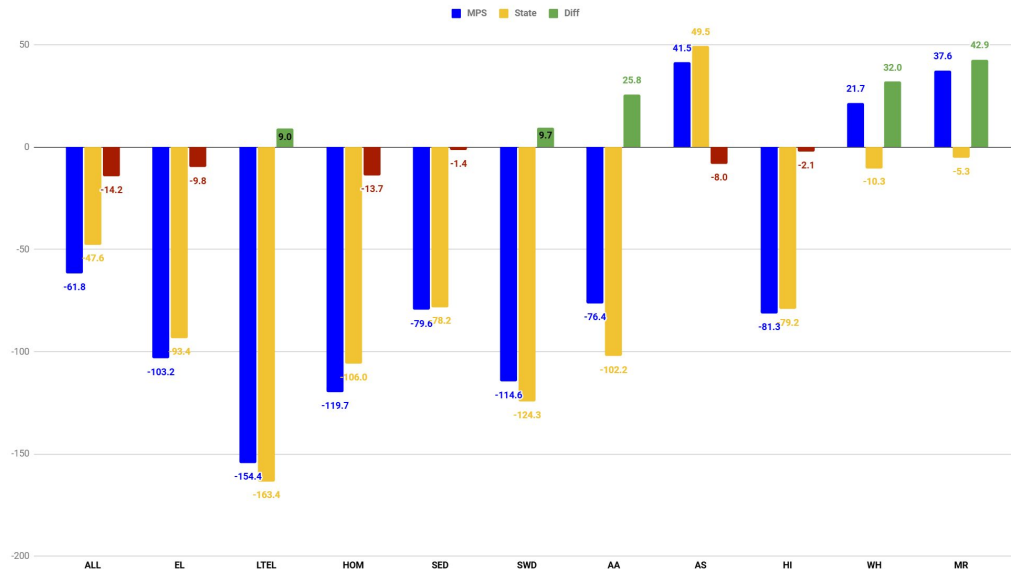
Dashboard Historical All Students Status - Math (3-8,11)



2024 CA School Dashboard

MPS Equity Report - Mathematics (3-8,11)

2024 Dashboard Status Comparison – Math (MPS vs. State)



English Learners	Long-Term ELs	Foster Youth	Homeless	Socioecon. Disadv.	Stds w/ Disabilities	African American	Amer. Ind./AK N.	Asian	Filipino	Hispanic	Nat. HI or Pac. Isl	White	Two or More Races
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	ALL	# of Grps w/ a Color	Grps R / O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Yellow	5	3	O	O			Y	O					Y			
MSA-2	Red	4	4	R				R	R					R			
MSA-3	Yellow	3	1					O		Y				Y			
MSA-4	-	0	0														
MSA-5	Orange	3	3	O				O						O			
MSA-6	Orange	2	2					O						O			
MSA-7	Yellow	3	0	O				Y						Y			
MSA-Bell	Red	5	5	R	R			R	R					R			
MSA-SD	Blue	8	0	G				G	Y	Y		B		G		B	B
MSA-SA	Yellow	4	3	Y				O	R					O			
MPS	Orange	37	21	R				O	O	R	Y	B		O		G	B
MPS-LA	Orange	25	18	R				O	O	R	Y			O		O	

Overall, MPS has achieved performance statuses **higher** than the state average for the following student groups: LTEL, SWD, AA, WH, and MR.

Overall, MPS has achieved performance statuses **lower** than the state average for the following student groups: EL, HOM, SED, AS, and HI.

2024 CA School Dashboard

MPS' Performance in Science (5,8,HS)

2024 CA School Dashboard

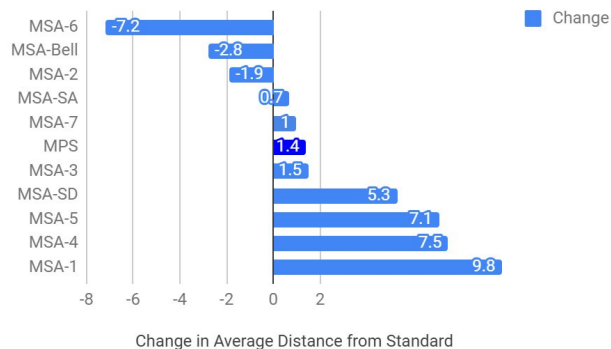
MPS' Performance in Science (5,8,HS)

CEO Metric: All student groups across MPS will show growth on the CAASPP-Science assessments by a **3-point or more increase from the prior year** as measured by the CA School Dashboard.

Actual:

Change: **Overall, MPS increased by 1.4 points. 4 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

2023-24 Science (5,8,HS) - All Students Change



MPS	-	1,144	Medium 13.5 points below standard	Maintained +1.4 points
MPS-LA	-	877	Medium 16.8 points below standard	Maintained +1.5 points
LAUSD	-	82,137	Medium 17.9 points below standard	Maintained +0.9 points
SDUSD	-	18,984	Medium 10.5 points below standard	Maintained -0.9 points
SAUSD	-	8,611	Medium 21 points below standard	Maintained -0.6 points
State	-	1,322,199	Medium 16.5 points below standard	Maintained +0.1 points

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All Students (ALL)

Student Performance	Number of Students	Status	Change
MSA-1	281	Medium 16.9 points below standard	Increased +9.8 points
MSA-2	150	Medium 17.5 points below standard	Maintained -1.9 points
MSA-3	129	Medium 21.5 points below standard	Maintained +1.5 points
MSA-4	30	Medium 14.5 points below standard	Increased +7.5 points
MSA-5	64	Medium 9.3 points below standard	Increased +7.1 points
MSA-6	31	Medium 12.2 points below standard	Declined -7.2 points
MSA-7	54	Medium 16.1 points below standard	Maintained +1 points
MSA-Bell	138	Medium 16.7 points below standard	Maintained -2.8 points
MSA-SD	150	High 3.8 points above standard	Increased +5.3 points
MSA-SA	117	Medium 10.9 points below standard	Maintained +0.7 points

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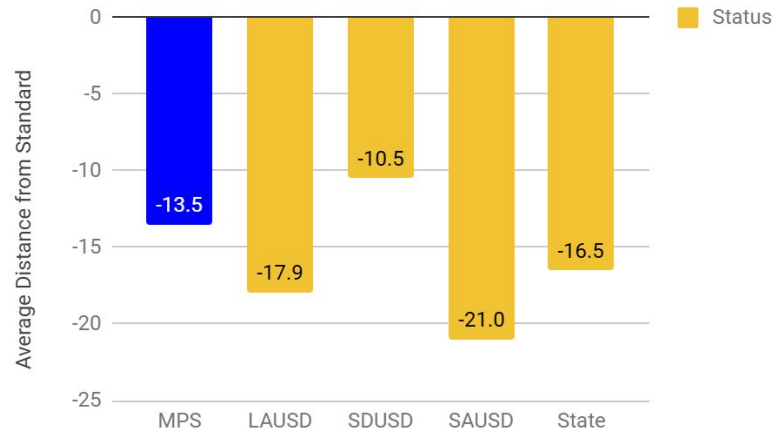
2024 CA School Dashboard

MPS' Performance in Science (5,8,HS)

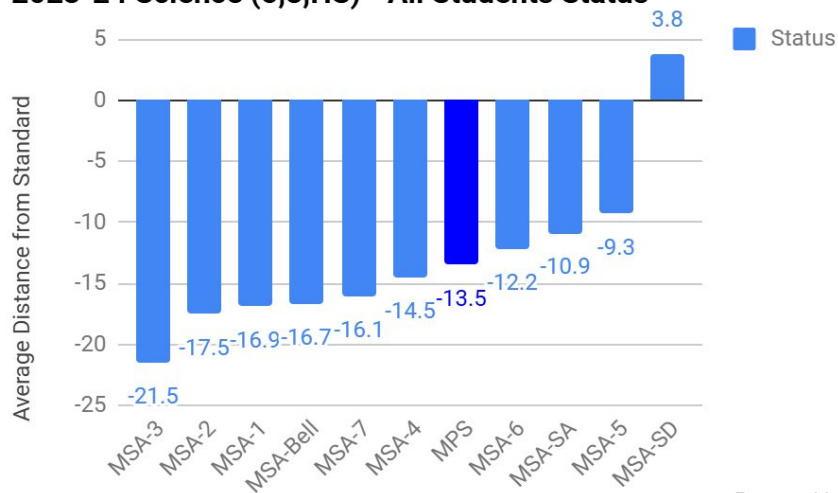
Status: Overall, MPS' current status is **13.5 points below standard**, which is **3.0 points higher** than the state average of **16.5 points below standard**.

6 out of 10 schools have achieved **higher** performance statuses than the state average.

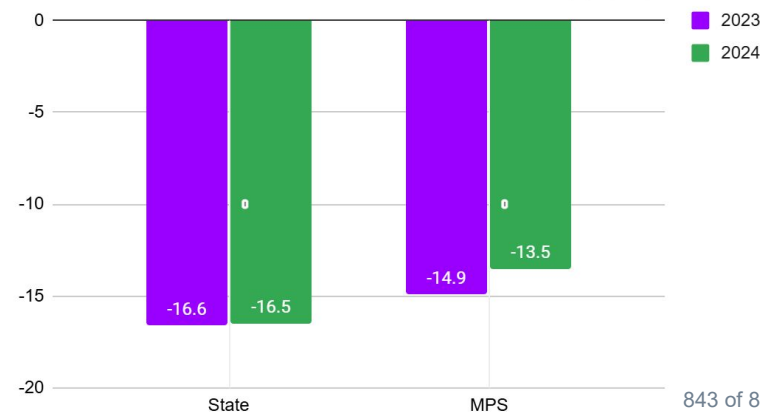
2023-24 Science (5,8,HS) - All Students Status



2023-24 Science (5,8,HS) - All Students Status



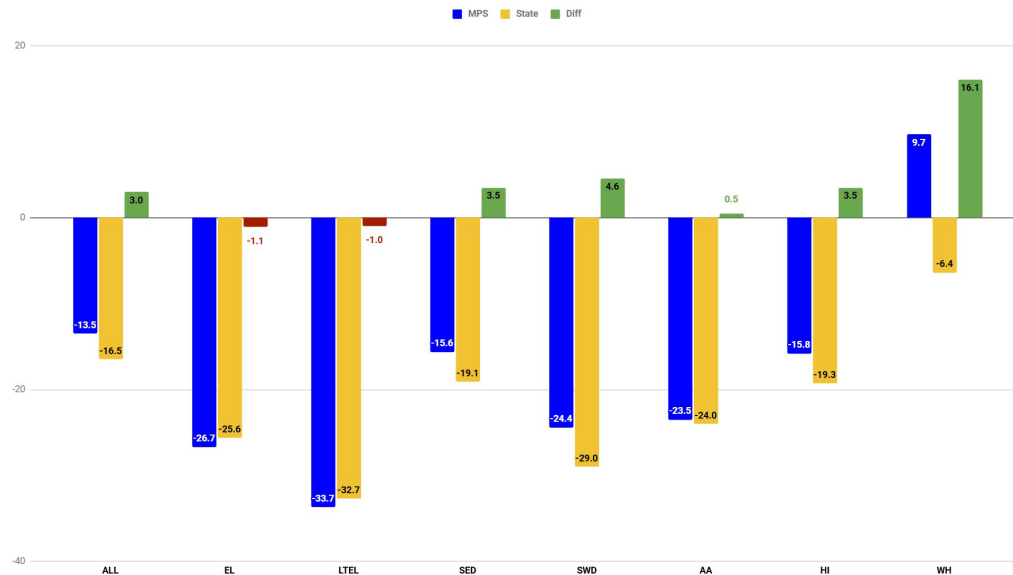
Dashboard Historical All Students Status - Science (5, 8, HS)



2024 CA School Dashboard

MPS Equity Report - Science (5,8,HS)

2024 Dashboard Status Comparison – Science (MPS vs. State)



Overall, MPS has achieved performance statuses **higher** than the state average for the following student groups:
SED, SWD, AA, HI, and WH.

