



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday May 22, 2025 at 5:30 PM PDT

Location

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

Access to the Board Meeting

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

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County Office (3100 E Miraloma Ave., Suite 210, Anaheim, CA 92806)

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			5:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			10 m
F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
G. Approval of Minutes from MPS Regular Board Meeting - April 10, 2025	Approve Minutes		1 m
H. Approval of Minutes from MPS Special Board Meeting - May 6, 2025	Approve Minutes		1 m
II. Closed Session			5:51 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Discipline/Dismissal Release (§ 54957)			45 m
C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			30 m
D. Report Out of Closed Session	FYI		1 m

	Purpose	Presenter	Time
III. Consent Items			7:08 PM
A. Approval of 2025-26 CTC Form CL-500 Declaration of Need (Emergency Permits)	Vote	Fiorella Del Carpio	3 m
IV. Information/Discussion Items			7:11 PM
A. Glows, Grows & Priorities Presentations	Discuss	School Site Principals	30 m
<ul style="list-style-type: none"> • Magnolia Science Academy-4 • Magnolia Science Academy-6 			
B. 2024-25 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	David Yilmaz	30 m
C. Enrollment Update	Discuss	Brenda Olivares	15 m
D. Updates on Facilities Projects	Discuss	Patrick Ontiveros	15 m
V. Action Items			8:41 PM
A. Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year	Vote	Fiorella Del Carpio	7 m
B. Approval of Board Resolution to Delegate Authority to CEO for Organizational Restructuring Decisions for MPS Network	Vote	Fiorella Del Carpio	10 m
C. Approval of Addendum to the Strategic Services Agreement with MGT Impact Solutions, LLC	Vote	Erdinc Acar	10 m
D. Approval of Contract with Local Roofs for the Magnolia Science Academy-1 Middle School Roof Replacement Project	Vote	Mustafa Sahin	7 m
E. Approval of Change Order with Pro-Craft for the Magnolia Science Academy-5 Project	Vote	Patrick Ontiveros	7 m

	Purpose	Presenter	Time
VI. Closing Items			9:22 PM
A. Adjourn Meeting			1 m

Coversheet

Announcements - CEO & Superintendent, Board, Student Board Member

Section:	I. Opening Items
Item:	F. Announcements - CEO & Superintendent, Board, Student Board Member
Purpose:	
Submitted by:	
Related Material:	Class of 2025 Breakdown & College Acceptances.pdf



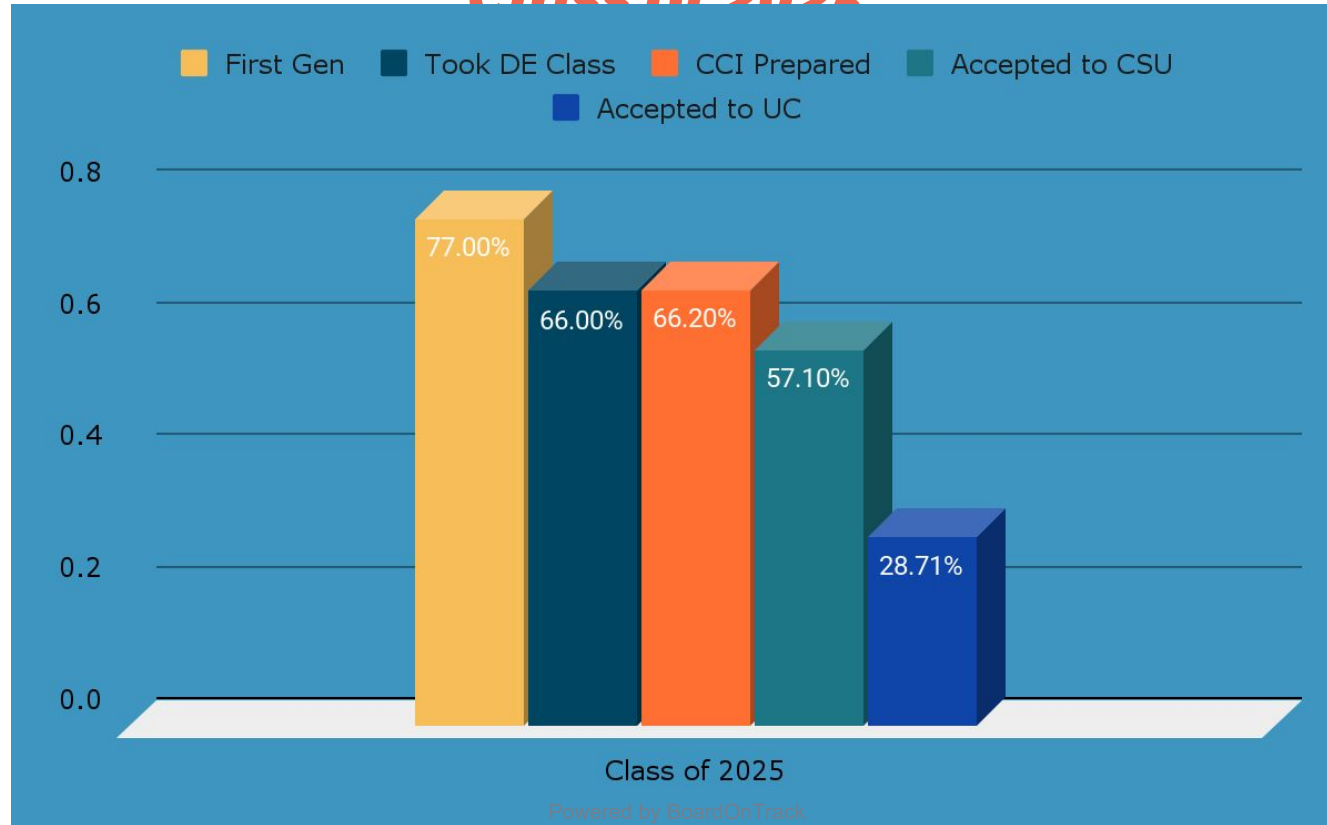
COLLEGE ACCEPTANCES

Class of 2025

Powered by BoardOnTrack

BREAKDOWN & COLLEGE ACCEPTANCES

Class of 2025





Powered by BoardOnTrack



SACRAMENTO
STATE



COLLEGE Acceptance

Class of 2025

Coversheet

Approval of Minutes from MPS Regular Board Meeting - April 10, 2025

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - April 10, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on April 10, 2025

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday April 10, 2025 at 4:30 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. Dikbas, U. Yapanel (remote)

Directors Absent

S. Covarrubias

Directors who arrived after the meeting opened

U. Yapanel

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 10, 2025 at 5:25 PM.

B. Pledge of Allegiance

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

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

U. Yapanel arrived at 5:30 PM.

M. Muhammedov made a motion to amend the agenda and table Action Items VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO.

S. Dikbas seconded the motion.

F. Del Carpio, Chief People Officer, reported on the removal of the items:

- VF Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-1 for the Improvement of Educational Programs for Students
- VG Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-2 for the Improvement of Educational Programs for Students
- VH Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-3 for the Improvement of Educational Programs for Students
- VI Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-4 for the Improvement of Educational Programs for Students
- VJ Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-5 for the Improvement of Educational Programs for Students
- VK Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-6 for the Improvement of Educational Programs for Students
- VL Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-7 for the Improvement of Educational Programs for Students
- VM Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-8 for the Improvement of Educational Programs for Students

- VN Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-Santa Ana for the Improvement of Educational Programs for Students
- VO Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-San Diego for the Improvement of Educational Programs for Students

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

Roll Call

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

E. Public Comments

Board listened to the public comments. Staff was directed to follow-up on some those comments as they were parent concerns.

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

A. Rubalcava, CEO & Superintendent, thanked the school community for using their voice to speak on school matters and encouraged everyone to engage with staff and the Board through public comments. He also highlighted the community school work and showed a news segment from NBC4 news which Magnolia Science Academy(MSA)-1 and MSA-5 was showcased, highlighting staff visiting families and providing care packages and know your rights information and resources as it relates to immigration. In addition, California State Senator, Caroline Menjivar, hosted families at the schools for resources in completing taxes.

N. Bayraktar, Student Board Member, stated that it was a privilege to be the Student Board Member. Additionally, it was an amazing experience to see the behind the scenes and work that goes in. He will be graduating in June. He shared the Student Board Member election process for 2025-26 and thanked everyone for the experience and support.

G. Approval of Minutes from MPS Regular Board Meeting - March 13, 2025

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 03-13-25.

M. Muhammedov seconded the motion.

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

Roll Call

U. Yapanel	Aye
S. Covarrubias	Absent

Roll Call

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

H. Approval of Minutes from MPS Special Board Meeting - March 27, 2025

D. Gonzalez made a motion to approve the minutes from Special Board Meeting on 03-27-25.

M. Muhammedov seconded the motion.

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

Roll Call

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

II. Consent Items

A. Approval of 2025-26 School Calendars for All Magnolia Public Schools

M. Muhammedov made a motion to approve the 2025-26 School Calendars for all Magnolia Public Schools.

D. Gonzalez 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

III. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss conference with real property negotiations, conference with legal counsel, and public employee performance evaluation for CEO & Superintendent.

B. Conference with Real Property Negotiations (§ 54956.8)

Item was discussed in Closed Session.

C.

Conference with Legal Counsel - Existing Litigation (§ 54956.9)

Item was discussed in Closed Session.

D. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent

Item was discussed in Closed Session.

E. Report Out of Closed Session

M. Muhammedov announced in Open Session at 7:46pm that the Board discussed conference with real properties negotiations and took no action and directed staff to take necessary action. In addition they discussed existing litigation in which the Board took no action and directed staff to take necessary action. Lastly regarding the CEO & Superintendent Performance Evaluation, the Board too no actions at this time.

IV. Information/Discussion Items

A. Enrollment Update 2025-26

B. Olivares, Chief Impact Officer, provided enrollment update and current projections in terms of where schools are in meeting their targets. She provided a comparison from where they stood last year. She went over the enrollment numbers and strategies for each school site. She added that she will provide updates on Magnolia Science Academy-Orange County at a later time. Board Members questions were addressed by staff.

B. Reimagining Compensation at Magnolia: Progress and Next Steps

F. Del Carpio, Chief People Officer, shared progress on the work being done in collaboration with Edfuel to create a competitive, equitable and sustainable compensation. She added that MPS entered into a partnership with Edfuel October 2024. She added that it was in light of feedback from staff and through conversations with school leaders to position MPS as an employer of choice to retain and recruit quality staff. She reported on the deliverables and timeline. Additionally, added staff participation in surveys and focus groups which was opened to all MPS staff to participate. She detailed the process and executed roll out for 2026-27. Board Members questions were addressed by staff.

V. Action Items

A. Approval of Renewing One Board Membership

U. Yapanel, Board Members & Chair of the Nominating/Governance Committee, reported on the renewal for Mekan Muhammedov, currently as the MPS Board Chair and who's 1st term would be ending April 23, 2025. He thanked him for his continued commitment to the organization.

D. Gonzalez made a motion to approve the membership renewal for Mr. Mekan Muhammedov for a 5-year term beginning on April 24th, 2025 and ending on April 23rd, 2030.

S. Dikbas seconded the motion.

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

Roll Call

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

B. Approval of Residential Treatment Center Master Service Agreement and Individual Service Agreement Between Telos Academy and Magnolia Science Academy-1

G. Serce, Chief Academic Officer, presented the agreement between Telos Academy and Magnolia Science Academy-1. He stated that this action was necessary to fulfill the obligation to provide free and appropriate public education in the least restrictive environment for one of the students' who's needs could not be met in a traditional school setting following an IEP meeting. He added that due to the urgent nature of the placement, the agreement was signed prior to Board approval and notifications were sent to the appropriate state and SELPA agencies. Board Members questions were addressed by staff.

S. Dikbas made a motion to authorize the Chief Executive Officer (CEO) to sign the Residential Treatment Center Master Service Agreement and Individual Service Agreement between Telos Academy and Magnolia Science Academy-1 for a retroactive date effective March 21, 2025.

D. Gonzalez seconded the motion.

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

Roll Call

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

C. 2025-26 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders

F. Del Carpio, Chief People Officer, reported that all schools will remain at \$61,000. Additionally, she reported that MPS is committed to having \$1,015 increase for MPS years of experience for certificated staff. S. Budhreja, Chief Financial Officer, presented the budget information. Board Members questions and comments were addressed by staff.

M. Muhammedov made a motion to approve the 2025-26 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders.

S. Dikbas seconded the motion.

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

Roll Call

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

D. Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2025-26

F. Del Carpio, Chief People Officer, mentioned that the budget presentation from the previous item applies to this item as well. She reported that there would be a 1.66% increase to all MPS school site classified/hourly staff.

M. Muhammedov made a motion to approve the MPS school site classified employee's pay raise schedule for 2025-26 fiscal year.

U. Yapanel seconded the motion.

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

Roll Call

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

E. Approval of 2025-26 Home Office Compensation and Salary Bands for Home Office Employees

F. Del Carpio, Chief People Officer, reported that the only change is for the band around Director/Controller/Senior Level Positions is being expanded to \$170,000. Added they will be diving into the non-instructional positions referring to the Home Office compensation in tandem as MPS restructures its compensation as previously discussed.

M. Muhammedov made a motion to approve the salary band and the Home Office positions to be effective as of July 1, 2025.

S. Dikbas seconded the motion.

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

Roll Call

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

Roll Call

S. Covarrubias Absent

F. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-1 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

G. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-2 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

H. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-3 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

I. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-4 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

J. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-5 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

K. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-6 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

L. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-7 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

M. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-8 for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

N. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-Santa Ana for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

O. Approval of Board Resolution for Restructuring of Position(s) for Magnolia Science Academy-San Diego for the Improvement of Educational Programs for Students

This item was tabled during the Approval of Agenda.

P. Approval of Architect for the Magnolia Science Academy-7 Project at 18120 Sherman Way

M. Sahin, Facilities Project Manager, reported Berliner Architect as the selection of choice to provide services for the Magnolia Science Academy(MSA)-7 project. He added this campus is next to MSA-1. Joe Wilson, representative of Blueprint, formerly known as Pacific Charter School Development, detailed the RFP process, timeline and proposals received. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the selection of Berliner Architects to provide architectural and engineering services Magnolia Science Academy—7's new campus project at 18120 Sherman Way, Reseda CA 91335 (the "Project") for a fee of \$571,223. MPS staff also recommends including a 20% contingency of \$114,245 for unforeseen expenses that may arise during the course of the project. The total project authorization would be \$685,468. MPS Staff further requests authorization 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.