Overall, MPS has achieved performance statuses **lower** than the state average for the following student groups:
EL and LTEL.

English Learners	Long-Term ELs	Foster Youth	Homeless	Socioecon. Disadv.	Stds w/ Disabilities	African American	Amer. Ind./AK N.	Asian	Filipino	Hispanic	Nat. HI or Pac. Isl	White	Two or More Races
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2024 CA School Dashboard

MPS' Performance in English Learner Progress (1-12)

2024 CA School Dashboard

MPS' Performance in English Learner Progress (1-12)

CEO Metric: Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year as measured by the CA School Dashboard

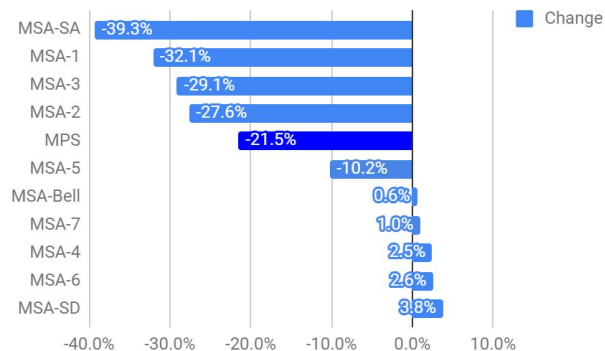
Target: **≥ 50%**

Actual: **37.0%**

Status: Overall, MPS' status is 37.0%. **4 out of 10 schools** have a status of 50% or greater.

Change: MPS **declined by 21.5 percentage points**. **3 out of 10 schools** showed an increase of 2 percentage points or more.

2023-24 English Learner Progress (1-12) - Change



MPS	Red	595	Low	37.0%	-21.5%
MPS-LA	Red	476	Low	36.6%	-16.9%
LAUSD	Yellow	57,347	Medium	47.5%	-0.9%
SDUSD	Yellow	10,528	Medium	49.5%	-0.3%
SAUSD	Orange	11,233	Low	37.9%	-9.1%
State	Orange	796,176	Medium	43.7%	-3.0%

All Students				
Student Performance	Number of Students	Status	Change	
MSA-1	159	Very Low	23.3%	-32.1%
MSA-2	68	Very Low	32.4%	-27.6%
MSA-3	18	Low	38.9%	-29.1%
MSA-4	22	High	63.6%	2.5%
MSA-5	66	Medium	53.0%	-10.2%
MSA-6	19	Medium	52.6%	2.6%
MSA-7	64	Very Low	34.4%	1.0%
MSA-Bell	60	Medium	45%	0.6%
MSA-SD	13	Very High	76.9%	3.8%
MSA-SA	106	Very Low	34.0%	-39.3%

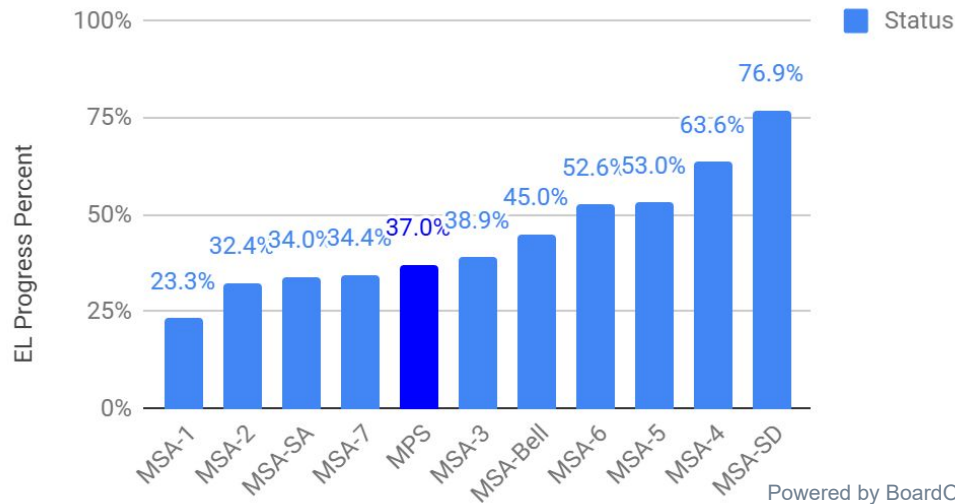
2024 CA School Dashboard

MPS' Performance in English Learner Progress (1-12)

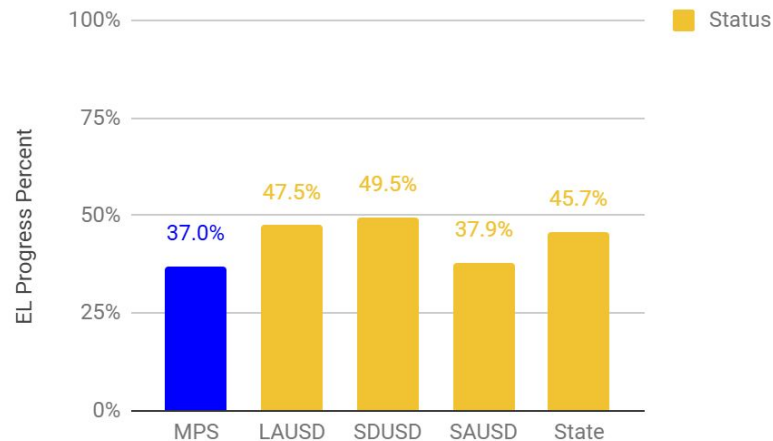
Status: Overall, MPS' current status is **37.0%**, which is **8.7 percentage points lower** than the state average of **45.7%**.

Four of 10 schools have achieved **higher** performance statuses than the state average.

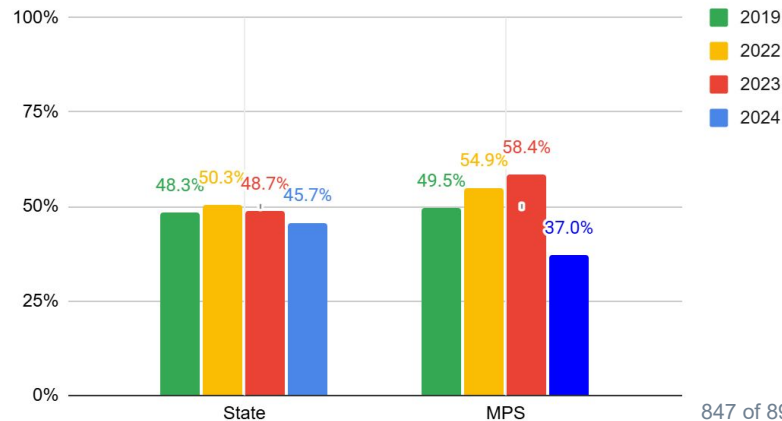
2023-24 English Learner Progress (1-12) - Status



2023-24 English Learner Progress (1-12) - Status



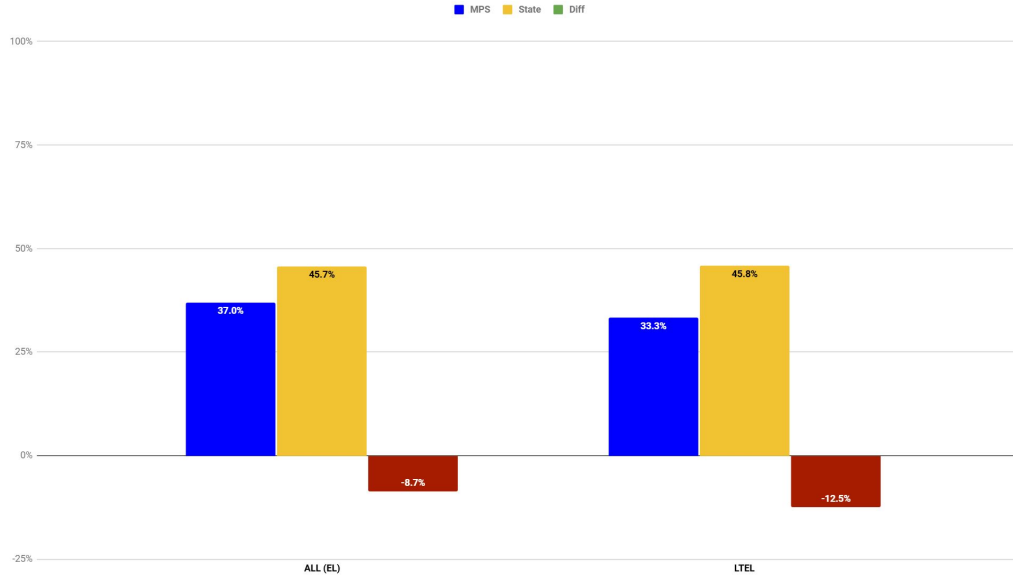
Dashboard Historical Status - English Learner Progress (1-12)



2024 CA School Dashboard

MPS Equity Report - English Learner Progress (1-12)

2024 Dashboard Status Comparison – English Learner Progress Indicator (ELPI) (MPS vs. State)



English Learner Progress (1-12)

	ALL (EL)	# of Grps w/ a Color	Grps R / O	LTEL
MSA-1	Red	1	1	R
MSA-2	Red	1	1	R
MSA-3	-	0	0	
MSA-4	-	0	0	
MSA-5	Orange	0	0	
MSA-6	-	0	0	
MSA-7	Red	0	0	
MSA-Bell	Yellow	0	0	
MSA-SD	-	0	0	
MSA-SA	Red	1	1	R
MPS	Red	3	3	R
MPS-LA	Red	2	2	R

Overall, MPS has achieved a performance status **lower** than the state average for the LTEL student group.

2024 CA School Dashboard

MPS' Performance in College/Career Indicator (9-12)

2024 CA School Dashboard

MPS' Performance in College/Career Indicator (9-12)

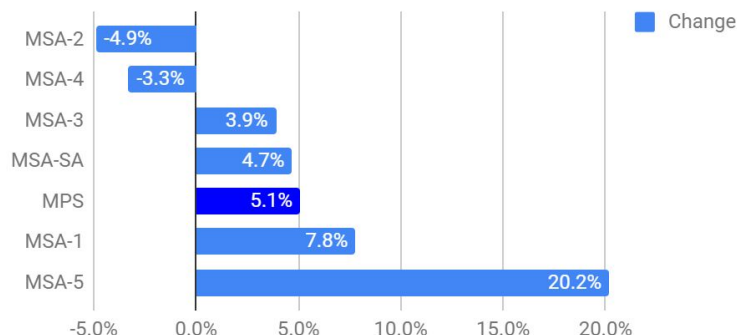
CEO Metric: **55% or more** of MPS seniors will earn the "Prepared" designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all.

Target: **≥ 55%** Actual: **72.3%**

Status: Overall, MPS' status is **72.3%**. **5 out of 6 schools** have a status of **55% or greater**.

Change: MPS **increased by 5.1 percentage points**. **4 out of 6 schools** showed an increase of **2 percentage points or more**.

2023-24 College/Career Indicator (9-12) - All Students Change



Change in College/Career Indicator

MPS	Blue	245	Very High	Increased
MPS-LA	Blue	210	Very High	Increased
LAUSD	Green	29,115	Medium	Increased
SDUSD	Green	6,756	High	Increased
SAUSD	Yellow	3,688	Medium	Maintained
State	Yellow	507,621	Medium	Maintained
			45.3%	+1.4% pts

Powered by Board On Track

All Students (ALL)

	Student Performance	Number of Students	Status	Change
MSA-1	Blue	77	Very High	Increased
			80.5%	+7.8% pts
MSA-2	Green	43	Very High	Declined
			76.9%	-4.9% pts
MSA-3	Green	48	Medium	Increased
			47.9%	+3.9% pts
MSA-4	-	16	High	Declined
			68.8%	-3.3% pts
MSA-5	-	26	Very High	Increased
			80.8%	+20.2% pts
MSA-SA	-	35	Very High	Increased
			77.1%	+4.7% pts

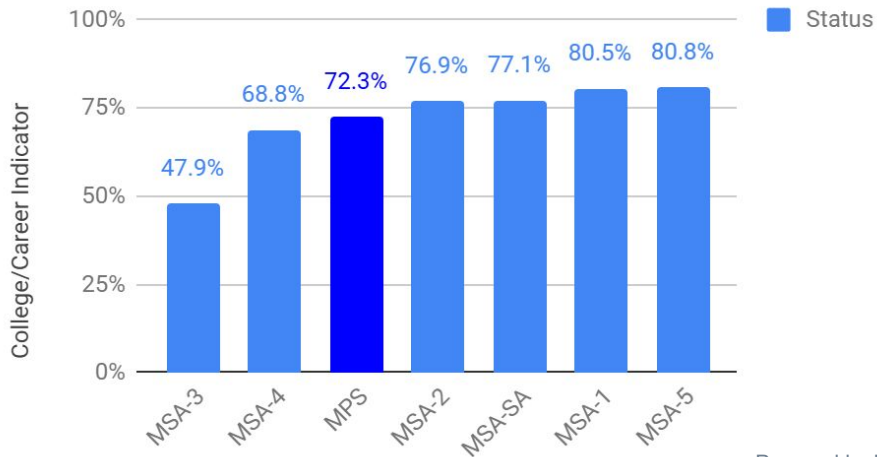
2024 CA School Dashboard

MPS' Performance in College/Career Indicator (9-12)

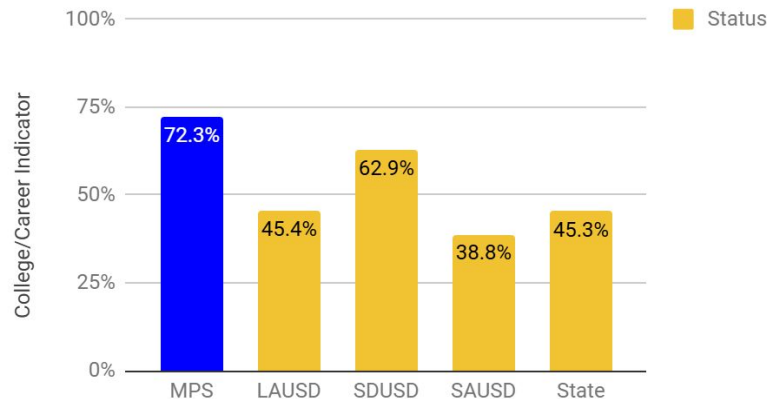
Status: Overall, MPS' current status is **72.3%**, which is **27.0 percentage points higher** than the state average of **45.3%**.

6 out of 6 schools have achieved **higher** performance statuses than the state average.

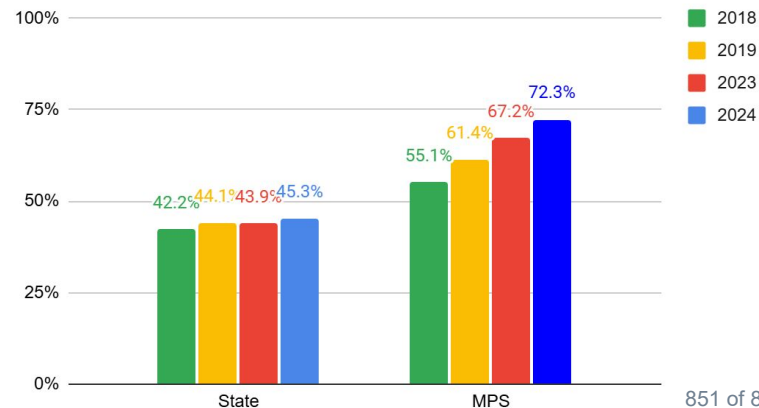
2023-24 College/Career Indicator (9-12) - All Students Status



2023-24 College/Career Indicator (9-12) - All Students Status



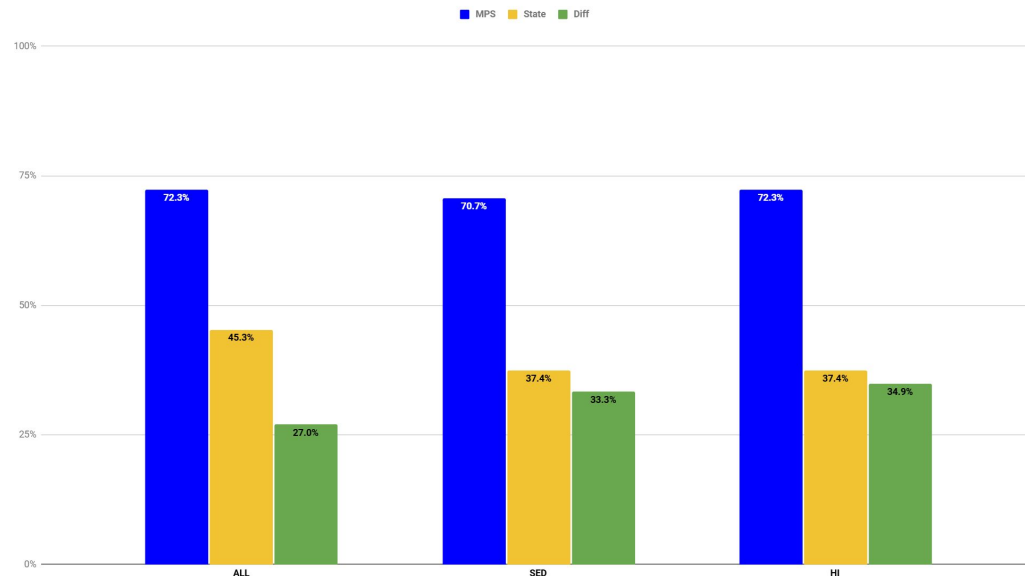
Dashboard Historical Status - College/Career Indicator (9-12)



2024 CA School Dashboard

MPS Equity Report - College/Career Indicator (9-12)

2024 Dashboard Status Comparison – College/Career Indicator (CCI) (MPS vs. State)



	ALL	# of Grps w/ a Color	Grps R / O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Blue	2	0					B						B			
MSA-2	Green	2	0					G						G			
MSA-3	Green	2	0					O						O			
MSA-4	-	0	0														
MSA-5	-	0	0														
MSA-6																	
MSA-7																	
MSA-Bell																	
MSA-SD																	
MSA-SA	-	0	0														
MPS	Blue	6	0					B						G			
MPS-LA	Blue	6	0					B						G			

Overall, MPS has achieved performance statuses higher than the state average for the following student groups:
SED and HI.

2024 CA School Dashboard

MPS' Performance in Graduation Rate (9-12)

2024 CA School Dashboard

MPS' Performance in Graduation Rate (9-12)

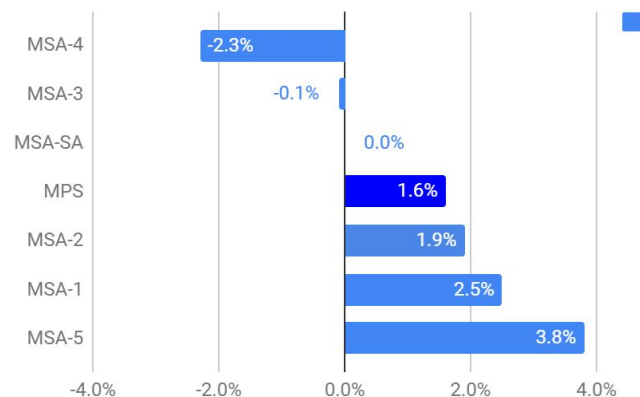
CEO Metric: Graduation Rate of **95% or more** as measured by the CA School Dashboard, with the ultimate goal of 100%

Target: **≥ 95%** Actual: **96.8%**

Status: Overall, MPS' status is 96.8%. **4 out of 6 schools** have a status of **95% or greater**.

Change: MPS **increased by 1.6 percentage points**. **3 out of 6 schools** showed an increase of 1 percentage point or more.

2023-24 Graduation Rate (9-12) - All Students Change



MPS	Blue	248	Very High	Increased
			96.8%	+1.6% pts
MPS-LA	Blue	213	Very High	Increased
			96.2%	+1.2% pts
LAUSD	Green	29,706	High	Increased
			86.7%	3.1% pts
SDUSD	Orange	6,776	Medium	Declined
			88.3%	-1.5% pts
SAUSD	Yellow	3,765	Medium	Maintained
			90.3%	+0.6% pts
State	Yellow	517,434	Medium	Maintained
			86.7%	+0.3% pts

State by Board on Track

All Students (ALL)			
Student Performance	Number of Students	Status	Change
MSA-1	Blue	77	Very High
		97.4%	Increased +2.5% pts
MSA-2	Blue	45	Very High
		97.8%	Increased +1.9% pts
MSA-3	Green	49	High
		93.9%	Maintained -0.1% pts
MSA-4	-	16	High
		93.8%	Declined -2.3% pts
MSA-5	-	26	Very High
		96.2%	Increased +3.8% pts
MSA-SA	-	35	Very High
		100.0%	Maintained 0.0% pts

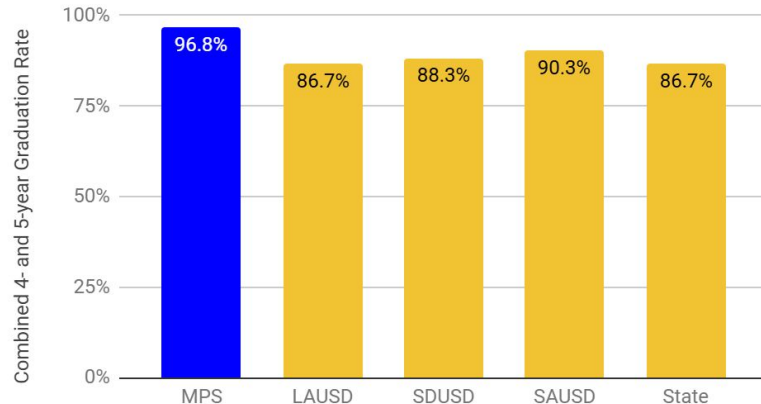
2024 CA School Dashboard

MPS' Performance in Graduation Rate (9-12)

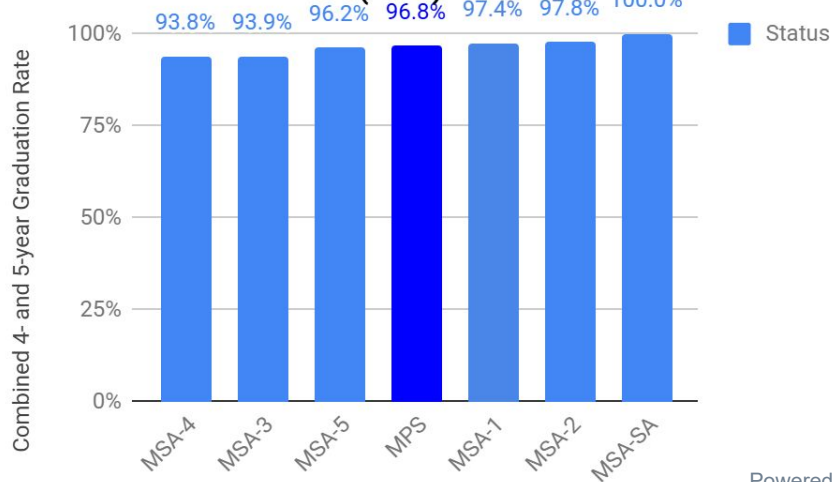
Status: Overall, MPS' current status is **96.8%**, which is **10.1 percentage points higher** than the state average of **86.7%**.

6 out of 6 schools have achieved **higher** performance statuses than the state average.