S. Dikbas seconded the motion.

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

Roll Call

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

Q. Adoption of Reimbursement Resolution for the Magnolia Science Academy-5 Project at 7111 Winnetka Ave

P. Ontiveros, General Counsel & Director of Facilities, reported that the reimbursement resolution for Magnolia Science Academy(MSA)-5 would allow MPS to reimburse itself for any out of pocket cost from any future indebtedness for amounts expended in support of the MSA-5 Project.

M. Muhammedov made a motion to approve and adopt the reimbursement resolution attached as Exhibit A.

D. Gonzalez seconded the motion.

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

Roll Call

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

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 9:16 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Minutes from MPS Special Board Meeting - May 6, 2025

Section:	I. Opening Items
Item:	H. Approval of Minutes from MPS Special Board Meeting - May 6, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on May 6, 2025

APPROVED



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Tuesday May 6, 2025 at 4:00 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 (remote), M. Muhammedov, S. Covarrubias (remote), U. Yapanel (remote)

Directors Absent

S. Dikbas

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Tuesday May 6, 2025 at 4:18 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

M. Muhammedov made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

Roll Call

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

E. Public Comments

No public comments were made at this time.

II. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss conference with legal counsel existing litigation and would report out any actions taken.

B. Conference with Legal Counsel - Existing Litigation Pursuant to Government Code Section 54956.9(d)(1)

Item was discussed in Closed Session.

C.

Report Out of Closed Session

M. Muhammedov announced in Open Session at 4:50pm that the Board asked staff to take necessary action.

III. Action Items

A. Approval of In Lieu of Prop 39 Facilities Use Agreement with Placentia Yorba Linda Unified School District

P. Ontiveros, General Counsel & Director of Facilities, reported on the institution of a lawsuit with Placentia Yorba Linda Unified School District (PYLUSD) in which MPS staff and PYLUSD staff entered into a negotiation phase and reached an agreement in lieu of Prop 39. He added that MPS would be accepting space at the Esperanza school site and in turn the lawsuit would be dropped. Additionally, PYLUSD would be providing a zoning exemption. He added that the agreement stipulates the option to extend for an additional school year if MPS is unable to locate a site. He further explained the provisions in the agreement. A. Rubalcava, CEO & Superintendent, reported that PYLUSD staff diligently worked with MPS in the matter. Board Members thanked PYLUSD staff which would allow MPS the opportunity to serve students in the community. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the In Lieu of Prop 39 Facilities Use Agreement with Placentia Yorba Linda Unified School District to provide facilities for the Magnolia Science Academy – Orange County school for the 2025-26 and potentially 2026-27 school years.

D. Gonzalez seconded the motion.

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

Roll Call

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

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:02 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of 2025-26 CTC Form CL-500 Declaration of Need (Emergency Permits)

Section:	III. Consent Items
Item: (Emergency Permits)	A. Approval of 2025-26 CTC Form CL-500 Declaration of Need
Purpose:	Vote
Submitted by:	
Related Material:	III_A_CTC Form CL-500 Declaration of Need .pdf



Agenda Item:	III A: Consent Item
Date:	May 22, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of Commission on Teaching Credential (“CTC”) Form CL-500 Declaration of Need (Emergency Permits)

Action Proposed:

I move that the Board approve the Commission on Teaching Credential (“CTC”) Form CL-500 Declaration of Need for all MPS schools in the counties of Los Angeles, San Diego, and Orange for the 2025-26 school year.

Background:

Public schools within California must complete and submit to the CTC-Commission on Teacher Credentialing the CL-500 form Declaration of Need. The purpose of this form is for schools to anticipate how many emergency permits they will need to cover teacher assignments for each school year.

Passage of AB1505 and AB1219 have changed how charter schools credential and monitor teacher assignments. A result of the passage of these bills, charter schools must now submit form CL-500 to the CTC on an annual basis. School districts have always had to submit this form. This item will require an annual board approval each school year.

Approval of the attached Declaration of Need will cover all counties in which Magnolia Public Schools operates campuses. One declaration of need form per county will be submitted to the CTC. The number of permits listed on each county form may differ based on the need and number of schools in each county.

Exhibits:

- Declaration of Need CL-500 Form (for all related counties)



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026
Revised Declaration of Need for year: 2025

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Magnolia Public Schools dba Magnolia Sc District CDS Code: 64733 / 10199
Name of County: Los Angeles County County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 08 / 25 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.


► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Fiorella Del Carpio

Name


Fiorella Del Carpio (May 13, 2025 13:41 PDT)

Signature

Chief People Officer

Title

714-362-9588

Fax Number

213-628-3634

Telephone Number

05/13/2025

Date

250 E. 1ST STR. STE. 1500, LOS ANGELES CA 90012

Mailing Address

fdelcarpio@magnoliapublicschools.org

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on __/__/__, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2026.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	8
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	0
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	8
Single Subject	26
Special Education	8
TOTAL	42

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	4
Art	1	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	1
English	4	Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	1
Foundational-Level Science	4	Science: Physics	1
Health	0	Social Science	4
Home Economics	0	Theater	1
Industrial & Technology Education	2	World Languages (specify)	1 (Spanish)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

LIST OF LA COUNTY MAGNOLIA PUBLIC SCHOOLS DBA MAGNOLIA SCIENCE ACADEMY WITH CDS CODE

MSA-1: 19 10199 6119945

MSA-2: 19 10199 0115212

MSA-3: 19 10199 0115030

MSA-4: 19 64733 0117622

MSA-5: 19 10199 0137679

MSA-6: 19 64733 0117648

MSA-7: 19 64733 0117655

MSA-8: 19 64733 0122747

25-26 CL500 (Los Angeles County)

Final Audit Report

2025-05-13

Created:	2025-04-28
By:	Murat Akbas (makbas@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAiOI79x39e4I2khUwirth-zPn3ANYDimU

"25-26 CL500 (Los Angeles County)" History

-  Document created by Murat Akbas (makbas@magnoliapublicschools.org)
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-  Document emailed to Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org) for signature
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-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-04-28 - 9:51:19 PM GMT - IP address: 74.125.209.137
-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
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-  Agreement completed.
2025-05-13 - 8:41:26 PM GMT



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026
Revised Declaration of Need for year: 2025

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Magnolia Public Schools dba Magnolia Sc District CDS Code: 10306-0165217
Name of County: Orange County County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 08 / 25 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.


► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Fiorella Del Carpio

Name


Fiorella Del Carpio (May 13, 2025 13:41 PDT)

Signature

Chief People Officer

Title

714-362-9588

Fax Number

213-628-3634

Telephone Number

05/13/2025

Date

250 E. 1ST STR. STE. 1500, LOS ANGELES CA 90012

Mailing Address

fdelcarpio@magnoliapublicschools.org

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on __/__/__, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2026.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>4</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>0</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>0</u>
Teacher Librarian Services	<u>0</u>
Emergency Transitional Kindergarten (ETK)	<u>0</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	6
Special Education	1
TOTAL	9

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	1	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	0
English	1	Science: Chemistry	0
Foundational-Level Math	1	Science: Geoscience	0
Foundational-Level Science	1	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	1 (Spanish)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

25-26 CL500 (Orange County)

Final Audit Report

2025-05-13

Created:	2025-04-28
By:	Murat Akbas (makbas@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAz_kzrqmBO5tTm3FFRRXueP4UehJcUr3q

"25-26 CL500 (Orange County)" History

-  Document created by Murat Akbas (makbas@magnoliapublicschools.org)
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-  Document emailed to Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org) for signature
2025-04-28 - 8:57:47 PM GMT
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2025-05-12 - 9:05:19 PM GMT- IP address: 74.125.209.128
-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-05-13 - 8:41:32 PM GMT- IP address: 74.125.209.137
-  Document e-signed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
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-  Agreement completed.
2025-05-13 - 8:41:41 PM GMT



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026
Revised Declaration of Need for year: 2025

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Magnolia Public Schools dba Magnolia Sc District CDS Code: 68338-0109157
Name of County: San Diego County County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 08 / 25 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.


► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Fiorella Del Carpio

Name


Fiorella Del Carpio (May 13, 2025 13:41 PDT)

Signature

Chief People Officer

Title

714-362-9588

Fax Number

213-628-3634

Telephone Number

05/13/2025

Date

250 E. 1ST STR. STE. 1500, LOS ANGELES CA 90012

Mailing Address

fdelcarpio@magnoliapublicschools.org

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	7
Special Education	2
TOTAL	10

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	1
Art	0	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	0
English	1	Science: Chemistry	0
Foundational-Level Math	1	Science: Geoscience	0
Foundational-Level Science	1	Science: Physics	0
Health	0	Social Science	1
Home Economics	0	Theater	0
Industrial & Technology Education	1	World Languages (specify)	0

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

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- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.







25-26 CL500 (San Diego County)

Final Audit Report

2025-05-13

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By:	Murat Akbas (makbas@magnoliapublicschools.org)
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-  Document created by Murat Akbas (makbas@magnoliapublicschools.org)
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-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-05-12 - 9:05:11 PM GMT- IP address: 74.125.209.129
-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-05-13 - 8:41:46 PM GMT- IP address: 74.125.209.129
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State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026
Revised Declaration of Need for year: 2025

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Magnolia Public Schools dba Magnolia Sc District CDS Code: 76893-0130765
Name of County: Orange County County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

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► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Fiorella Del Carpio

Name


Fiorella Del Carpio (May 13, 2025 14:26 PDT)

Signature

Chief People Officer

Title

714-362-9588

Fax Number

213-628-3634

Telephone Number

05/13/2025

Date

250 E. 1ST STR. STE. 1500, LOS ANGELES CA 90012

Mailing Address

fdelcarpio@magnoliapublicschools.org

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

43 of 400

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	14
Special Education	2
TOTAL	16

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	2
Art	1	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	1
English	2	Science: Chemistry	1
Foundational-Level Math	0	Science: Geoscience	1
Foundational-Level Science	1	Science: Physics	1
Health	0	Social Science	1
Home Economics	0	Theater	1
Industrial & Technology Education	0	World Languages (specify)	1 (Spanish)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

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- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.








25-26 CL500 (Santa Ana)

Final Audit Report

2025-05-13

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By:	Murat Akbas (makbas@magnoliapublicschools.org)
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-  Document created by Murat Akbas (makbas@magnoliapublicschools.org)
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-  Document emailed to Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org) for signature
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-  New document URL requested by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-05-12 - 9:05:04 PM GMT- IP address: 76.81.127.242
-  Email viewed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
2025-05-13 - 9:25:53 PM GMT- IP address: 74.125.209.135
-  Document e-signed by Fiorella Del Carpio (fdelcarpio@magnoliapublicschools.org)
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-  Agreement completed.
2025-05-13 - 9:26:00 PM GMT

Coversheet

Glows, Grows & Priorities Presentations

Section:	IV. Information/Discussion Items
Item:	A. Glows, Grows & Priorities Presentations
Purpose:	Discuss
Submitted by:	
Related Material:	MSA 4 GGP 2024-25.pdf MSA 6 GGP 2024-25.pdf

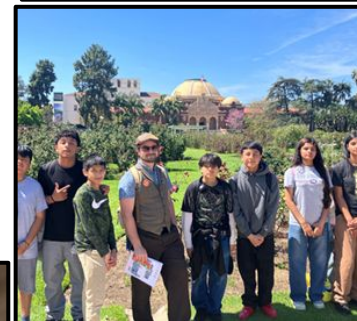
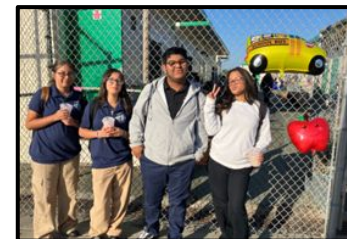


GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 4
2024-2025*



- In the 2024-2025 school year, MSA 4 has served 138 students (from 124 in 2023-2024) with over 86% of our students being hispanic/latino, 5.79% black/african american, 4.34% white and 2.89% asian.
- Among these demographics we find 13.8% of them are EL Learners, 29% have an IEP, 5.1% are gifted and talented, 2.2% have a 504 and 83% qualify for free and reduced lunch.
- MSA 4 has achieved significant progress towards its LCAP goals for the 2024-2025 school year, currently standing at 75% completion.
- MSA-4 was classified as a Middle Performing School last academic year and has maintained this standing, supported by another successful LAUSD Oversight Visit highlighting strong progress in instructional practices and continuous effort.
- WASC: MSA-4 was awarded a full 6-year WASC accreditation term with a mid-cycle report, demonstrating continued commitment to reflection and schoolwide improvement.
- MSA-4 English Language Arts (ELA) SBAC proficiency improved from 44.44% in 2023 to 47.45% in 2024,
- MSA-4 demonstrated meaningful improvement in state math performance, with SBAC Math proficiency rising from 11.11% in 2023 to 15.25% in 2024—a gain of over 4 percentage points.
- MAP Reading assessments revealed continued excellence, with 80.2% of students meeting or exceeding their individual growth goals from Fall to Spring 2023-24—an increase from 79.1% in 2022-23. Additionally, the schoolwide Conditional Growth Index (CGI) for reading rose to 3.89, up from 2.95 the year prior, signaling well-above-average growth nationally
- MAP Math assessments revealed strong student progress: 80.0% of students met or exceeded their individual growth targets in Fall-to-Fall math testing—a 20.3 percentage point increase from the prior year's 59.7%. Additionally, MSA-4's schoolwide Conditional Growth Index (CGI) for Math increased to 4.29.

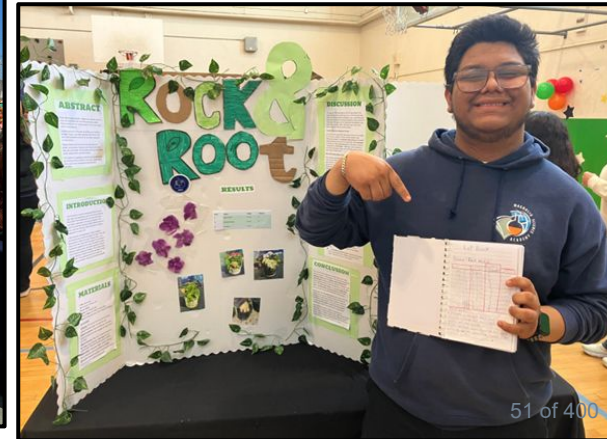


- **MSA-4's English Learners outperformed local and state averages**, with 50% scoring at Level 3 or 4 on the 2024 ELPAC and 63.6% making progress toward proficiency, surpassing the ELPI benchmarks for both LAUSD and the state.
- **MSA-4 achieved a 93.8% graduation rate for the Class of 2024**, maintaining high performance in line with previous years (95.8% in 2022-23 and 96.3% in 2021-22)
- **College-Readiness Milestone: 100% of graduates from MSA-4's 2024 cohort met UC/CSU A-G requirements**, outperforming LAUSD (69.8%) and the state average (51.9%)
- **Bilingual Recognition Growth: 46.7% of graduates earned the Seal of Biliteracy**, a gain from 47.8% in 2022-23 and a significant jump from 23.1% in 2021-22
- **MSA-4's Class of 2025 achieved a 97% overall college acceptance rate**, with 68% accepted to 4-year universities and an additional 29% accepted to 2-year colleges, reflecting the school's strong college-going culture and counseling support.
- **MSA-4 supports student well-being through weekly Community Circles, restorative practices, and Panorama SEL surveys to guide improvement.** A dedicated social worker delivers SEL lessons in advisory and offers 1:1 counseling, while partnerships with NCADD and NAMI enhance learning on mental health and decision-making.
- **MSA-4 reduced its suspension rate from 4.9% to just 0.7%**, reflecting the positive impact of schoolwide SEL initiatives, restorative practices, and proactive behavior supports. The school aims to maintain a suspension rate below 1% through continued emphasis on social-emotional learning and student connection.





- MSA-4 strengthened **family and student supports through partnerships with organizations like Baby2Baby, LACOE, and The Book Foundation**, providing essentials such as books, hygiene kits, backpacks, and school supplies. Students benefited from mental health and wellness workshops led by NAMI and NCADD, while families gained critical resources through CalFresh sessions and CPR/AED certification offered by the Community Resource Center. A new Book Club and Book Nook also launched to foster student literacy and connection.
- **MSA-4 increased its overall average daily attendance (ADA) from 90.47% in 2023-24 to 92.07%** in 2024-25, reflecting intentional efforts to boost student engagement and reduce chronic absenteeism through outreach, incentives, and consistent monitoring
- **MSA-4 offers a wide variety of student-led and staff-supported clubs that foster creativity, leadership, and connection.** Students engage in interests ranging from STEM (VEX Robotics, Calcu-leaders) to wellness and the arts (Walking Club, Crafting, Cosmetology, Cooking and Gardening). Academic and creative expression are nurtured through Book Club, Newspaper, and Yearbook, while team sports like Soccer, Basketball, and Volleyball build collaboration and school spirit.



Charter Renewal Readiness

- Prepare for a successful charter renewal in 2025 by aligning all key performance indicators, engaging stakeholders, and showcasing student growth, program quality, and community impact.

Enrollment Growth

- Expand outreach efforts to increase enrollment and ensure MSA-4 reaches more students and families across the community.

SBAC Proficiency Growth

- Raise overall SBAC proficiency by targeting 50% in ELA and 36% in Math, through strategic interventions and ongoing progress monitoring.

Improved Attendance

- Increase the average daily attendance rate by strengthening student engagement and expanding family outreach efforts.

Restructured ELD Program

- Launch a revised ELD course model with updated curriculum and pacing, designed to better meet the language development needs of English Learners and align with ELPAC performance goals.

Character & SEL Development

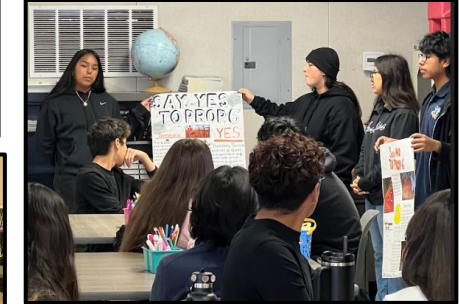
- Continue integrating SEL and character education into daily routines and advisory sessions to promote positive behavior, emotional wellness, and responsible citizenship.

After-School Club Engagement

- Boost student participation in clubs like Book Club, Cooking, Robotics, and Sports to foster stronger school connection and broader skill development.

Expanded Dual Enrollment Access

- Offer students more elective options through West LA College partnerships, ensuring all interested juniors and seniors can participate in dual enrollment pathways aligned with their college and career interests.



1

Ensure Renewal Readiness & Continuous Improvement

Prepare for a successful charter renewal by aligning academic benchmarks, strengthening internal systems, and showcasing program effectiveness and community impact.

2

Grow Enrollment & Community Presence

Expand outreach and retention strategies to increase enrollment, particularly in middle school grades, and strengthen MSA-4's visibility and impact within the local community.

3

Increase Student Engagement & Daily Attendance

Strengthen campus culture by improving daily attendance and boosting involvement in after-school clubs that foster connection, creativity, and belonging.

4

Advance Student Achievement & Targeted Support

Focus on elevating SBAC performance in both ELA and Math, and implement a restructured, curriculum-aligned ELD program to accelerate progress for English Learners.

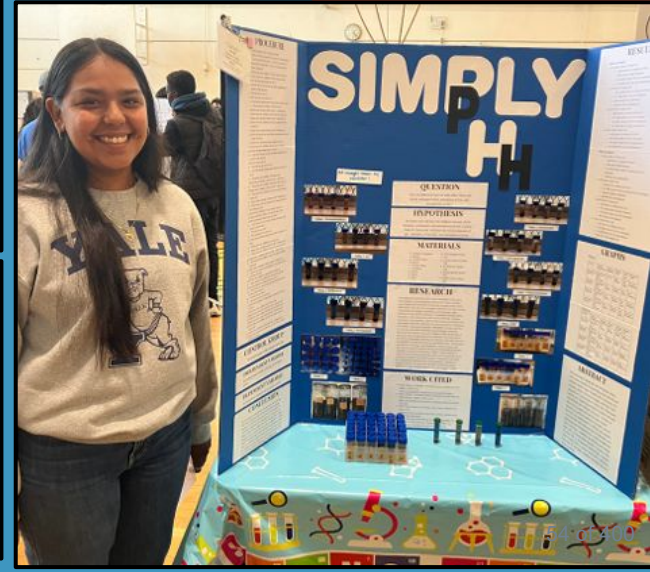


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Thank you for supporting the small but mighty

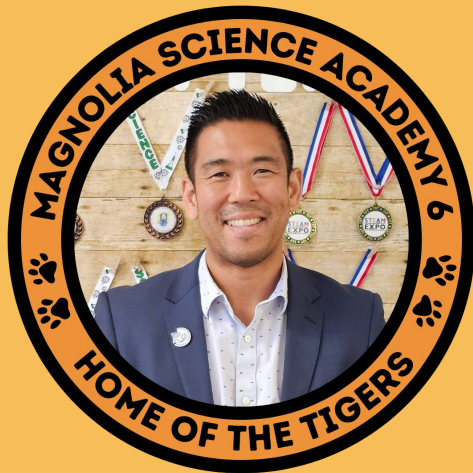
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 22, 2025 at 5:30 PM





GLOWS, GROWS, & PRIORITIES

***Magnolia Science Academy - 6
2024-2025***



James Choe
Principal - 16 years



Jacob Theis
Assistant Principal - 9 years

Demographics

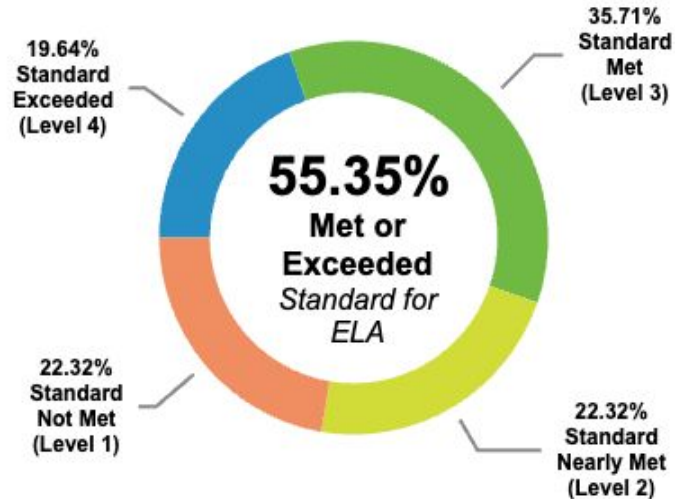
- Census day enrollment
 - 2021: 85
 - 2022: 100
 - 2023: 110
 - 2024: 127
 - Currently 128!
- SWD: 18
- ELL: 21
- FRL: 92.8%
- Demographics
 - Hispanic: 112
 - African American: 8
 - Asian: 5
 - Filipino: 1
 - White: 2



2023-2024 SBAC Scores

ELA

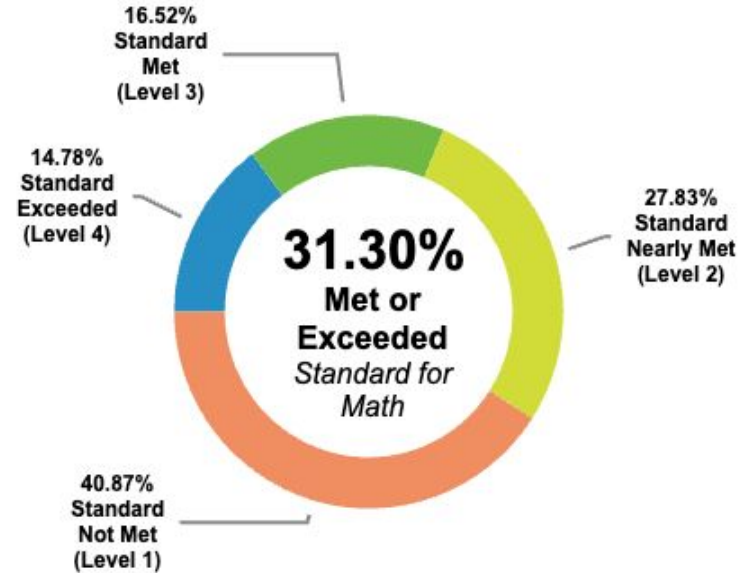
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level

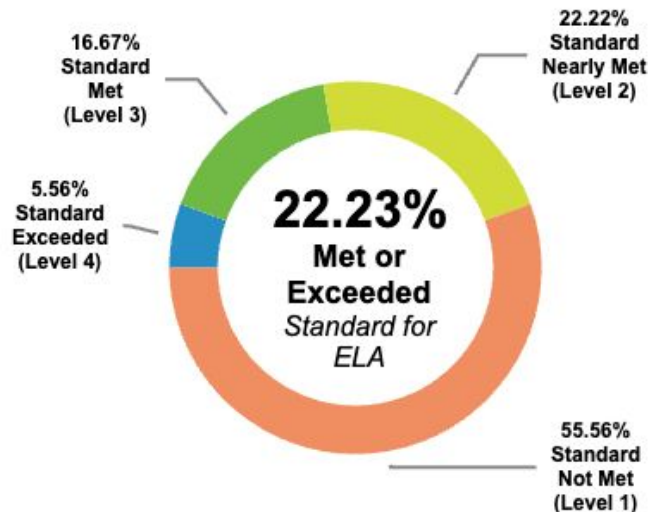


[VIEW MATH DETAILED TEST RESULTS](#)

2023-2024 SBAC SWD

ELA

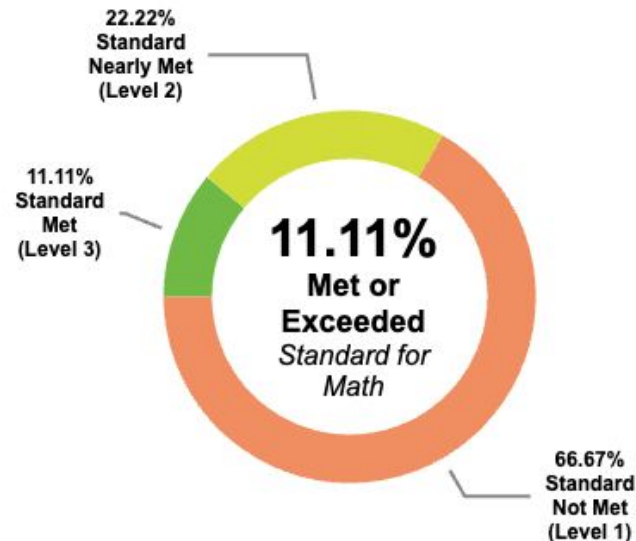
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



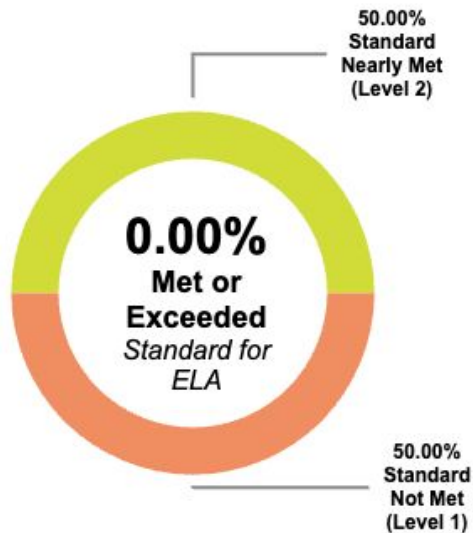
Standard Exceeded (Level 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