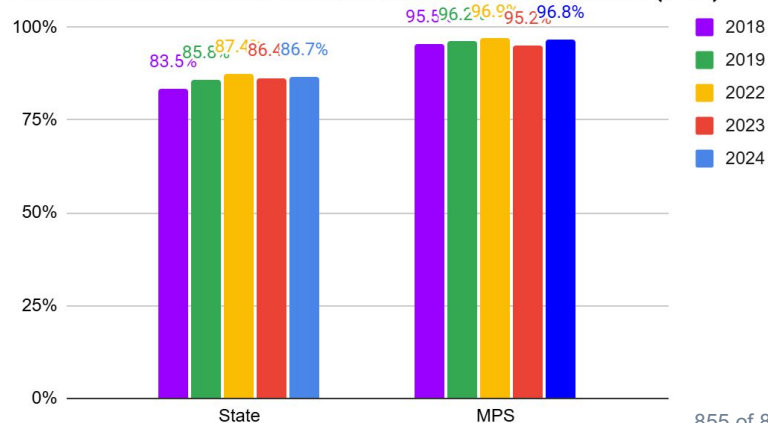
2023-24 Graduation Rate (9-12) - All Students Status



2023-24 Graduation Rate (9-12) - All Students Status



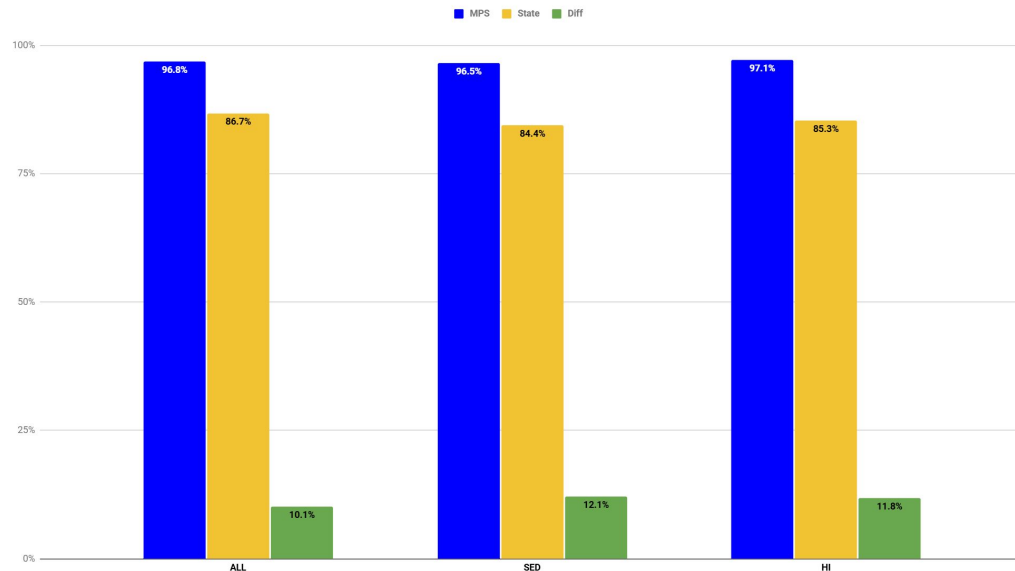
Dashboard Historical All Students Status - Graduation Rate (9-12)



2024 CA School Dashboard

MPS Equity Report - Graduation Rate (9-12)

2024 Dashboard Status Comparison – Graduation Rate (MPS vs. State)



	ALL	# of Grps w/ a Color	Grps R/O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Blue	2	0					B						B			
MSA-2	Blue	2	0					B						B			
MSA-3	Green	2	0					Y						G			
MSA-4	-	0	0														
MSA-5	-	0	0														
MSA-6																	
MSA-7																	
MSA-Bell																	
MSA-SD																	
MSA-SA	-	0	0														
MPS	Blue	6	0					B						B			
MPS-LA	Blue	6	0					B						B			

Overall, MPS has achieved performance statuses higher than the state average for the following student groups:
SED and HI.

2024 CA School Dashboard

MPS' Performance in Chronic Absenteeism Rate (TK-8)

2024 CA School Dashboard

MPS' Performance in Chronic Absenteeism Rate (TK-8)

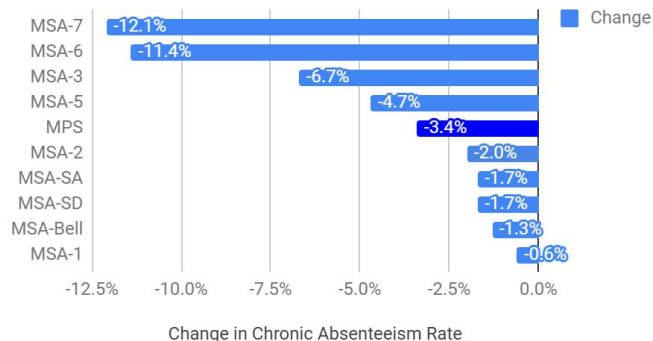
CEO Metric: Chronic Absenteeism Rate of **20% or less**, with the ultimate goal of 0%

Target: **≤ 20%** Actual: **21.4%**

Status: Overall, MPS' status is 21.4%. **4 out of 10 schools** have a status of 20% or less.

Change: MPS declined (improved) by 3.4 percentage points. **9 out of 10 schools** showed a decline of 0.5 percentage points or more.

2023-24 Chronic Absenteeism Rate (TK-8) - All Students Change



MPS	Yellow	1,830	Very High	Declined Significantly
MPS-LA	Yellow	1,130	Very High	Declined Significantly
LAUSD	Yellow	278,500	Very High	Declined Significantly
SDUSD	Yellow	70,760	Very High	Declined Significantly
SAUSD	Yellow	25,195	High	Declined Significantly
State	Yellow	4,006,495	High	Declined Significantly

All Students (ALL)			
Student Performance	Number of Students	Status	Change
MSA-1	Orange	379	Very High 23.0% Declined -0.6% pts
MSA-2	Yellow	316	High 19.3% Declined -2.0% pts
MSA-3	Yellow	176	Very High 27.3% Declined Significantly -6.7% pts
MSA-4	-	31	Very High 29.0% -
MSA-5	Orange	111	Very High 26.1% Declined Significantly -4.7% pts
MSA-6	Orange	117	Very High 20.5% Declined -11.4% pts
MSA-7	Yellow	284	High 16.9% Declined Significantly -12.1% pts
MSA-Bell	Orange	416	Very High 27.2% Declined -1.3% pts
MSA-SD	Yellow	453	High 19.9% Declined -1.7% pts
MSA-SA	Yellow	351	High 15.1% Declined -1.7% pts

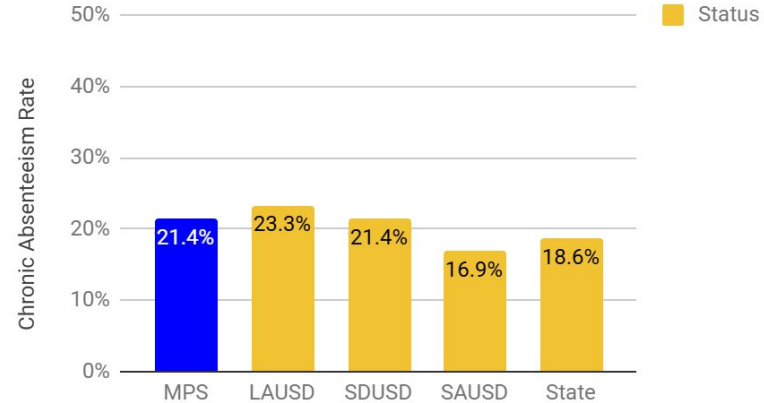
2024 CA School Dashboard

MPS' Performance in Chronic Absenteeism Rate (TK-8)

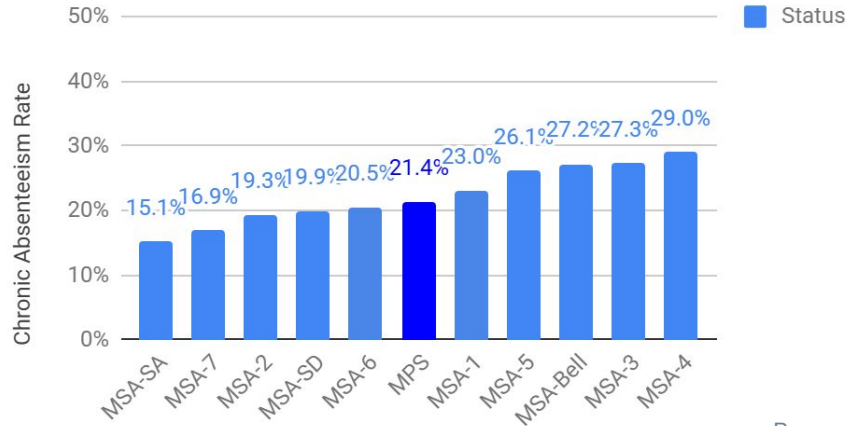
Status: Overall, MPS' current status is **21.4%**, which is 2.8 percentage points **higher** than the state average of 18.6%.

2 out of 10 schools have achieved **lower (better)** performance statuses than the state average.

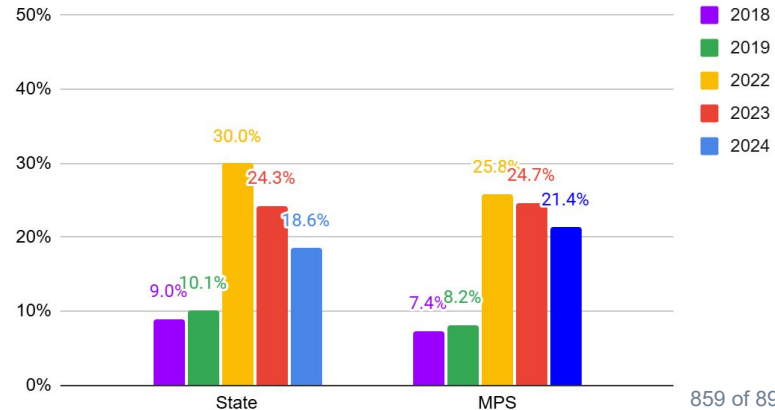
2023-24 Chronic Absenteeism Rate (K-8) - All Students Status



2023-24 Chronic Absenteeism Rate (K-8) - All Students Status



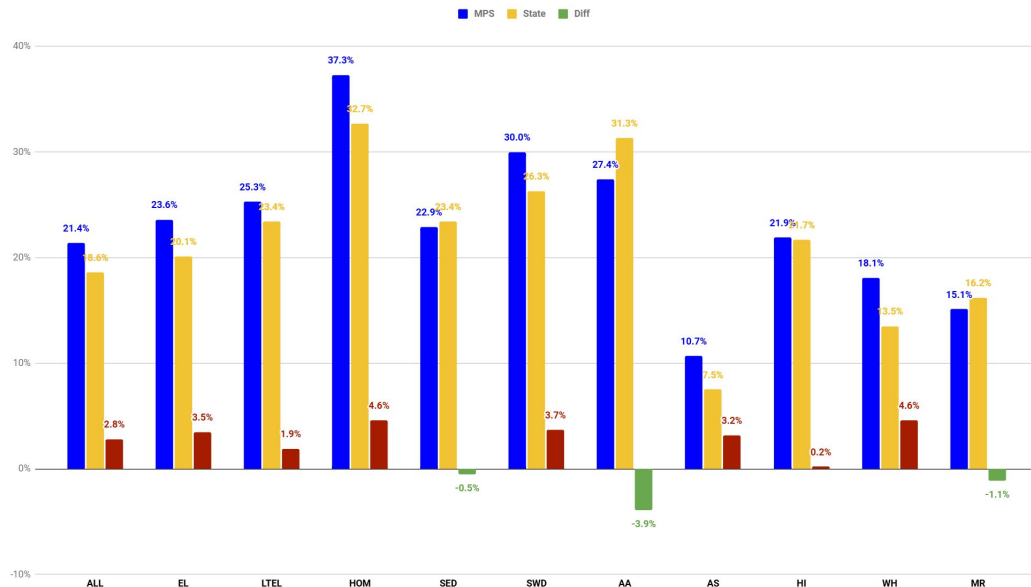
Dashboard Historical Status - Chronic Absenteeism Rate (K-8)



2024 CA School Dashboard

MPS Equity Report - Chronic Absenteeism Rate (TK-8)

2024 Dashboard Status Comparison – Chronic Absenteeism Rate (MPS vs. State)



English Learners	Long-Term ELs	Foster Youth	Homeless	Socioecon. Disadv.	Stds w/ Disabilities	African American	Amer. Ind./AK N.	Asian	Filipino	Hispanic	Nat. HI or Pac. Isl	White	Two or More Races
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	ALL	# of Grps w/ a Color	Grps R / O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Orange	5	5	O	O			R	R					R			
MSA-2	Yellow	4	2	R				Y	R					Y			
MSA-3	Yellow	3	3					O		O				O			
MSA-4	-	0	0														
MSA-5	Orange	3	3	O				O						O			
MSA-6	Orange	2	1					O						Y			
MSA-7	Yellow	4	1	Y				Y	R					Y			
MSA-Bell	Orange	5	5	O	O			O	R					O			
MSA-SD	Yellow	7	5					R	O	R		O		R		Y	Y
MSA-SA	Yellow	4	2	O				Y	R					Y			

MPS	Yellow	37	27	Y			R	Y	R	Y		Y		Y		Y	Y
MPS-LA	Yellow	26	20	Y			R	Y	R	O				Y		Y	Y

Overall, MPS has achieved performance statuses **lower (better)** than the state average for the following student groups:
SED, AA, and MR.