2023-2024 SBAC EL

ELA

Percent of students within each achievement level

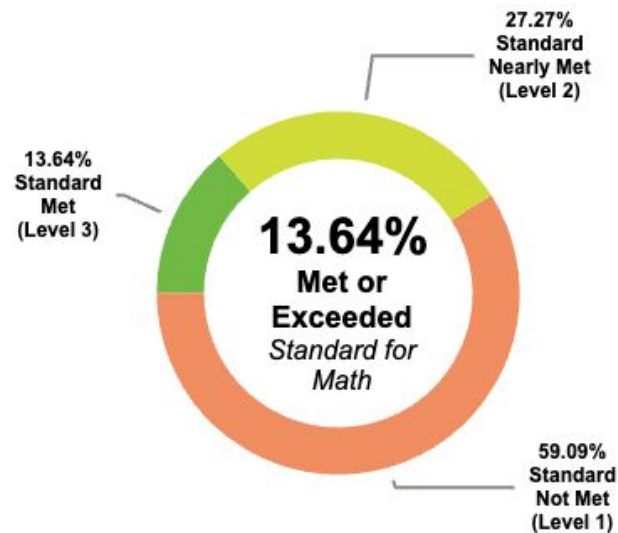


Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



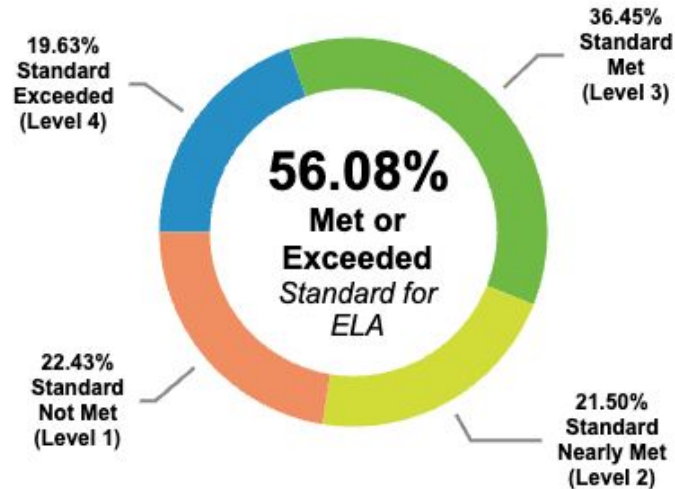
Standard Exceeded (Level 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

2023-2024 SBAC SES

ELA

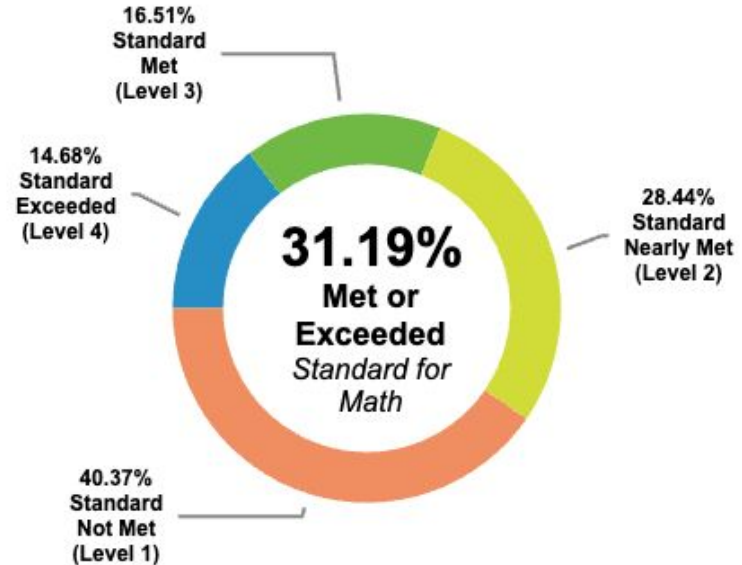
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

2023-2024 Dashboard

LEARN MORE

English Language Arts

All Students

State



Yellow

4.5 points above standard

Declined 24.8 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ➔

Powered by BoardOnTrack

LEARN MORE

Mathematics

All Students

State



Orange

48.5 points below standard

Declined 33.2 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ➔

2023-2024 MAP Scores

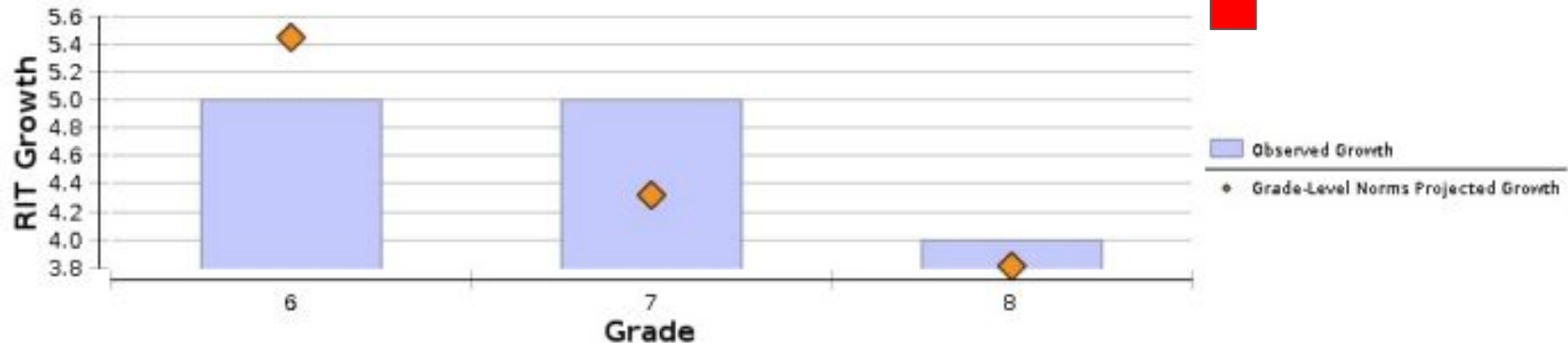
ELA

Magnolia Science Academy 6

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods									Growth Evaluated Against					
		Fall 2023			Spring 2024			Growth		Projected School 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		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	41	205.8	18.7	27	210.6	19.8	25	5	1.2	5.5	-0.37	35	41	20	49	46
7	36	210.6	13.6	31	215.9	15.8	37	5	1.0	4.3	0.56	71	36	22	61	63
8	30	214.7	17.3	34	219.0	16.1	37	4	1.3	3.8	0.24	60	30	19	63	55

Language Arts: Reading



2023-2024 MAP Scores

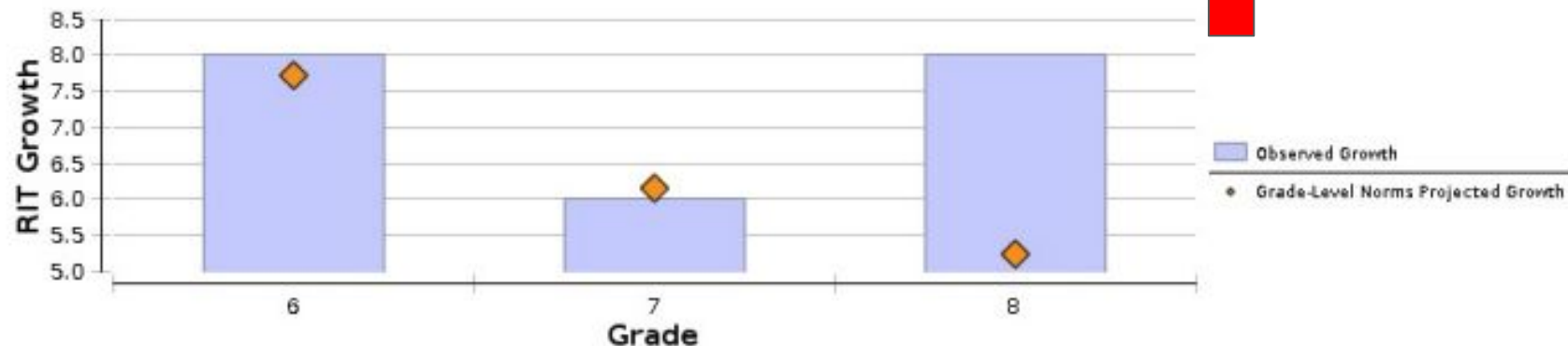
Math

Magnolia Science Academy 6

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	41	207.4	14.6	17	215.0	16.9	18	8	1.3	7.7	-0.05	48	41	23	56	49
7	36	211.8	15.8	16	218.1	16.9	17	6	1.1	6.2	0.07	53	36	18	50	47
8	30	215.5	18.8	17	223.3	20.5	25	8	1.5	5.2	1.06	86	30	21	70	68

Math: Math K-12



GLOWS

- **2023-2024 SBAC Proficiency Rates (55.35% ELA / 31.30% Math)**
 - ELA: 22-23 60.21%
 - MATH: 22-23 35.87%
- Overall Positive MAP Conditional Growth Index in reading and in Math
- Steady Enrollment Growth (2022: 85, 2023: 95 2024: 110, 2025: 127, currently 131)
- **High retention rate for our staff (85.71%)**
 - Retained core group of staff members
 - Maintaining high level of academic excellence
- Enhancing our new SEL program: Leader in Me
- Added two new positions to help with students and with enrollment
 - College and Academic counselor: Academic intervention, SEL support, counseling, academic awareness
 - Family Success Coordinator: Point contact for families who have questions about school.
- STEAM Team Participation and recognition in LA County Science Fair and MPS STEAM Expo
- 2nd year of our ASES grant: Working w/ Think Together to provide extracurriculars
- Continuing to help families with bus services if needed.
- Chronic Absenteeism is trending down



GLOWS

- Providing Non Instructional Days through: Saturday School, F/W/S/S intersession
- **More educational/college field trips this year: UCLA, PCC, USC, and EAFB**
- Continuing with Kagan Teaching Strategies
- Comprehensive PBIS - Fall and Spring Olympics
- Focus on the implementation of IXL and analyzing its data
- Positive and Collaborative relationships with Wilton Elementary
- Positive Community Impact through Community Events and Marketing Effort
- Conducting Hybrid PTF meetings and PAC meetings for more participation
- **3rd Multicultural Food Festival 5/2/25**
- Highly Rated Overall School Experience from Spring Stakeholder Survey
 - Parents 87% / Teachers 99% / Students 85%
- STEAM EXPO debut
- **STEAM Team is went to LACSEF for it's 3rd year 3/10/25.**



DECEMBER 10, 2024

MULTI-PURPOSE ROOM

1PM-3PM

**PROJECT
JUDGING**

**FUN
INTERACTIVE
BOOTHS**

**PRIZE &
AWARDS**

**COMMUNITY
RESOURCE**

IN PARTNERSHIP WITH



MAGNOLIA SCIENCE ACADEMY 6

STEAM EXPO

4049 W. 8th St. Los Angeles CA 90005 (310) 842-8555 sjkim@magnoliapublicschools.org

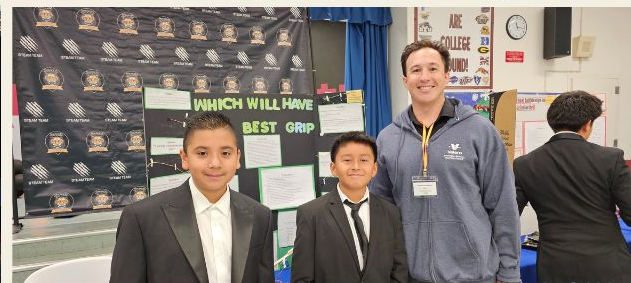
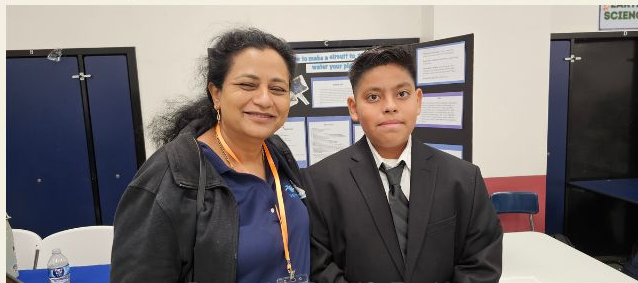
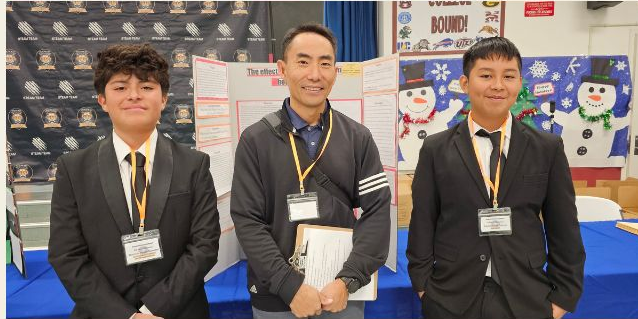
The 15th Annual MSA 6 STEAM Expo



The 15th Annual MSA 6 STEAM Expo



The 15th Annual MSA 6 STEAM Expo





MSA 6 STEAM EXPO



STEAM
Community
Partners

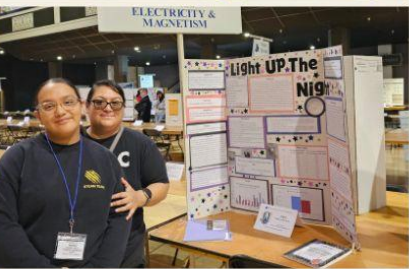
Thank You for Your Support
DECEMBER 10, 2024

75th Annual LA County Science and Engineering Fair



- March 9-10, 2025 at Shrine Expo Hall USC
- 17 students, 13 projects
- First group of 8th graders returning for the 3rd time
- Ms. Kim returning as social media chair





GROWS

- Enrollment and outreach to facilitate continued growth
- Chronic Absenteeism: goal is to go below 20%
- Strengthening our interventions during school
- Extracurricular Programs
 - Sports
 - Visual and Performing Art
 - Language
- iPad Protection and oversight/Tech in general
- Continued support for SWD and ELL students
- More parent collaboration
- More prizes for PBIS awards
- Bigger facility



EDUCATIONAL PARTNER INPUT

STUDENTS

- ❖ 99.1% of our students participate in our surveys.
- ❖ 85% Overall Satisfaction with Magnolia Science Academy 6

FAMILIES

- ❖ 94.2% of families participate in our surveys.
- ❖ 87% Overall Satisfaction with Magnolia Science Academy 6

Staff

- ❖ 100% of families participate in our surveys.
- ❖ 99% Overall Satisfaction with Magnolia Science Academy 6

PRIORITIES

Culture

We will continue to refine our culture to create a sense of belonging at our school, a focus in academics, and to be a positive impact to society.

Enrollment

We are looking to increase our enrollment to service as many students in the community as possible.

MAP Student Growth

We will continue to show positive results in our students year to year growth.

SBAC

We will continue to provide high quality education to our students and have our kids strive to become proficient in all of their academic studies.

Coversheet

2024-25 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Section: IV. Information/Discussion Items
Item: B. 2024-25 MPS Educational Partners Survey Results & Reflections and
Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material: IV_B_2024-25 Ed Partners Survey Results.pdf



Agenda Item:	IV B: Information/Discussion Item
Date:	May 22, 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:	2024-25 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Action Proposed:

N/A

Purpose:

To review and reflect on the educational partner survey results and findings so that we can maintain and improve educational quality of our schools on an ongoing basis. Educational partners survey reflection is a necessary and required step of the LCAP development and school improvement cycle.

Background:

MPS annually conducts student, parent, and staff surveys to improve our educational partners’ school experience. Conducting such surveys is an essential part of MPS’ LCAP development process. As explained in the attached presentation, MPS uses the CORE Districts survey instrument for students and families with questions on four topics:

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)



MPS uses the Great Place To Work (GPTW) survey instrument for staff, which offers topics of questions in the areas of credibility, respect, fairness, pride, and camaraderie.

To further engage our educational partners in the evaluation of their experience MPS also asks two open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Responses to the open-ended questions are not included in this report due to confidentiality. However, school leadership teams and the Home Office teams (Academics, Data & Accountability, People & Culture, Impact, and CEO) read all free responses, summarize major findings and recommendations by our educational partners, and consider all the feedback to create action steps for school improvement. The Home Office teams review the findings with each school leadership team. School leadership teams are then held accountable for sharing the survey results and findings with their educational partners at their site (teachers, parents, etc.) and developing an action plan for improvement.

Analysis:

Please see the attached reports on MPS' 2024-25 educational partners survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys.

Impact:

Each school leadership team is asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams are typically expected to complete their reflections in March/April, present it to the educational partners committee around March/April (if applicable), and eventually share it with the board in April/May. The feedback collection, reflection, and planning of next steps are all an integral part of our LCAP development process. Please find attached each school's educational partners survey reflections page that will inform the LCAP.



Exhibits:

1. *(Slides)* Report on 2024-25 MPS Educational Partners Survey Results
2. Panorama 2024-25 MPS Average Approval Rates by Question (Student, Family, Staff)
3. MPS 2024-25 Educational Partners Survey Reflections (one from each school)



2024-25 MPS Educational Partners Survey Results & Reflections

*Home Office
May 2025*

2025 Survey Results & Reflections

Agenda

1. Which Survey Platforms Does MPS Use for Student and Parent Surveys? What Do the Questions Look Like?
2. How Did the Staff Survey Platform & Questions Change?
3. What Are the Participation Rates on the Surveys?
4. What Are the Approval Rates on the Surveys?
5. Would Our Educational Partners Recommend MPS to Others?
6. How Does MPS Make Use of Survey Results?
7. What Are the Key MPS-Wide Reflections on Survey Results, Free Responses, and Insights?

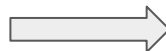
2025 Survey Results & Reflections

1. Which Survey Platforms Does MPS Use for Student and Parent Surveys? What Do the Questions Look Like?

2025 Survey Results & Reflections

Student and Parent Survey Platforms & Questions

PLATFORMS:



TOPICS

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

OPEN-ENDED QUESTIONS

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

OVERALL SATISFACTION:

- Overall, I am satisfied and would recommend this school to other students.
- Overall, I am satisfied and would recommend this school to other parents.
- Overall, I am satisfied and would recommend this school to other educators.

AVERAGE APPROVAL rates are based on our educational partners' responses to **ALL** questions on the survey. (Titled "Overall Score" in Panorama)

OVERALL SATISFACTION rates are based on our educational partners' response to a **SINGLE** question on the survey: "Overall, I am satisfied and would recommend this school to others."

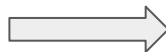
2025 Survey Results & Reflections

2. How Did the Staff Survey Platform & Questions Change?

2025 Survey Results & Reflections

Staff Survey Platform & Questions

PLATFORMS:



Why Great Place To Work (GPTW)?

- Aligned with our values and supported by experts in the field
- Focus on impact & consistency across all sites
- Offers benchmarking with the best workplaces nationwide

TOPICS

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

OPEN-ENDED QUESTIONS

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

AVERAGE APPROVAL rates are based on our educational partners' responses to **ALL** questions on the survey.

OVERALL SATISFACTION rates are based on our educational partners' response to a **SINGLE** question on the survey: "Overall, I am satisfied and would recommend this school to others."

2025 Survey Results & Reflections

Staff Survey Platform & Questions

THE TRUST INDEX MODEL



2025 Survey Results & Reflections

3. What Are the Participation Rates on the Surveys?

2025 Survey Results

Survey Participation Rates - Students

LCAP Metric: School experience survey "participation rates" by students

Students: Target: **≥ 95%** Actual: **97.1%** ✓ **(MET)**

Status:

Students: Overall, MPS' participation rate is 97.1%. 9 out of 10 schools have a rate of 95% or more.

Change:

Students: MPS declined by 0.9 percentage points. 0 out of 10 schools showed a change of 5 percentage points or more.

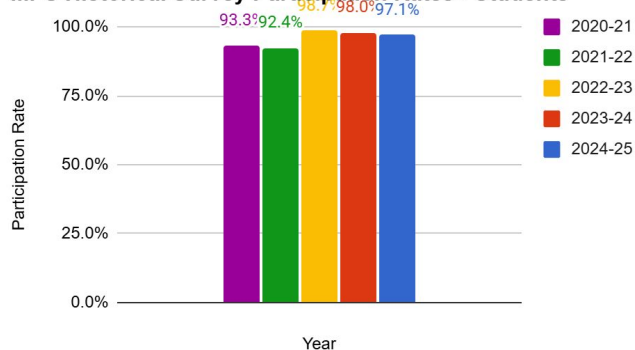
2024-25 Survey Participation Rates

Students			
MSA-1	96.1%	710	739
MSA-2	99.2%	504	508
MSA-3	96.8%	388	401
MSA-4	100.0%	137	137
MSA-5	99.5%	200	201
MSA-6	100.0%	131	131
MSA-7	100.0%	132	132
MSA-BELL	96.3%	368	382
MSA-SD	94.5%	428	453
MSA-SA	96.7%	408	422
MPS	97.1%	3,406	3,506

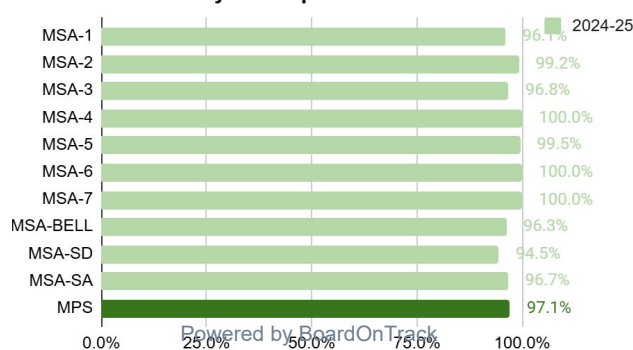
Survey Participation Rates: 2024-25 vs. 2023-24

	Students				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	96.1%	99.0%	-2.9%	95.0%	Yes
MSA-2	99.2%	99.8%	-0.6%	95.0%	Yes
MSA-3	96.8%	98.1%	-1.3%	95.0%	Yes
MSA-4	100.0%	100.0%	0.0%	95.0%	Yes
MSA-5	99.5%	99.0%	0.5%	95.0%	Yes
MSA-6	100.0%	99.1%	0.9%	95.0%	Yes
MSA-7	100.0%	96.8%	3.2%	95.0%	Yes
MSA-BELL	96.3%	99.7%	-3.4%	95.0%	Yes
MSA-SD	94.5%	93.9%	0.6%	95.0%	No
MSA-SA	96.7%	95.3%	1.4%	95.0%	Yes
MPS	97.1%	98.0%	-0.9%	95.0%	Yes

MPS Historical Survey Participation Rates - Students



2024-25 MPS Survey Participation Rates - Students



2025 Survey Results

Survey Participation Rates - Families

LCAP Metric: School experience survey "participation rates" by families

Families: Target: **≥ 75%** Actual: **54.6%** × **(NOT MET)**

Status:

Families: Overall, MPS' participation rate is 54.6%. **2 out of 10 schools** have a rate of 75% or more.

Change:

Families: MPS **declined by 31.3 percentage points**. **8 out of 10 schools** showed a decline of 5 percentage points or more.

2024-25 Survey Participation Rates

Families

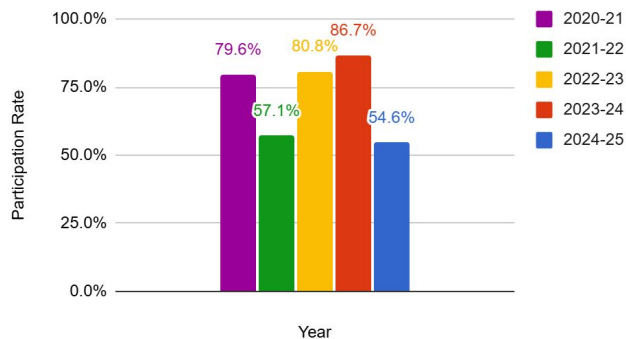
MSA-1	42.7%	256	600
MSA-2	30.4%	132	434
MSA-3	40.5%	135	333
MSA-4	94.1%	111	118
MSA-5	74.6%	126	169
MSA-6	94.9%	111	117
MSA-7	71.4%	157	220
MSA-BELL	41.8%	151	361
MSA-SD	65.1%	267	410
MSA-SA	71.5%	264	369

MPS **54.6%** 1,710 3,131

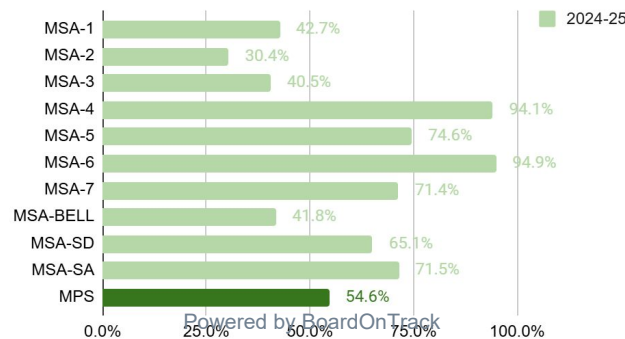
Survey Participation Rates: 2024-25 vs. 2023-24

	Families				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	42.7%	91.0%	-48.3%	75.0%	No
MSA-2	30.4%	100.0%	-69.6%	75.0%	No
MSA-3	40.5%	70.5%	-30.0%	75.0%	No
MSA-4	94.1%	100.0%	-5.9%	75.0%	Yes
MSA-5	74.6%	88.4%	-13.8%	75.0%	No
MSA-6	94.9%	94.2%	0.7%	75.0%	Yes
MSA-7	71.4%	82.2%	-10.8%	75.0%	No
MSA-BELL	41.8%	94.4%	-52.6%	75.0%	No
MSA-SD	65.1%	65.0%	0.1%	75.0%	No
MSA-SA	71.5%	81.4%	-9.9%	75.0%	No
MPS	54.6%	85.9%	-31.3%	75.0%	No

MPS Historical Survey Participation Rates - Families



2024-25 MPS Survey Participation Rates - Families



2025 Survey Results

Survey Participation Rates - Staff

LCAP Metric: School experience survey "participation rates" by staff

Staff: Target: **≥ 95%** Actual: **79.3%** × **(NOT MET)**

Status:

Staff: Overall, MPS' participation rate is 79.3%. **0 out of 10 schools** have a rate of 95% or more.

Change:

Staff: MPS **declined by 20.2 percentage points**. **9 out of 10 schools** showed a decline of 5 percentage points or more.

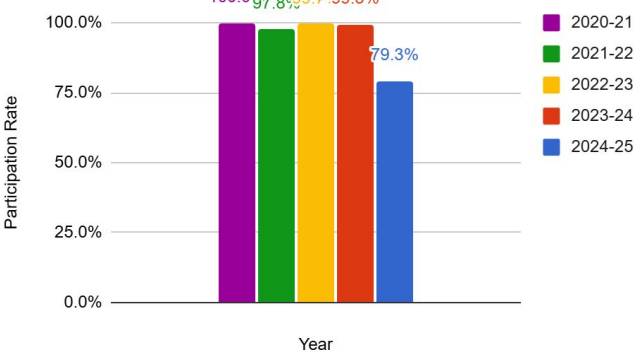
2024-25 Survey Participation Rates

Staff			
MSA-1	88.0%	73	83
MSA-2	70.4%	38	54
MSA-3	60.5%	26	43
MSA-4	94.1%	16	17
MSA-5	93.8%	30	32
MSA-6	68.8%	11	16
MSA-7	72.5%	29	40
MSA-BELL	84.4%	38	45
MSA-SD	91.7%	33	36
MSA-SA	73.4%	47	64
MPS	79.3%	341	430

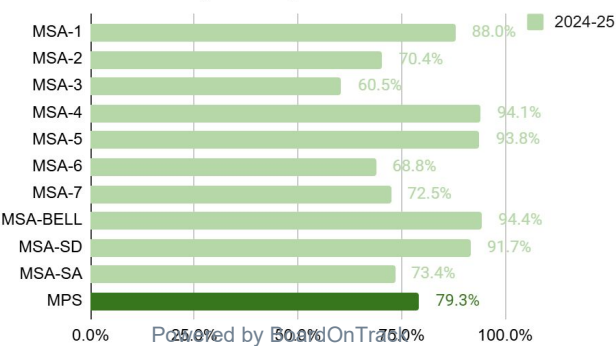
Survey Participation Rates: 2024-25 vs. 2023-24

	Staff				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	88.0%	100.0%	-12.0%	95.0%	No
MSA-2	70.4%	100.0%	-29.6%	95.0%	No
MSA-3	60.5%	100.0%	-39.5%	95.0%	No
MSA-4	94.1%	100.0%	-5.9%	95.0%	No
MSA-5	93.8%	96.3%	-2.5%	95.0%	No
MSA-6	68.8%	100.0%	-31.2%	95.0%	No
MSA-7	72.5%	97.2%	-24.7%	95.0%	No
MSA-BELL	84.4%	100.0%	-15.6%	95.0%	No
MSA-SD	91.7%	100.0%	-8.3%	95.0%	No
MSA-SA	73.4%	100.0%	-26.6%	95.0%	No
MPS	79.3%	99.5%	-20.2%	95.0%	No

MPS Historical Survey Participation Rates - Staff



2024-25 MPS Survey Participation Rates - Staff



2025 Survey Results & Reflections

4. What Are the Approval Rates on the Surveys?

2025 Survey Results

Survey Average Approval Rates - Students

LCAP Metric: School experience survey "average approval rates" based on the responses of our students to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

Students: Target: **≥ 65%** Actual: **63%** **✓ (PARTIALLY MET)**

Status:

Students: Overall, MPS' average approval rate is 63%. **6 out of 10 schools** have a rate of 65% or more.