Overall, MPS has achieved performance statuses **higher** than the state average for the following student groups:
EL, LTEL, HOM, SWD, AS, HI, and WH.

2024 CA School Dashboard

MPS' Performance in Suspension Rate (TK-12)

2024 CA School Dashboard

MPS' Performance in Suspension Rate (TK-12)

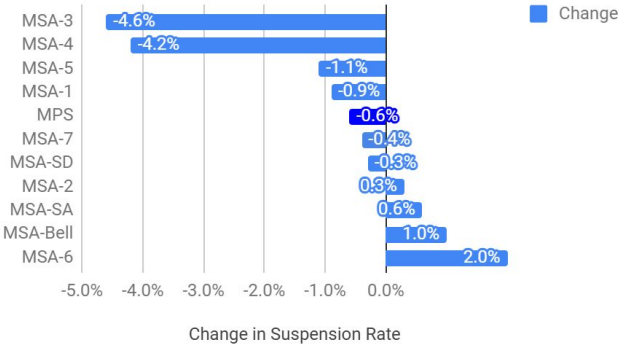
CEO Metric: Student Suspension Rate of **2.5% or less**, with the ultimate goal of 0%

Target: **≤ 2.5%** Actual: **2.1%**

Status: Overall, MPS' status is 2.1%. **7 out of 10 schools** have a status of 2.5% or less.

Change: MPS **declined (improved) by 0.6 percentage points**. **6 out of 10 schools** showed a decline of 0.3 percentage points or more.

2023-24 Suspension Rate (TK-12) - All Students Change



MPS	Green	3,991	Low	Declined
			2.1%	-0.6% pts
WPS-LA	Green	2,978	Low	Declined
			1.9%	-0.9% pts
LAUSD	Blue	404,344	Very Low	Maintained
			0.4%	0.0% pts
SDUSD	Green	100,429	Low	Maintained
			2.5%	0.0% pts
SAUSD	Green	39,365	Medium	Declined
			4.1%	-0.4% pts
State	Green	6,028,915	Medium	Declined
			3.2%	-0.3% pts

All Students			
Student Performance	Number of Students	Status	Change
MSA-1	789	Low	Declined
		2.5%	-0.9% pts
MSA-2	565	Very Low	Increased
		0.5%	+0.3% pts
MSA-3	407	Low	Declined Significantly
		2.2%	-4.6% pts
MSA-4	143	Very Low	Declined Significantly
		0.7%	-4.2% pts
MSA-5	239	Low	Declined
		1.3%	-1.1% pts
MSA-6	119	Medium	Increased
		5.0%	+2.0% pts
MSA-7	291	Very Low	Declined
		0.0%	-0.4% pts
MSA-Bell	425	Medium	Increased
		3.5%	+1.0% pts
MSA-SD	462	Medium	Declined
		2.2%	-0.3% pts
MSA-SA	551	Medium	Increased
		3.3%	+0.6% pts

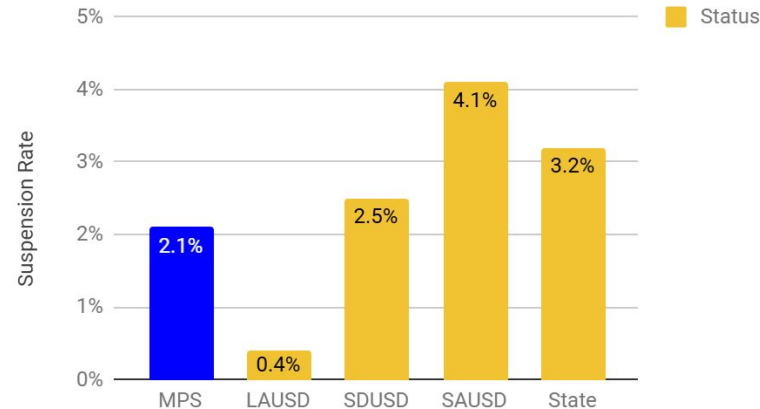
2024 CA School Dashboard

MPS' Performance in Suspension Rate (TK-12)

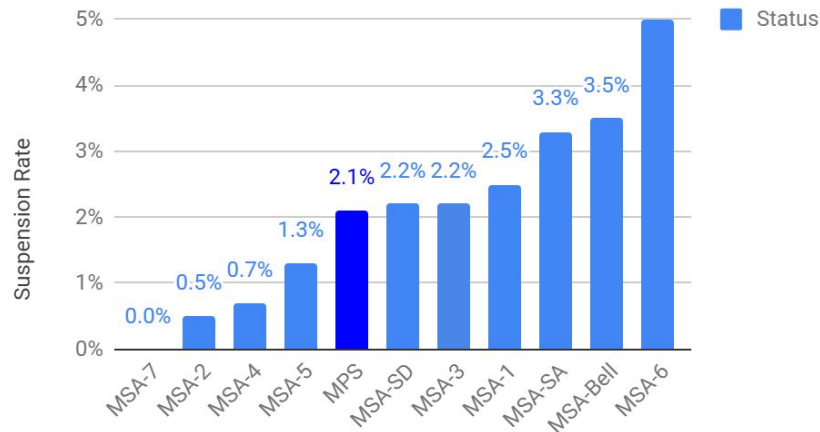
Status: Overall, MPS' current status is **2.1%**, which is **1.1 percentage points lower (better)** than the state average of **3.2%**.

7 out of 10 schools have achieved **lower (better)** performance statuses than the state average.

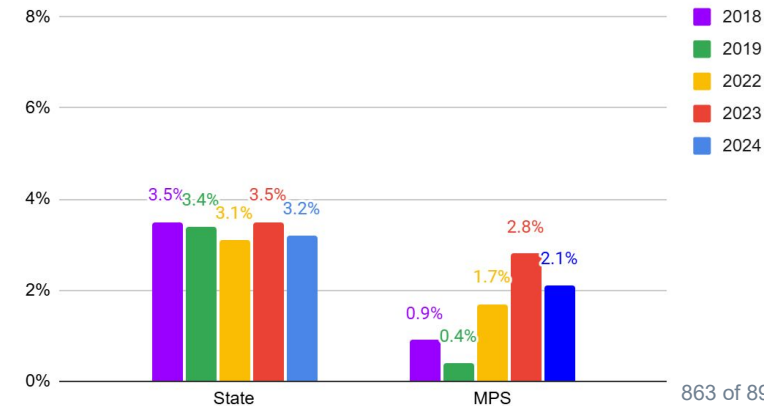
2023-24 Suspension Rate (TK-12) - All Students Status



2023-24 Suspension Rate (TK-12) - All Students Status



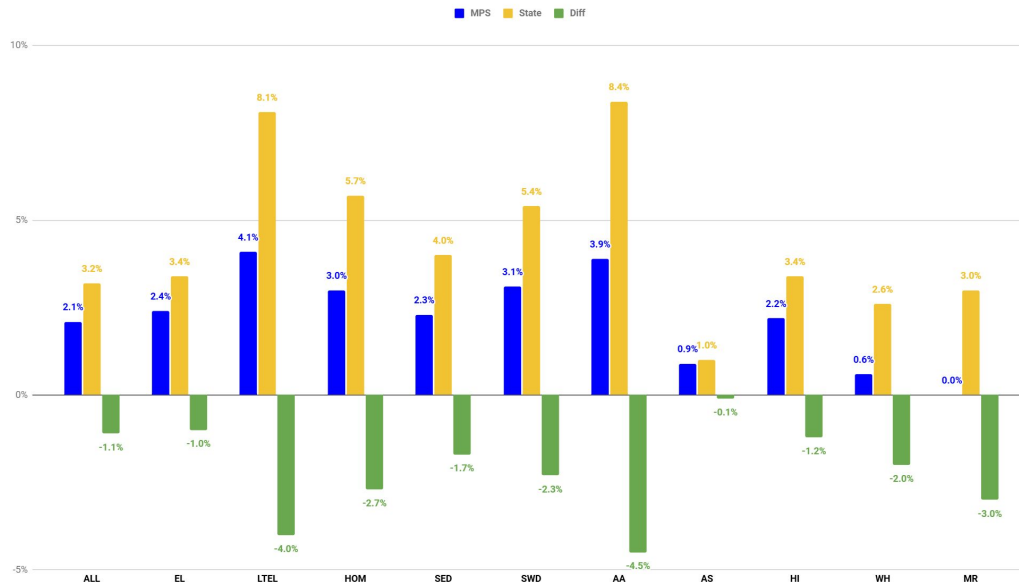
Dashboard Historical All Students Status - Suspension Rate (TK-12)



2024 CA School Dashboard

MPS Equity Report - Suspension Rate (TK-12)

2024 Dashboard Status Comparison – Suspension Rate (MPS vs. State)



English Learners	Long-Term ELs	Foster Youth	Homeless	Socioecon. Disadv.	Stds w/ Disabilities	African American	Amer. Ind./AK N.	Asian	Filipino	Hispanic	Nat. HI or Pac. Isl	White	Two or More Races
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	ALL	# of Grps w/ a Color	Grps R / O	EL	LTEL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
MSA-1	Green	5	0	G	G			G	Y					G			
MSA-2	Green	5	0	Y	B			G	Y								
MSA-3	Blue	4	0					B	Y	G				B			
MSA-4	Green	2	0					G						G			
MSA-5	Green	4	1	G				G	O					B			
MSA-6	Orange	2	2					O						O			
MSA-7	Blue	4	0	B				B	B					B			
MSA-Bell	Orange	5	3	O	G			O	G					O			
MSA-SD	Green	7	2					G	O	Y		B		O		B	B
MSA-SA	Orange	6	3	Y	O			O	G					O		G	

MPS	Green	44	11	G				O	G	Y	G		G		G		B	B
MPS-LA	Green	31	6	G				O	G	Y	G		B		G		B	

Overall, MPS has achieved performance statuses **lower (better)** than the state average for the following student groups:
EL, LTEL, HOM, SED, SWD, AA, AS, HI, WH, and MR.

Overall, MPS has achieved performance statuses **higher** than the state average for the following student groups:
N/A

2024 CA School Dashboard

Differentiated Assistance

LCFF DIFFERENTIATED ASSISTANCE (DA)

DA Eligibility Based on Performance Levels Achieved in All Applicable Indicators on 2024 and 2023 Dashboards: (2024, 2023)

Charter schools meeting in the eligibility criteria in both 2024 and 2023 will be eligible for DA in 2024. It does not have to be the same student group in both years.