Change:

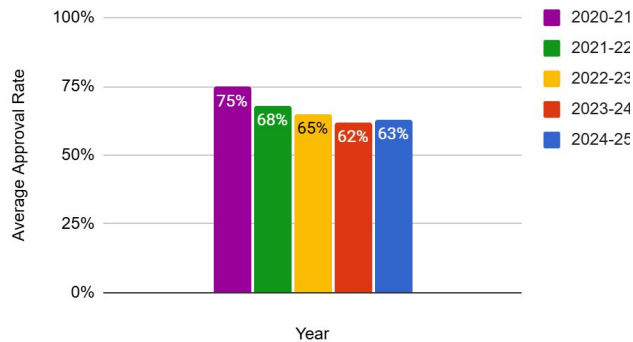
Students: MPS **increased by 1 percentage point**. **1 out of 10 schools** showed a change of 5 percentage points or more.

AVERAGE APPROVAL rates are based on our educational partners' responses to **ALL** questions on the survey. (*Titled "Overall Score" in Panorama*)

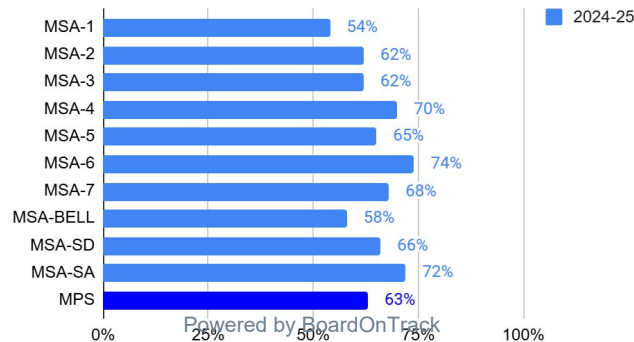
AVERAGE APPROVAL Rates: 2024-25 vs. 2023-24

	Students				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	54%	55%	-1%	65%	No
MSA-2	62%	57%	5%	65%	No
MSA-3	62%	63%	-1%	65%	No
MSA-4	70%	70%	0%	65%	Yes
MSA-5	65%	67%	-2%	65%	Yes
MSA-6	74%	77%	-3%	65%	Yes
MSA-7	68%	68%	0%	65%	Yes
MSA-BELL	58%	56%	2%	65%	No
MSA-SD	66%	68%	-2%	65%	Yes
MSA-SA	72%	70%	2%	65%	Yes
AVERAGE	63%	62%	1%	65%	93 of 990

MPS Historical Survey Average Approval Rates - Students



2024-25 MPS Survey Average Approval Rates - Students



2025 Survey Results

Survey Average Approval Rates - Families

LCAP Metric: School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

Families: Target: **≥ 95%** Actual: **95%** ✓ **(MET)**

Status:

Families: Overall, MPS' average approval rate is **95%**. **7 out of 10 schools** have a rate of **95% or more**.

Change:

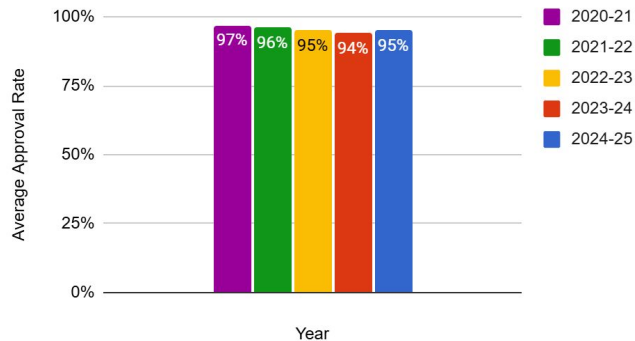
Families: MPS **increased by 1 percentage point**. **0 out of 10 schools** showed a change of 5 percentage points or more.

AVERAGE APPROVAL rates are based on our educational partners' responses to **ALL** questions on the survey. (*Titled "Overall Score" in Panorama*)

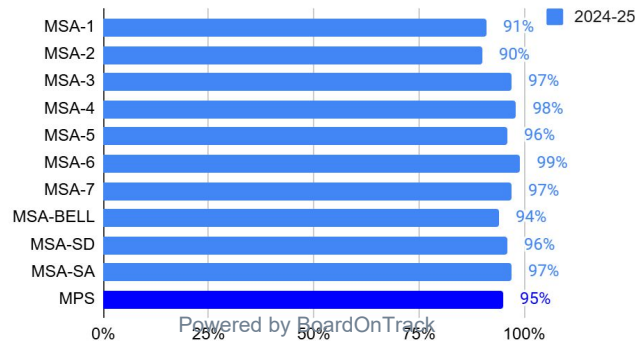
AVERAGE APPROVAL Rates: 2024-25 vs. 2023-24

	Family				Met?
	2024-25	2023-24	Change	2024-25 LCAP Target	
MSA-1	91%	92%	-1%	95%	No
MSA-2	90%	90%	0%	95%	No
MSA-3	97%	96%	1%	95%	Yes
MSA-4	98%	96%	2%	95%	Yes
MSA-5	96%	96%	0%	95%	Yes
MSA-6	99%	98%	1%	95%	Yes
MSA-7	97%	97%	0%	95%	Yes
MSA-BELL	94%	93%	1%	95%	No
MSA-SD	96%	96%	0%	95%	Yes
MSA-SA	97%	95%	2%	95%	Yes
MPS	95%	94%	1%	95%	

MPS Historical Survey Average Approval Rates - Families



2024-25 MPS Survey Average Approval Rates - Families



2025 Survey Results

Survey Average Approval Rates - Staff

LCAP Metric: School experience survey "average approval rates" based on the responses of our staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

Staff: Target: **≥ 80%** Actual: **58%** × **NOT MET**

Status:

Staff: Overall, MPS' average approval rate is 58%. **4 out of 10 schools** have a rate of 80% or more.

Change:

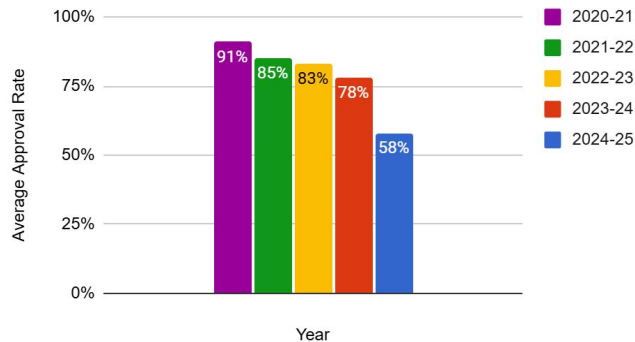
Staff: MPS **declined by 20 percentage points**. **10 out of 10 schools** showed a decline of 5 percentage points or more.

AVERAGE APPROVAL rates are based on our educational partners' responses to **ALL** questions on the survey.

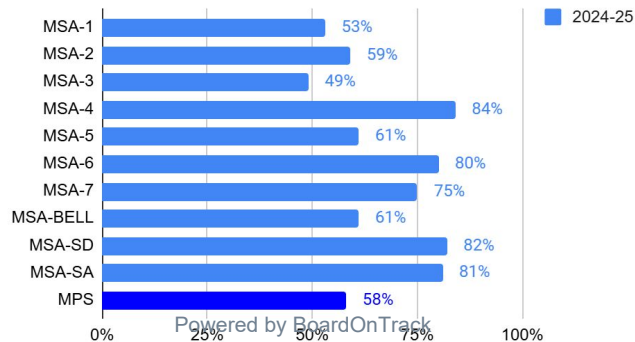
AVERAGE APPROVAL Rates: 2024-25 vs. 2023-24

	Staff				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	53%	70%	-17%	80%	No
MSA-2	59%	69%	-10%	80%	No
MSA-3	49%	74%	-25%	80%	No
MSA-4	84%	94%	-10%	80%	Yes
MSA-5	61%	80%	-19%	80%	No
MSA-6	80%	93%	-13%	80%	Yes
MSA-7	75%	81%	-6%	80%	No
MSA-BELL	61%	68%	-7%	80%	No
MSA-SD	82%	88%	-6%	80%	Yes
MSA-SA	81%	88%	-7%	80%	Yes
MPS	58%	78%	-20%	80%	No

MPS Historical Survey Average Approval Rates - Staff



2024-25 MPS Survey Average Approval Rates - Staff



2025 Survey Results & Reflections

5. Would Our Educational Partners Recommend MPS to Others?

2025 Survey Results

Survey Overall Satisfaction Rates - Students

LCAP Metric: School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students."

Students: Target: **≥ 75%** Actual: **74%** **✗ (PARTIALLY MET)**

Status:

Students: MPS' overall satisfaction rate is 74%. **6 out of 10 schools** have a rate of 75% or more.

Change:

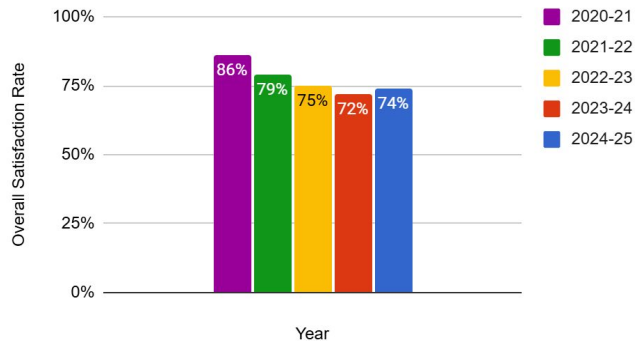
Students: MPS **increased by 2 percentage points**. **4 out of 10 schools** showed a change of 5 percentage points or more.

OVERALL SATISFACTION rates are based on our educational partners' response to a **SINGLE** question on the survey: **"Overall, I am satisfied and would recommend this school to others."**

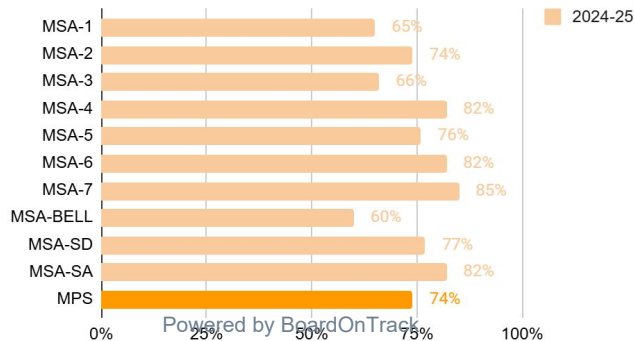
OVERALL SATISFACTION Rates: 2024-25 vs. 2023-24

	Students				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	65%	62%	3%	75%	No
MSA-2	74%	65%	9%	75%	No
MSA-3	66%	70%	-4%	75%	No
MSA-4	82%	75%	7%	75%	Yes
MSA-5	76%	78%	-2%	75%	Yes
MSA-6	82%	85%	-3%	75%	Yes
MSA-7	85%	89%	-4%	75%	Yes
MSA-BELL	60%	66%	-6%	75%	No
MSA-SD	77%	82%	-5%	75%	Yes
MSA-SA	82%	82%	0%	75%	Yes
AVERAGE	74%	72%	2%	75%	

MPS Historical Overall Satisfaction Rates - Students



2024-25 MPS Overall Satisfaction Rates - Students



2025 Survey Results

Survey Overall Satisfaction Rates - Families

LCAP Metric: School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other parents."

Families: Target: **≥ 95%** Actual: **95%** ✓ **(MET)**

Status:

Families: MPS' overall satisfaction rate is 95%. **7 out of 10 schools** have a rate of 95% or more.

Change:

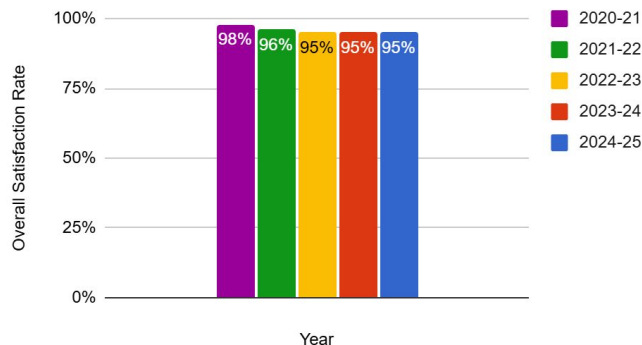
Families: MPS **maintained its rate**. **1 out of 10 schools** showed a change of 5 percentage points or more.

OVERALL SATISFACTION rates are based on our educational partners' response to a **SINGLE** question on the survey: **"Overall, I am satisfied and would recommend this school to others."**

OVERALL SATISFACTION Rates: 2024-25 vs. 2023-24

	Families				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	89%	95%	-6%	95%	No
MSA-2	93%	95%	-2%	95%	No
MSA-3	98%	94%	4%	95%	Yes
MSA-4	97%	95%	2%	95%	Yes
MSA-5	95%	96%	-1%	95%	Yes
MSA-6	99%	99%	0%	95%	Yes
MSA-7	99%	96%	3%	95%	Yes
MSA-BELL	90%	93%	-3%	95%	No
MSA-SD	97%	95%	2%	95%	Yes
MSA-SA	97%	96%	1%	95%	Yes
MPS	95%	95%	0%	95%	

MPS Historical Overall Satisfaction Rates - Families



2024-25 MPS Overall Satisfaction Rates - Families



2025 Survey Results

Survey Overall Satisfaction Rates - Staff

LCAP Metric: School experience survey "overall satisfaction rates" based on the responses of our staff to the question, "Overall, I am satisfied and would recommend this school to other educators."

Staff: Target: **≥ 85%** Actual: 62% × **(NOT MET)**

Status:

Staff: MPS' overall satisfaction rate is 62%. **2 out of 10 schools** have a rate of 85% or more.

Change:

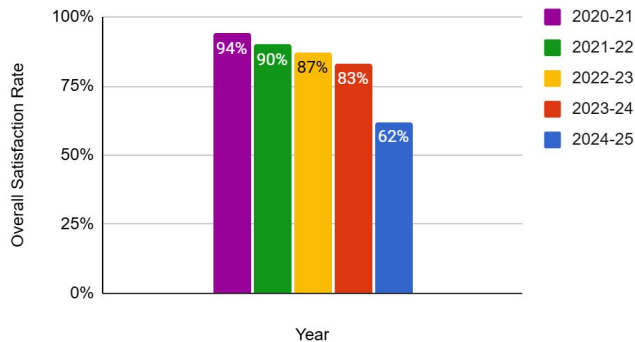
Staff: MPS **declined by 21 percentage points**. **10 out of 10 schools** showed a change of 5 percentage points or more.

OVERALL SATISFACTION rates are based on our educational partners' response to a **SINGLE** question on the survey: "Overall, I am satisfied and would recommend this school to others."

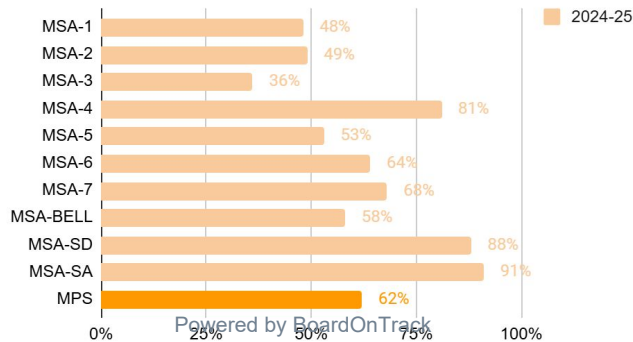
OVERALL SATISFACTION Rates: 2024-25 vs. 2023-24

	Staff				
	2024-25	2023-24	Change	2024-25 LCAP Target	Met?
MSA-1	48%	77%	-29%	85%	No
MSA-2	49%	72%	-23%	85%	No
MSA-3	36%	73%	-37%	85%	No
MSA-4	81%	100%	-19%	85%	No
MSA-5	53%	75%	-22%	85%	No
MSA-6	64%	87%	-23%	85%	No
MSA-7	68%	88%	-20%	85%	No
MSA-BELL	58%	77%	-19%	85%	No
MSA-SD	88%	97%	-9%	85%	Yes
MSA-SA	91%	96%	-5%	85%	Yes
MPS	62%	83%	-21%	85%	No

MPS Historical Overall Satisfaction Rates - Staff



2024-25 MPS Overall Satisfaction Rates - Staff



2025 Survey Results & Reflections

6. How Does MPS Make Use of Survey Results?

2025 Survey Results & Reflections

How Does MPS Make Use of Survey Results?

Reflection and LCAP Development Overview

- **Data Reviewed:** Survey participation & approval rates, satisfaction scores, topic/question insights, **free responses**, and year-round partner feedback.
- **Survey Discussion Meetings:** School Leadership Teams (SLTs) & Home Office identify 5–7 key points per group (students, families, staff) as:
 - **Glow**s (successes)
 - **Grow**s (needs)
 - **Suggestion**s (next steps)
- **Prioritization Criteria:** Frequency, importance, impact, and within MPS control.
- **Next Steps:**
 - Draft reflections (glows/grows/actions)
 - Share with educational partners (PAC/ELAC/PTF, staff, etc.) & adjust
 - Align to next year's **LCAP & budget**
 - Monitor actions following a **Plan-Do-Study-Act (PDSA)** cycle for continuous improvement.

SAMPLE REFLECTION: MSA-4 Educational Partners Survey Reflections - 2024-25

2025 Survey Results & Reflections

Sample Reflection: MSA-4 Educational Partners Survey Reflections - 2024-25

HIGHLIGHTS

GLOWS (SUCCESSES)

Strong Student-Teacher Relationships and Staff Support

Students consistently highlighted the kindness, support, and helpfulness of their teachers and staff. They appreciate that many educators are understanding, responsive, and offer both academic and emotional support.

Families also praised staff responsiveness and communication, noting personalized care and how well staff members know the students.

Small School Environment and Sense of Community

The small campus and class sizes were seen as a strength by both students and families. This environment fosters individualized attention and a family-like atmosphere where students feel comfortable and known.

College Readiness and Program Offerings

Families were particularly appreciative of the dual enrollment and college course options. Several family responses acknowledged how these opportunities have helped their children transition successfully into higher education.

Positive Social Environment Among Students

Many students expressed that they enjoy their friendships at school and value the social comfort provided by peers, further contributing to a welcoming school culture

GROWS (IDENTIFIED NEEDS)

Bathroom Cleanliness and Facility Maintenance

A substantial number of student responses called attention to the need for improved restroom conditions, including access to mirrors, soap, toilet paper, and general cleanliness.

Food Quality and Variety

Both students and families expressed dissatisfaction with school meals. Comments called for more nutritious and appetizing options with better variety instead of repetitive offerings like hamburgers.

Uniform Policy Flexibility

Students suggested relaxing the uniform requirements, with many calling for more free dress days or the ability to choose their own pants while keeping the school shirt.

Equity in Student Treatment and Discipline

There were concerns from both students and families about favoritism by teachers and inconsistent discipline practices. Respondents emphasized the importance of treating all students fairly and addressing both positive and negative behaviors appropriately.

Increased Activities and Enrichment Opportunities

Suggestions from both groups included requests for more field trips, clubs, extracurricular activities, and better physical education programming to support student engagement and holistic development.

2025 Survey Results & Reflections

Sample Reflection: MSA-4 Educational Partners Survey Reflections - 2024-25

HIGHLIGHTS

NEXT STEPS

Improve Restroom Conditions

SMART Goal:

By August 31, 2025, partner with the Prop 39 plant manager for bi-weekly restroom checks and launch a student accountability campaign, with impact measured through a student survey on restroom cleanliness and care.

Enhance Communication Around School Meals

SMART Goal:

By June 6, 2025, inform families of the recent meal vendor change during at least one PAC meeting and communicate the update to students during an advisory session.

Reevaluate Uniform Policy

SMART Goal:

By June 6, 2025, engage students and families in at least one PAC meeting and one advisory session to share background on the current uniform policy and gather input for potential updates in SY25–26.

Promote Fair and Consistent Discipline

SMART Goal:

By June 6, 2025, facilitate at least one staff PD session on equitable discipline and launch a feedback form for students/families to share concerns, with a review summary shared at year-end.

Expand Student Activities and Programs (2025–26)

SMART Goal:

By June 14, 2025, survey students to identify top interests and draft a plan for at least three new extracurricular or career-connected opportunities for implementation in the 2025–26 school year.

2025 Survey Results & Reflections

7. What Are the Key MPS-Wide Reflections on Survey Results, Free Responses, and Insights?

Students

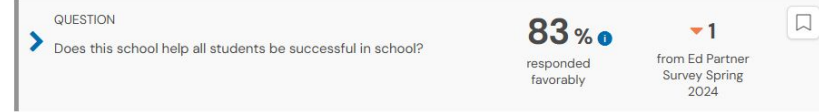
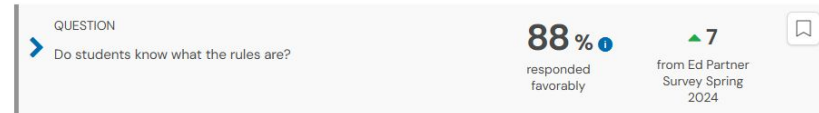
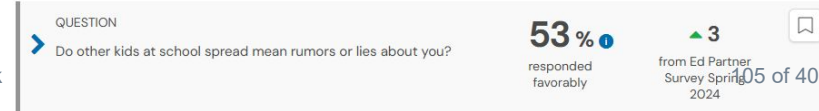
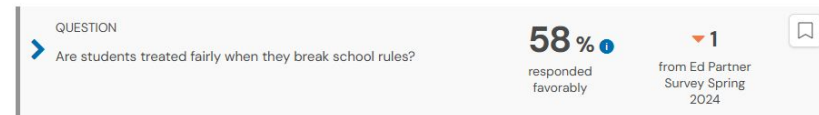
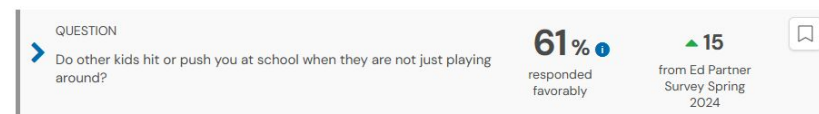
2025 Survey Results & Reflections

Survey Topics & Questions - Elementary Students

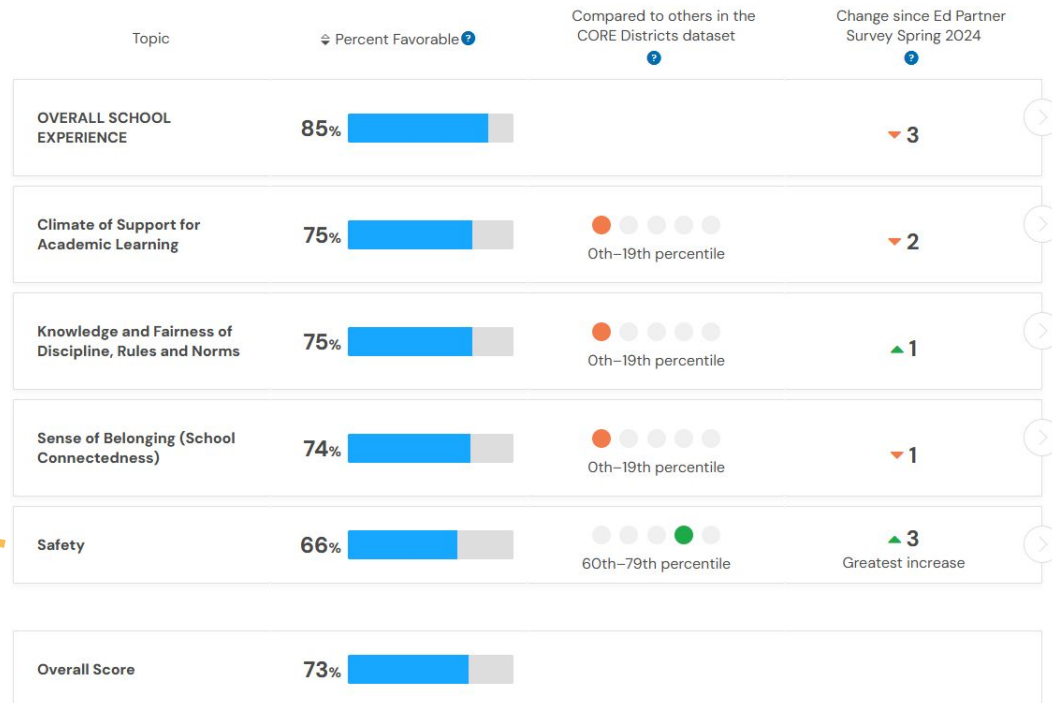
All questions

Based on 223 responses

How did students respond to each question?

Highest ratedSorted by Question score ▾ Highest to lowest ▾ [Use full width charts](#)Lowest rated

Elementary Student Survey

223 responses | [show breakdown](#)[Save as PDF](#)

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05 of 400

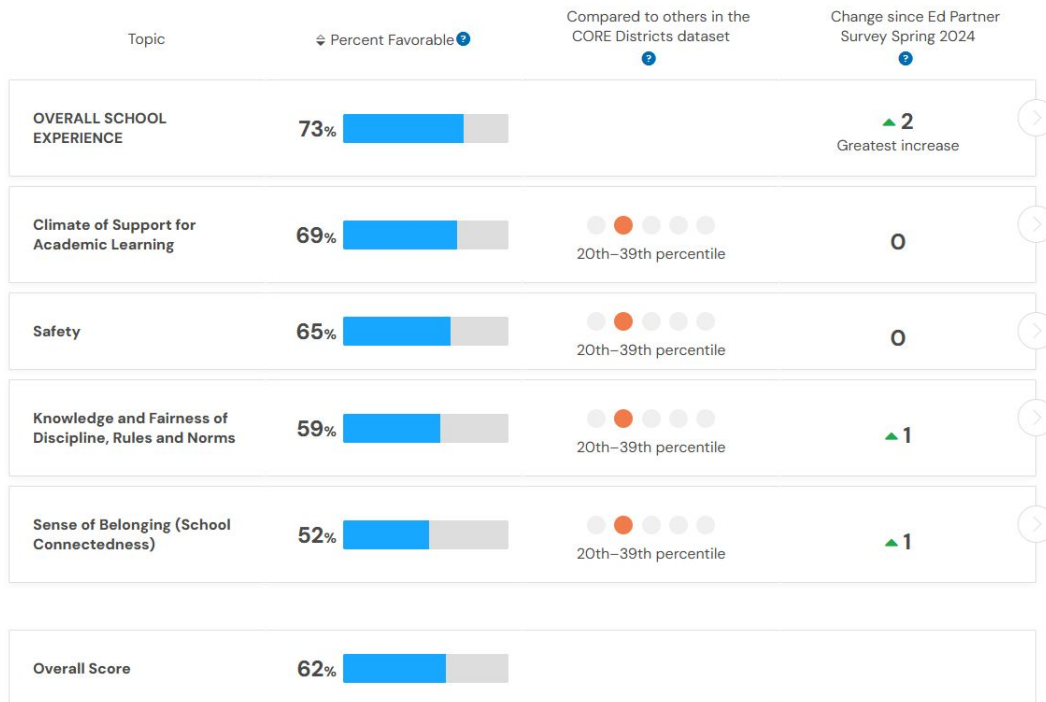
2025 Survey Results & Reflections

Survey Topics & Questions - Secondary Students

Secondary Student Survey

3,183 responses | [show breakdown](#)

[Save as PDF](#)



Powered by BoardOnTrack

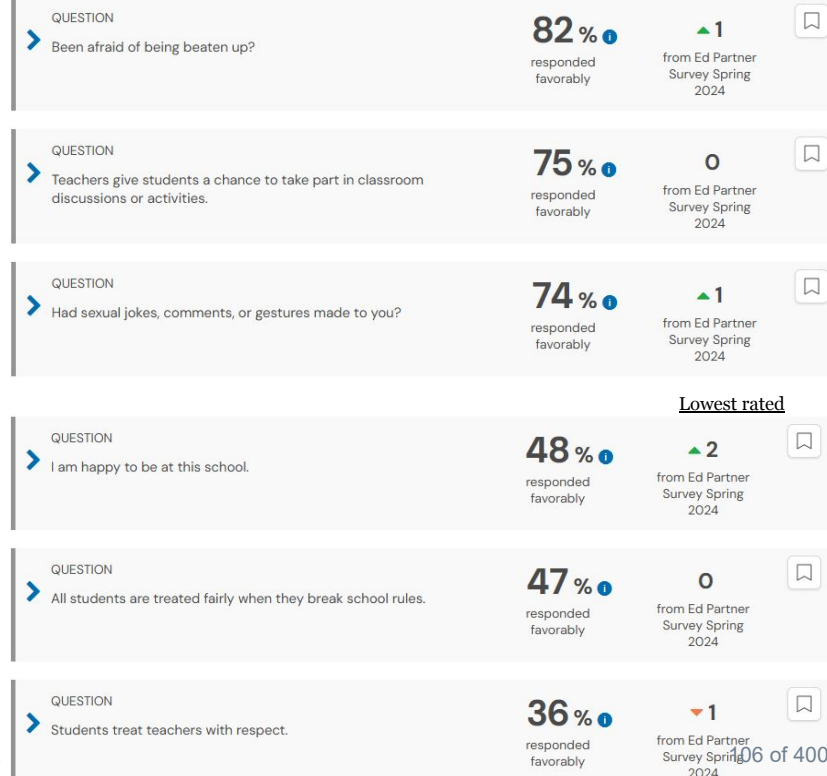
All questions

Based on 3,183 responses

How did students respond to each question?