Student Group Perf.	EL	LTEL	FOS	HOM	SED	SWD	AA	AS	FI	HI	PI	WH	MR
MSA-1	No, D	No, -	-	-	No, No	No, No	-	-	-	No, No	-	-	-
MSA-2	B , No	No, -	-	-	No, No	B , No	-	-	-	No, No	-	-	-
MSA-3	-	-	-	-	No, C	No, No	No, C	-	-	No, D	-	-	-
MSA-4	-	-	-	-	No, No	No, No	-	-	-	No, No	-	-	-
MSA-5	No, No	-	-	-	No, No	No, No	-	-	-	No, No	-	-	-
MSA-6	-	-	-	-	No, No	-	-	-	-	No, No	-	-	-
MSA-7	No, B	-	-	-	No, No	No, No	-	-	-	No, No	-	-	-
MSA-Bell	No, B	No, -	-	-	No, No	B , No	-	-	-	No, No	-	-	-
MSA-SD	No, No	-	-	-	No, No	No, No	No, No	No, No	-	No, No	-	No, No	No, No
MSA-SA	No, No	No, -	-	-	No, No	B , No	-	-	-	No, No	-	No, No	-

LCFF Priority	LCFF Priority Name	Criteria
LCFF Priority 1	Basics	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 2	Implementation of State Academic Standard	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 3	Parent Engagement	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 4	Pupil Achievement	Red on both Academic - English Language Arts (ELA) and Academic - Math indicators, or; Red on ELA or Math indicator AND orange on the other indicator, or; Red on the English Learner Progress Indicator
LCFF Priority 5	Pupil Engagement	Red on Graduation rate indicator, or; Red on Chronic Absence Indicator
LCFF Priority 6	School Climate	Red on Suspension Rate Indicator, or; Not Met for Two or More Years on Local Indicator
LCFF Priority 7	Access to a Broad Course of Study	Not Met for Two or More Years on Local Performance Indicator
LCFF Priority 8	Outcomes in a Broad Course of Study	Red on College/Career Indicator

		Priority 4		Priority 8		Priority 5		Priority 6	
Student Group Perf.	Year: 2024	ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism	Suspension	
MSA-Bell	EL	O	R	Y	N/A	N/A	O	O	
	LTEL	R	R	-	N/A	N/A	O	G	
	SED	O	R	N/A	N/A	N/A	O	O	
	SWD	R	R	N/A	N/A	N/A	R	G	
	HI	O	R	N/A	N/A	N/A	O	O	

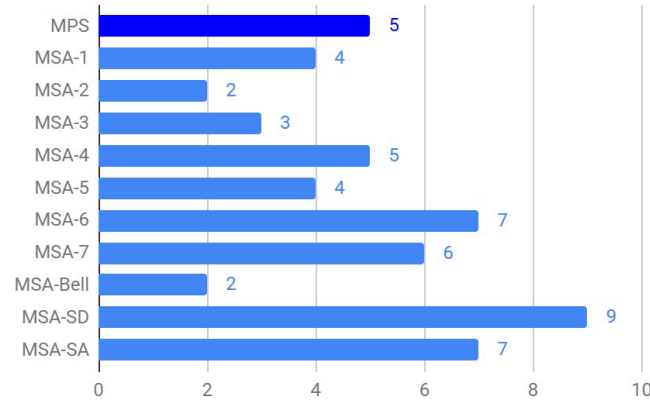
Student Group Perf.	Year: 2023	Priority 4			Priority 8	Priority 5		Priority 6
		ELA	Math	ELPI	CCI	Graduation	Chronic Absenteeism	Suspension
MSA-Bell	EL	R	O	R	N/A	N/A	R	O
	LTEL	-	-	-	-	-	-	-
	SED	O	O	N/A	N/A	N/A	O	O
	SWD	R	R	N/A	N/A	N/A	O	O
	HI	O	R	N/A	N/A	N/A	O	Y

2024	2023	Met Criteria in Both Years?
No	B	Yes
No	-	
No	No	
B	No	
No	No	

2024 CA School Dashboard

CCSA Snapshots - State Rank

State Rank



CEO Metric: State Rank on the CCSA Snapshots report based on the averaging of ELA DFS* and Math DFS* on the CA School Dashboard

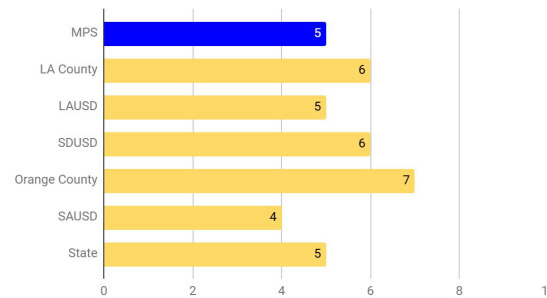
Target: **6** Actual: 2021-22: 5 2022-23: 5 2023-24: **5**

Status: Overall, MPS has a state rank of **5**.

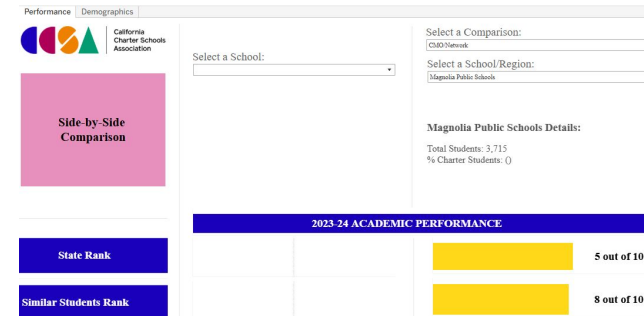
5 out of 10 schools have a state rank of 5 or greater.

4 out of 10 schools have a state rank of 6 or greater.

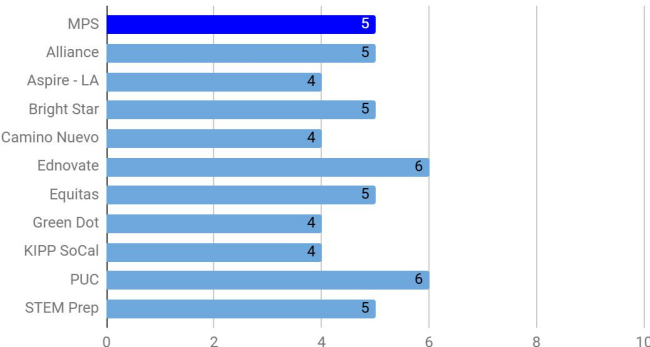
State Rank



CCSA Snapshots Side-by-Side Comparison Tool Link:
[Link](#)



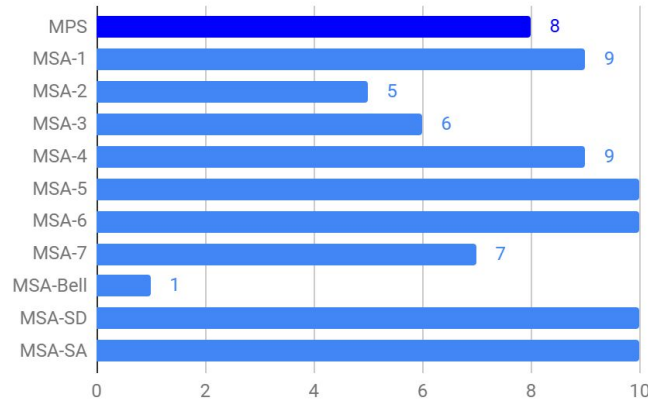
State Rank



2024 CA School Dashboard

CCSA Snapshots - Similar Students Rank

Similar Students Rank



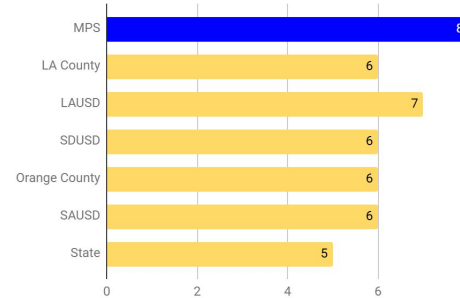
CEO Metric: Similar Students Rank on the CCSA Snapshots report based on the averaging of ELA DFS* and Math DFS* on the CA School Dashboard in comparison to similar schools

Target: **8** Actual: 2021-22: 7 2022-23: 8 2023-24: **8**

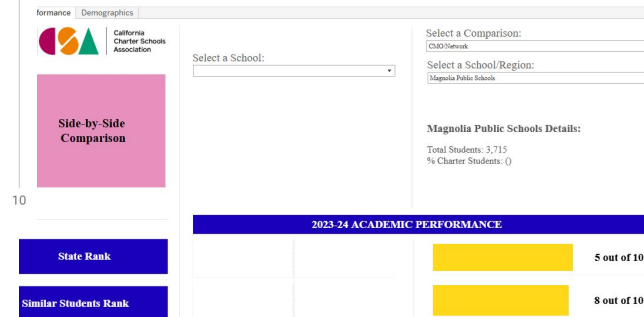
Status: Overall, MPS has a state rank of **8**.

6 out of 10 schools have a state rank of 8 or greater.
(2 schools have rank of 9 and four schools have a rank of 10.)

Similar Students Rank



CCSA Snapshots Side-by-Side Comparison Tool Link:
[Link](#)



* DFS: Distance from Standard on the SBAC assessments, i.e., how far the average student is from meeting the grade-level standard.

2024 CA School Dashboard

Comparison With Other Charter Schools

2024 Dashboard Academic Indicator - ELA/Literacy & Math

MPS

2024	ELA/Literacy				Math			
LACOE-Authorized Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
LACOE-Authorized Charter Schools Median	-27.9	Total # of schools MSA is compared to: 18			-79.5	Total # of schools MSA is compared to: 18		
MSA-1	-31.4	Lower	7 39%	12	-73.9	Higher	10 56%	9
MSA-2	-47.5	Lower	3 17%	16	-110.4	Higher	12 67%	7
MSA-3	-38.4	Lower	4 22%	15	-92.6	Lower	6 33%	13
MSA-5	-27.9	Higher	9 50%	10	-79.6	Lower	8 44%	11

2024 Dashboard Academic Indicator - ELA/Literacy & Math

2024	ELA/Literacy				Math			
SDUSD Charter MIDDLE Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
SDUSD Charter Middle Schools Median	-16.1	Total # of schools MSA is compared to: 28			-69.9	Total # of schools MSA is compared to: 28		
MSA-SD	45.6	Higher	27 96%	2	26.6	Higher	27 96%	2

2024	ELA/Literacy				Math			
SDUSD Charter Schools Comparison	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #	Status	MSA's Status Compared to the Median	# and % of Schools MSA Performed Higher Than	MSA Rank #
SDUSD Charter Schools Median	-15.7	Total # of schools MSA is compared to: 40			-69.9	Total # of schools MSA is compared to: 40		
MSA-SD	45.6	Higher	37 93%	4	26.6	Higher	39 98%	2

2024 CA School Dashboard

Comparison With Other Charter Schools

2023-24 SBAC Proficiency Rates

2024	SBAC - ELA/Literacy					SBAC - Math				
SAUSD-Authorized Charter Schools Comparison	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
SAUSD-Authorized Charter Schools Median	44.95%	Total # of schools MSA is compared to: 5				30.17%	Total # of schools MSA is compared to: 5			
MSA-SA	47.53%	Higher	4	80%	2	39.78%	Higher	4	80%	2
2024	SBAC - ELA/Literacy					SBAC - Math				
OCDE-Authorized Charter Schools Comparison	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
OCDE-Authorized Charter Schools Median	43.48%	Total # of schools MSA is compared to: 21				27.34%	Total # of schools MSA is compared to: 21			
MSA-SA	47.53%	Higher	12	57%	10	39.78%	Higher	14	67%	8
2024	SBAC - ELA/Literacy					SBAC - Math				
All Orange County Charter Schools Comparison	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #	% Met or Exceeded	MSA's Prof. % Compared to the Median	# and % of Schools MSA Performed Higher Than		MSA Rank #
All Orange County Charter Schools Median	47.11%	Total # of schools MSA is compared to: 37				32.59%	Total # of schools MSA is compared to: 37			
MSA-SA	47.53%	Higher	19	51%	19	39.78%	Higher	23	62%	15

Coversheet

Enrollment Update and Year to Year Comparison (2025-26 compared to 2026-27)

Section:	V. Information/Discussion Items
Item:	B. Enrollment Update and Year to Year Comparison (2025-26 compared to 2026-27)
Purpose:	Discuss
Submitted by:	
Related Material:	V_B_Enrollment Update.pdf



Agenda Item:	V B: Information/Discussion Item
Date:	March 13, 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. Brenda D. Olivares, Chief Impact Officer and Lydiatt Woods, Director of School Office Data & Accountability
RE:	Enrollment Update and Year to Year Comparison (2025-26 compared to 2026-27)

Action Proposed:

No action is needed. This item continues enrollment progress updates across all Magnolia Public School sites. The information from this presentation will inform the Magnolia Public School board about the on-target measures for projected enrollment for the upcoming 2025-2026 school year compared to where we were this time last year during the enrollment season.

Purpose:

Magnolia continues to establish systems related to enrollment priorities of recruitment and retention as they align with the open enrollment timeline for families, reflecting critical deadlines such as the open enrollment window that closed the last Friday before Thanksgiving Break, November 22, 2024. Our projected enrollment for the upcoming school year is 3930 total student enrollment.

Background:

This school year we have implemented several adjustments to target strategic enrollment recruitment and retention efforts across our network of schools, including

- ☐ Hiring a specific team member on site to focus on improving the enrollment process from lead to verified enrollment and success for the student experience throughout their first year with Magnolia. The new position is titled Family Success Coordinator (FSC)
- ☐ Developed a cadence of communication and training with FSCs to align practices, gather feedback and pivot practices as needed to maximize impact
- ☐ Work with Charter School Growth Fund partners to support a deep dive into enrollment and attrition analysis to understand the winter and summer melt
- ☐ Create a plan of action grounded in quantitative and qualitative data to better understand family decision making and adjust recruitment and retention strategies

Analysis:

Below you will find the enrollment Update and Year to Year Comparison (2024-25 vs 2024-2025), I have also included the expected to return projections, and we will have an updated count at the end of April after we launch specific school site commitment campaigns focused on general and grade level specific family responses.



MPS	2024-2025		2025-2026	
	March 4, 2024		March 5, 2025	
	Completed Registrations	Total Applications	Completed Registrations	Total Applications
Magnolia Science Academy 1	37	114	63	121
Magnolia Science Academy 2	68	135	29	80
Magnolia Science Academy 3	4	79	2	68
Magnolia Science Academy 4	3	43	6	33
Magnolia Science Academy 5	17	35	9	45
Magnolia Science Academy 6	7	49	34	46
Magnolia Science Academy 7	24	41	41	56
Magnolia Science Academy Bell	45	61	72	85
Magnolia Science Academy San Diego	103	180	149	222
Magnolia Science Academy Santa Ana	10	66	33	59
Magnolia Science Academy Orange County	N/A	N/A	Data Coming Soon	Data Coming Soon
Total	318	803	438	815



INFINITE CAMPUS Enrollments	SITE NAME	NOT RETURNING	NO FORM/NO REPLY	EXPECTED TO RETURN
		Counts collected from Intent to Return form	Missing a response from families.	ONLY Include "Intent to Return" form responses.
2/21/2025	DO NOT ENTER DATA HERE - DO NOT CHANGE FORMULAS			
740	MSA 1	27	158	457
513	MSA 2	47	40	370
408	MSA 3	7	46	296
137	MSA 4	0	8	97
204	MSA 5	6	2	178
131	MSA 6	0	0	92
265	MSA 7	4	1	210
384	MSA Bell	0	17	232
452	MSA San Diego	2	-1	317
519	MSA Santa Ana	7	70	406
<u>3753</u>	<u>TOTALS</u>	<u>100</u>	<u>341</u>	<u>2655</u>

Impact:

The benefit for all MPS schools is to identify targeted enrollment projections and plan retention, recruitment, and engagement strategies accordingly to reach targets for enrollment. We see there are some highly promising enrollment numbers for the upcoming school year and we also see we must adjust focus at specific school sites.

Exhibits: None

Coversheet

Magnolia Public Schools Electronic Devices/Cell Phone Use Policy

Section:	V. Information/Discussion Items
Item:	C. Magnolia Public Schools Electronic Devices/Cell Phone Use Policy
Purpose:	Discuss
Submitted by:	
Related Material:	V_C_Electronic Device & Cell Phone Policy.pdf



Agenda Item:	V C: Information/Discussion Item
Date:	March 13, 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 Meagan Wittek, Director of Student Services
RE:	Electronic Device & Cell Phone Policy Informational Update

Action Proposed:

Non-applicable

Purpose:

The purpose of this item is to provide information to members of the Board about the development process and roll-out timeline of the Magnolia Public Schools (MPS) Electronic Device and Cell Phone Policy.

Background:

Currently, our MPS Student/Parent Handbook has procedures for Electronic Devices and Cell Phone Use. However, most schools follow individual site-based procedures for student cell phone use, which vary across campuses. Recognizing the need for consistency, we are developing an organization-wide Electronic Device & Cell Phone Policy to establish clear expectations for students while aligning with the new state law and Education Code updates. The recently enacted California Education Code section 48901.7 requires school districts to develop policies that limit or prohibit smartphone use by students. The policies must be adopted by July 1, 2026.



Impact:

The intent is to limit student cell phone use to minimize distractions, improve academic engagement, and promote student well-being. By developing and implementing this policy, we aim to create a focused learning environment while still allowing appropriate use of technology.

Budget Implications:

To be determined based on policy development and educational partner discussions.

Coversheet

Updates on Facilities Projects

Section:	V. Information/Discussion Items
Item:	D. Updates on Facilities Projects
Purpose:	Discuss
Submitted by:	
Related Material:	V_D_Facilities Updates.pdf



Agenda Item:	V D: Information/Discussion Item
Date:	March 13, 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:	Update on Facilities Projects

Action Proposed:

This is an informational item, there is no action.

Purpose:

Facility Department monthly report to give an update on the existing projects at each campus.

Updates:***MSA5 – 7111 Winnetka***

- DSA Approval Updates:
 - Increment 1 (Site Work)
 - Approved on 9/25/24.
 - Increment 2 (Academic Building)
 - DSA comments were received, and we are on track to submit our response by mid-April.
 - Increment 3 (Gym + Rooftop Solar)
 - DLR has begun work, and we anticipate submission to DSA by 4/2/25.
- Increment 1 Site Work begun with Pro-Craft on 2/3/25, is ongoing, and on track.
 - Photos are attached as Exhibit A.
- Increment 2 Design Build RFQ was published on our website and a Notice of RFQ was posted in a local paper on 2/20/25.
 - MPS staff to present to the Board to authorize MPS Staff to approve a Design Build vendor and contract with ratification by the full Board at the next regularly scheduled meeting.



- Construction Signage will be posted on site. The signage has been drafted by our IMPACT Department and is attached as Exhibit B.
- An updated estimate and revised schedule are attached as Exhibit C and Exhibit D, respectively.

MSA1 – Gym Building – 18242 Sherman Way

- MSA-1 Signage was completed on 3/6/25. A photo is attached as Exhibit E.
- Final Punch List Walk on 3/13/25.
- Documents and Closeout: Owner's operations manual, floor maintenance, etc. expected to be received soon after final punch list walkthrough.

MSA1 – Bungalows

- TCO was renewed on 2/6/25.
- Facilities Department to renew TCO every six months. Next date to renew is on 8/5/25.

MSA1 – Alley Closure and Revocable Permit

- Alley Closure is moving forward. Planning and LADOT have no issues with us closing the Alley.
- Veronica (Land Use Consultant) mentioned the safety incident to Christine (Engineering Department) and they understand the urgency of getting this done.
- Revocable permit application was received, and we expect approval in approximately 30 days, at which point we can install the gates that will close off the alleyway during school hours.
- Turn around may be potentially needed at the west side. We already have a turn around by the middle school, we may need to push the gate back a little bit and may need to adjust the proposal.

MSA2 – 16600 Vanowen

- Tentative Hearing Date is in April 2025.
- Neighborhood Council meeting scheduled on March 18th.
- The Design Development Phase started the week of 2/3/25.
- The Design Development Presentation was on 3/5/25 where the architect Berliner hosted Del Amo Construction, MSA-2 Admin, and Facilities Department. Revisions are being made.



MSA7 – Bank of America Building – 18120 Sherman Way

- Escrow closed and the keys were turned over to MPS on 1/24/25.
- PCSD Proposal was approved by the Board on 2/13/25. Agreement has been signed.
- Preliminary budget and schedule to be validated and prepared by PCSD to determine start date and cost of Tenant Improvement work.
- Program to be validated by MSA-7 Principal and Admin(s).
- Architect selection and Construction Manager selection will be next.
 - RFP for design services was published on 2/11/25 and responses are due 3/10/25.

MSA SA – Shade Structure

- Project was accepted by DSA on 2/27/2025 and is in review

MSA SA – Backyard

- MSA-SA backyard area is experiencing inefficient drainage.
- A limited topographic survey was conducted on 1/30/25 and we received the report on 2/12/25.
- Next step is to proceed with a plan to address drainage issues, and finalize the design and budget for necessary pavement repairs and maintenance.
- Potentially bring on an architect for a long term solution.

MSA SD - Measure U Bond Charter Allocation

- SDUSD & the District Architect are assessing whether the existing MPR can stay in use until the new gym is built to minimize disruption to the kitchen and PE functions for the Master Plan.
- Once a solution is found, architects will develop the ROM, and district approvals to follow.
- The team is working to expedite the process for the March 31st submission; however, SDUSD believes that it will not go for approval until the September Board meeting.
- Key timelines were reviewed: planning may take up to 8 months, followed by approximately 2 years for design and approvals, and another 2 years for construction, totaling 3-4 years overall.

Exhibits:



- Exhibit A. MSA-5 7111 Winnetka Increment 1 Site Work Photos
- Exhibit B. MSA-5 7111 Winnetka Construction Sign
- Exhibit C. MSA-5 7111 Winnetka Updated Budget
- Exhibit D. MSA-5 7111 Winnetka Preliminary Schedule
- Exhibit E. MSA-1 Gym Signage



Exhibit A.

MSA-5 7111 Winnetka
Increment 1 Site Work Photos

Exhibit B.

MSA-5 7111 Winnetka
Construction Sign







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PROJECT PARTNERS:

 **DLR GROUP**

 **GATEWAY
SCIENCE AND
ENGINEERING, INC.**

**ENROLLMENT
INFORMATION**





Exhibit C.

MSA-5 7111 Winnetka

Updated Budget

MSA 5 - 7111 WINNETKA AVE - BUDGET				
	November 18, 2024	January 15, 2025	February 13, 2025	Changes
Project Costs (Acquisition, Soft, CM and Financing)				
Acquisition Costs	\$ 10,434,239.00	\$ 10,434,239.00	\$ 10,434,239.00	\$ -
Magnolia Soft Costs	\$ 5,226,225.00	\$ 5,226,225.00	[1] \$ 5,260,225.00	[a] \$ 34,000.00
Owner's Contingency	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ -
Financing Costs (CLI Capital)	\$ 1,698,433.69	\$ 1,698,433.69	\$ 1,698,433.69	\$ -
Financing Costs (Banc of California)	\$ 250,000.00	\$ 250,000.00	\$ 400,000.00	[b] \$ 150,000.00
Interest on Intra-Organization Loan from LACOE MPS Schools	\$ 47,000.00	\$ 47,000.00	\$ -	[b] \$ (47,000.00)
Prior CM Total	\$ 217,407.30	\$ 217,407.30	\$ 217,407.30	\$ -
Current CM Contract Total	\$ 2,423,707.00	\$ 2,423,707.00	\$ 2,429,250.00	\$ 5,543.00
Subtotal	\$ 21,297,011.99	\$ 21,297,011.99	\$ 21,439,554.99	\$ 142,543.00
Development Costs (Hard Costs)				
Sitework	\$ 6,708,134.00	\$ 7,720,000.00	\$ 7,840,000.00	\$ 120,000.00
Increment No. 1	\$ 2,948,134.00	\$ 3,960,000.00	[2] \$ 3,830,000.00	[c] \$ (130,000.00)
Increment No. 2	\$ 3,760,000.00	\$ 3,760,000.00	[3] \$ 4,010,000.00	[c] \$ 250,000.00
Classroom Bldg (Modular)	\$ 25,281,446.00	\$ 25,281,446.00	[4] \$ 25,131,386.00	\$ (150,060.00)
Gym Bldg	\$ 7,734,270.47	\$ 7,734,270.47	\$ 7,734,270.47	\$ -
Play Area	\$ -	\$ -	\$ -	\$ -
FF&E	\$ 748,500.00	\$ 748,500.00	\$ 748,500.00	\$ -
Miscellaneous	\$ 310,000.00	\$ 310,000.00	[5] \$ 310,000.00	\$ -
Acceleration Premium	\$ -	none	none	\$ -
Value Engineering	\$ -	incl above	incl above	\$ -
Subtotal	\$ 40,782,350.47	\$ 41,794,216.47	\$ 41,764,156.47	\$ (30,060.00)
Total Est Development Cost w/ Gym	\$ 62,079,362.46	\$ 63,091,228.46	\$ 63,203,711.46	\$ 112,483.00
State Award Amount	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/ Gym	\$ (11,247,030.46)	\$ (12,258,896.46)	\$ (12,371,379.46)	\$ 112,483.00
Total Est Development Cost w/o Gym	\$ 54,345,091.99	\$ 55,356,957.99	\$ 55,469,440.99	\$ 112,483.00
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym	\$ (3,512,759.99)	\$ (4,524,625.99)	\$ (4,637,108.99)	\$ 112,483.00
Notes:				
[a] Adds allowance for builders risk insurance				
[b] Reflects costs of using GANs financing				
[c] Decrease to Increment 1 is shift to increment 2; Increase reflects inflationary adjustments				



Exhibit D.

MSA-5 7111 Winnetka Preliminary Schedule

MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE					<div><div></div><div>MAGNOLIA PUBLIC SCHOOLS</div></div>												07-Feb-25 10:42																								
Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish	2024				2025				2026				2027				2028				2029				2030				2031				2032			
MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE						17-Jul-26: MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE																																			
Increment #2 Sitework and Building Processes																																									
DSA Review Process						14-Jun-25: DSA Review Process																																			
19	DSA Submission	0	0	04-Dec-24*		◆ DSA Submission																																			
21	DSA Initial Review	69	69	04-Dec-24	10-Feb-25	■ DSA Initial Review																																			
22	Magnolia Signed Contract	0	0		28-Jan-25*	◆ Magnolia Signed Contract																																			
32	Magnolia Fully Executed Contract	0	0		29-Jan-25*	◆ Magnolia Fully Executed Contract																																			
23	Incorporate DSA Comments	69	69	11-Feb-25	20-Apr-25	■ Incorporate DSA Comments																																			
27	DSA Back Check Review	35	35	21-Apr-25	25-May-25	■ DSA Back Check Review																																			
31	Incorporate Back Check Comments	10	10	26-May-25	04-Jun-25	■ Incorporate Back Check Comments																																			
34	In Person Back Check	5	5	05-Jun-25	09-Jun-25	■ In Person Back Check																																			
35	Project Approval and Paperwork	5	5	10-Jun-25	14-Jun-25	■ Project Approval and Paperwork																																			
Production Process						23-May-24: Production Process																																			
45	Product Submittals Preparation and Review	21	21	02-May-24*	22-May-24	■ Product Submittals Preparation and Review																																			
43	Client Releases Contractor to Purchase Materials	1	1	23-May-24	23-May-24	■ Client Releases Contractor to Purchase Materials																																			
Procurement						16-Aug-25: Procurement																																			
39	Client Releases Contractor to Purchase Long Leads	1	1	22-May-25*	22-May-25	■ Client Releases Contractor to Purchase Long Leads																																			
46	HVAC + Long Lead Electrical Procurement	30	30	22-May-25	20-Jun-25	■ HVAC + Long Lead Electrical Procurement																																			
47	Door and Storefront Long Lead Procurement	30	30	22-May-25	20-Jun-25	■ Door and Storefront Long Lead Procurement																																			
48	tory-Project Inspector Hired /Paperwork Submitted / Inspection Cards Issued	11	11	09-Jun-25*	19-Jun-25	■ tory-Project Inspector Hired /Paperwork Submitted / Inspection Cards Issued																																			
49	Module Fabrication Including Line Fill	58	58	19-Jun-25	16-Aug-25	■ Module Fabrication Including Line Fill																																			
Increment 2 Construction						17-Jul-26: Increment 2 Construction																																			
80	Grading and Pad Construction w Utility Connenctions	141	141	04-Feb-25*	24-Jun-25	■ Grading and Pad Construction w Utility Connenctions																																			
129	Pave	38	38	24-May-25	30-Jun-25	■ Pave																																			
51	GC Provides Building Pad to Contractor	0	0		24-Jun-25	◆ GC Provides Building Pad to Contractor																																			
52	Foundation Construction	60	60	25-Jun-25	23-Aug-25	■ Foundation Construction																																			
135	2nd Couat Seal	1	1	30-Jun-25	30-Jun-25	■ 2nd Couat Seal																																			
133	1st Coat Seal	1	1	01-Jul-25*	01-Jul-25	■ 1st Coat Seal																																			
134	Flood Test	1	1	01-Jul-25	01-Jul-25	■ Flood Test																																			
132	Cure Asphalt (30 days)	30	30	01-Jul-25	30-Jul-25	■ Cure Asphalt (30 days)																																			
50	Shipping and Erection	20	20	17-Aug-25	05-Sep-25	■ Shipping and Erection																																			
53	Building Installation (Crane Set)	10	10	24-Aug-25	02-Sep-25	■ Building Installation (Crane Set)																																			
57	Install Scaffolding	5	5	03-Sep-25	07-Sep-25	■ Install Scaffolding																																			
54	Module to Foundation Connections and Stucco	60	60	08-Sep-25	06-Nov-25	■ Module to Foundation Connections and Stucco																																			
64	Remove Scaffolding	5	5	07-Nov-25	11-Nov-25	■ Remove Scaffolding																																			
56	Utility Connection and Backfill (By Others)	7	7	07-Nov-25	13-Nov-25	■ Utility Connection and Backfill (By Others)																																			
184	Contractor Interior Module Connections (No Other Contractor Access)	45	45	07-Nov-25	21-Dec-25	■ Contractor Interior Module Connections (No Other Contractor Access)																																			
174	On Site Modular Construction / Exterior Close-up/Interior Finish	120	120	07-Nov-25	06-Mar-26	■ On Site Modular Construction / Exterior Close-up/Interior Finish																																			
84	Install Utilities from POC's to Building	30	30	12-Nov-25	11-Dec-25	■ Install Utilities from POC's to Building																																			
144	Remove Shoring and Install and Compact Backfill Trenches	24	24	12-Dec-25	04-Jan-26	■ Remove Shoring and Install and Compact Backfill Trenches																																			
194	Energize Building and begin testing for HVAC, Fire Alarm, IT, etc.	10	10	22-Dec-25	31-Dec-25	■ Energize Building and begin testing for HVAC, Fire Alarm, IT, etc.																																			
<div><div></div> Actual Work</div> <div><div></div> Remaining Work</div> <div><div></div> Critical Remaining Work</div> <div><div>◆</div> Milestone</div> <div><div>➤</div> Summary</div>		Page 1 of 3														<div><div></div><div>GSE</div><div>GATEWAY SCIENCE & ENGINEERING</div></div>																									

MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE						<div><div></div><div>MAGNOLIA PUBLIC SCHOOLS</div></div> <div>07-Feb-25 10:42</div>											
Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish												
						2024			2025			2026			2027		
						J	J	A	J	J	A	J	A	J	J	S	J
	204 Interior Finish and Fire Alarm	35	35	22-Dec-25	25-Jan-26												
	154 Build Lid Planter and Connections to Pumps w Irrigation and Fencing	60	60	05-Jan-26	05-Mar-26												
	164 IT and Electrical Work (Interior & Exterior)	60	60	05-Jan-26	05-Mar-26												
	214 Sitework Completion	80	80	26-Jan-26	15-Apr-26												
	224 Complete Play Field, BB Court, Courtyard	80	80	26-Jan-26	15-Apr-26												
	234 Exterior Finish/Site Concrete and Parking Lot	80	80	26-Jan-26	15-Apr-26												
	244 Finalize Site Utilities	80	80	26-Jan-26	15-Apr-26												
	254 Replace Driveways and Sidewalks	80	80	01-Mar-26*	19-May-26												
	264 Site LID and Landscaping	80	80	01-Mar-26	19-May-26												
	274 Solar Project	80	80	01-Mar-26	19-May-26												
	314 Elevator Testing	16	16	20-May-26	04-Jun-26												
	324 Fire Alarm Testing	16	16	20-May-26	04-Jun-26												
	284 Site Cleanup	25	25	20-May-26	13-Jun-26												
	294 Commissioning	25	25	20-May-26	13-Jun-26												
	304 Landscape Planting and Irrigation Checks	25	25	20-May-26	13-Jun-26												
	334 Final Inspections	12	12	05-Jun-26	16-Jun-26												
	364 Punch List Walk Thru	2	2	16-Jun-26	17-Jun-26												
	354 Building Furniture Move-In and Staff Set Up	5	5	16-Jun-26	20-Jun-26												
	344 Building Ready for Occupancy	0	0		16-Jun-26												
	374 Systems Testing and Staff Training	5	5	18-Jun-26	22-Jun-26												
	384 Punch List (After Hours)	30	30	18-Jun-26	17-Jul-26												
	Increment 1 - Construction	686	686	14-Mar-24	28-Jan-26												
	Milestones	115	115	28-Jan-25	22-May-25												
	62 NTP (160 calendar days)	115	115	28-Jan-25*	22-May-25												
	Procurement	366	366	28-Jan-25	28-Jan-26												
	68 Submittals (need to be approved early)	1	1	28-Jan-25	28-Jan-25												
	72 Traffic Permit (5 Weeks estimated)	20	20	29-Jan-25	17-Feb-25												
	69 Lift Stations (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25												
	70 Sumps (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25												
	71 Vault (8 Weeks estimated)	40	40	29-Jan-25	09-Mar-25												
	74 Electrical Service (12 Weeks estimated)	48	48	29-Jan-25	17-Mar-25												
	75 Water Service (12 Weeks estimated)	48	48	29-Jan-25	17-Mar-25												
	73 Sewer Connection Permit (6 months)	180	180	29-Jan-25	27-Jul-25												
	78 Switch Gear (will be added to contract)	365	365	29-Jan-25	28-Jan-26												
	76 Metal at Trash Enclosure	20	20	17-Feb-25*	08-Mar-25												
	77 Light post base bolt template	20	20	17-Feb-25	08-Mar-25												
	Off Site Utilities	10	10	17-Feb-25	26-Feb-25												
	81 Winnetka Sewer (pending permit)	7	7	17-Feb-25*	23-Feb-25												
	82 Gault Sewer (pending permit)	3	3	24-Feb-25	26-Feb-25												
	On Site Utilities	73	73	03-Mar-25	14-May-25												
	92 36" HDPE Detention System	10	10	03-Mar-25*	12-Mar-25												
	85 Sewer	5	5	10-Mar-25*	14-Mar-25												
<div><div></div>Actual Work</div> <div><div></div>Remaining Work</div> <div><div></div>Critical Remaining Work</div> <div><div></div>Milestone</div> <div><div></div>Summary</div>						Page 2 of 3											
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[illegible]

-  Actual Work
 Remaining Work
 Critical Remaining Work
 Milestone
 Summary





Exhibit E.

MSA-1 GYM Signage