Highest rated

Sorted by Question score ▾ Highest to lowest ▾ [Use full width charts](#)



Lowest rated

06 of 400

2025 Survey Results & Reflections

Top Comments & Common Themes - Students

HIGHLIGHTS	
GLOWS (SUCCESSES)	GROWS (IDENTIFIED NEEDS) & NEXT STEPS
<p>Elementary Students:</p> <ul style="list-style-type: none"> Students consistently praise their teachers, aides, and other staff for being kind, helpful, and supportive. Staff are seen as a major contributor to a safe and welcoming school environment. Subjects like math, science, art, and PE are popular, especially when taught in interactive or fun ways. Many students express feeling safe, respected, and emotionally supported, contributing to a positive school climate that promotes connection and well-being. <p>Secondary Students:</p> <ul style="list-style-type: none"> Students consistently highlight strong relationships with friends and teachers as the most valued aspect of school life. They appreciate teachers who are supportive, kind, and accessible, and peers who help create a welcoming, safe, and inclusive environment. Clubs, sports, P.E., field trips, and school events are commonly cited as highlights. 	<p>Elementary Students:</p> <ul style="list-style-type: none"> Lunch is a major area of concern, with students suggesting more variety, better quality, and tastier, healthier options. Requests for cleaner bathrooms, less litter, and improved maintenance to the learning environment. Students express a need for greater peer respect, less bullying, and more focus on kindness and fairness from both students and staff. <p>Secondary Students:</p> <ul style="list-style-type: none"> Students want more nutritious, flavorful, and appealing meals, as well as expanded lunch options, including snacks, vending machines, and more cultural or dietary variety. Many students want less restrictive uniform rules or more free dress days. A major theme is the desire for a school culture that feels respectful, equitable, and responsive. Students want fair treatment, consistent rule enforcement, and to feel heard by teachers and administrators. Concerns about bullying, favoritism, and discipline practices were common. Students are asking for more emotional support, mental health check-ins, and a culture of trust and care from staff. Many described feeling overwhelmed, unheard, or unsupported, particularly in stressful or unsafe situations.

2025 Survey Results & Reflections

7. What Are the Key MPS-Wide Reflections on Survey Results, Free Responses, and Insights?

Families

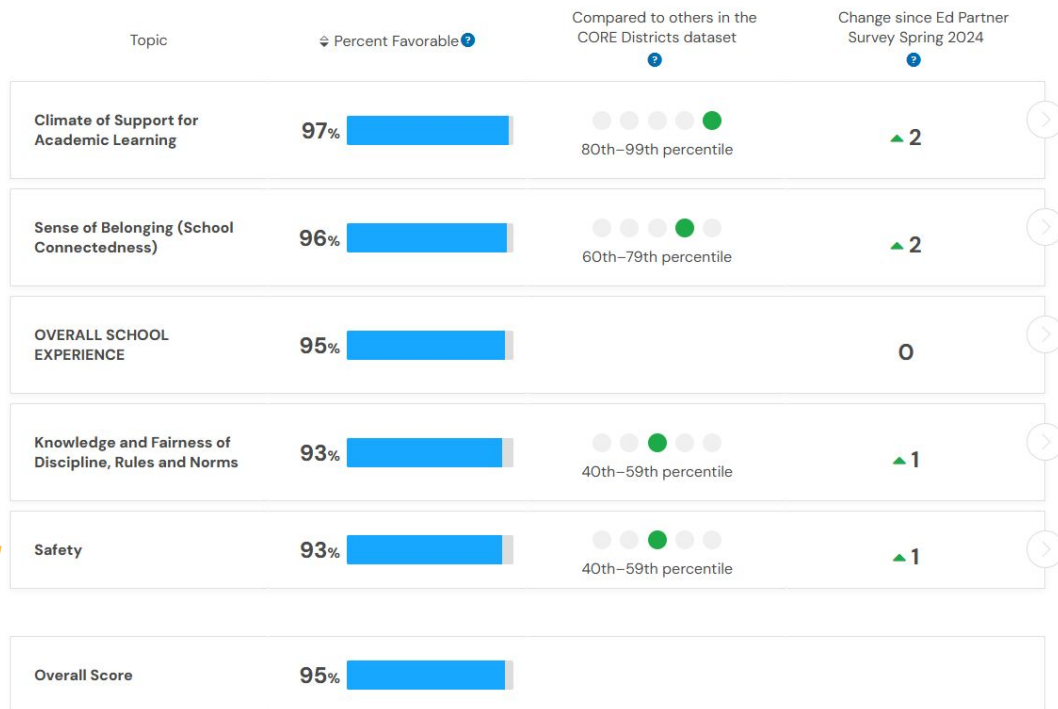
2025 Survey Results & Reflections

Survey Topics & Questions - Families

Family Survey

1,709 responses | [show breakdown](#)

Save as PDF



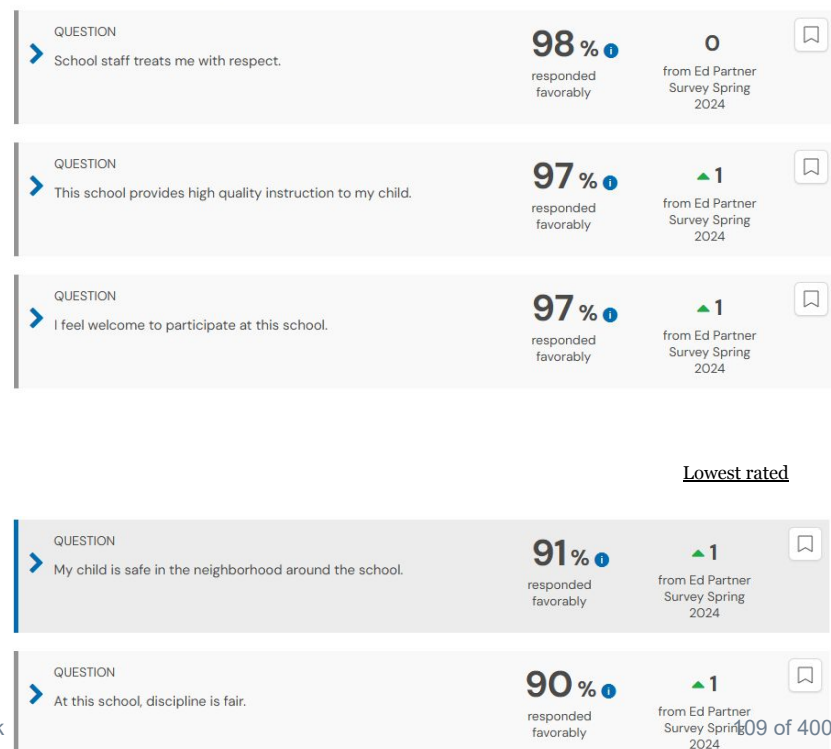
Powered by BoardOnTrack

All questions

Based on 1,709 responses

Highest rated

How did family members respond to each question?

Sorted by Question score ▾ Highest to lowest ▾ [Use full width charts](#)Lowest rated

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2025 Survey Results & Reflections

Top Comments & Common Themes - Families

HIGHLIGHTS	
GLOWS (SUCCESSES)	GROWS (IDENTIFIED NEEDS) & NEXT STEPS
<ul style="list-style-type: none"> Small class sizes - smaller ratios provide more support and attention for students Small school environment that creates a personal welcoming community of belonging Academic quality & support School communications with parents Community engagement and relationships College preparedness and dual enrollment 	<ul style="list-style-type: none"> Improve after-school program Increase campus safety/security and supervision to increase safety and prevent bullying Expand facilities (own campus, access to fields) Improve school food quality Expand extracurricular activities & diverse sports programs across grades Improve staff professionalism & administrator presence

2025 Survey Results & Reflections

7. What Are the Key MPS-Wide Reflections on Survey Results, Free Responses, and Insights?

Staff



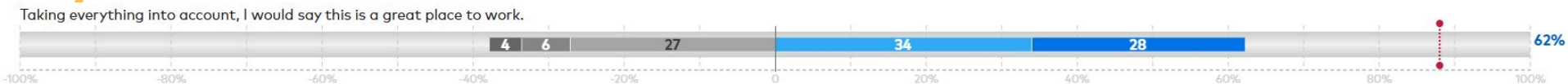
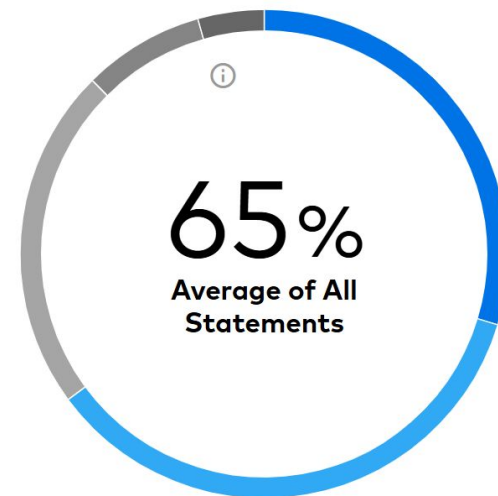
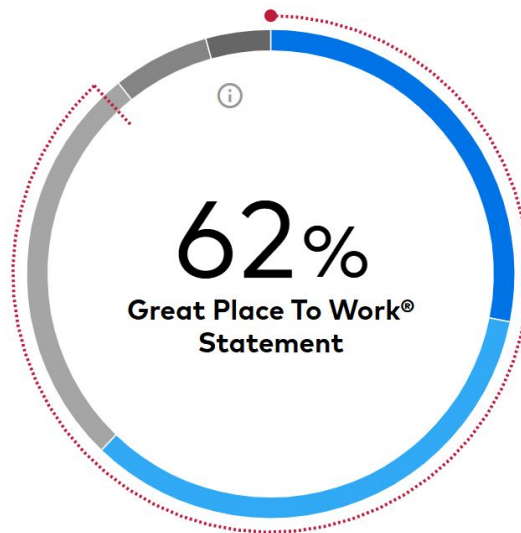
2025 Survey Results & Reflections

Survey Topics & Questions - Staff

High Level Overview

Blue – 2025 MPS GPTW

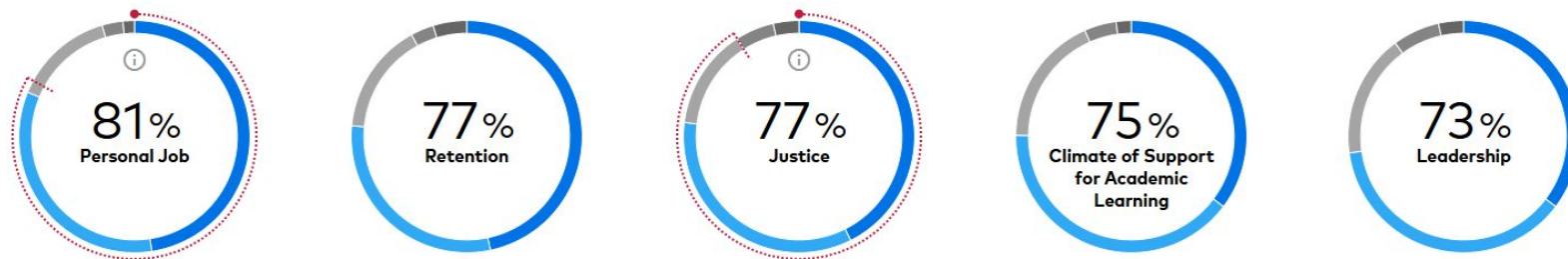
Burgundy Dash - 2025 100 Best Nonprofits



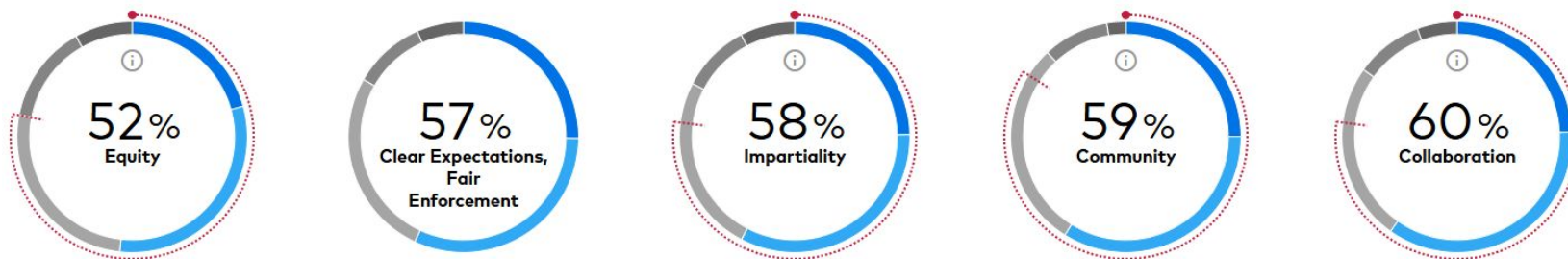
2025 Survey Results & Reflections

Survey Topics & Questions - Staff

GPTW Top Scored Areas of Focus



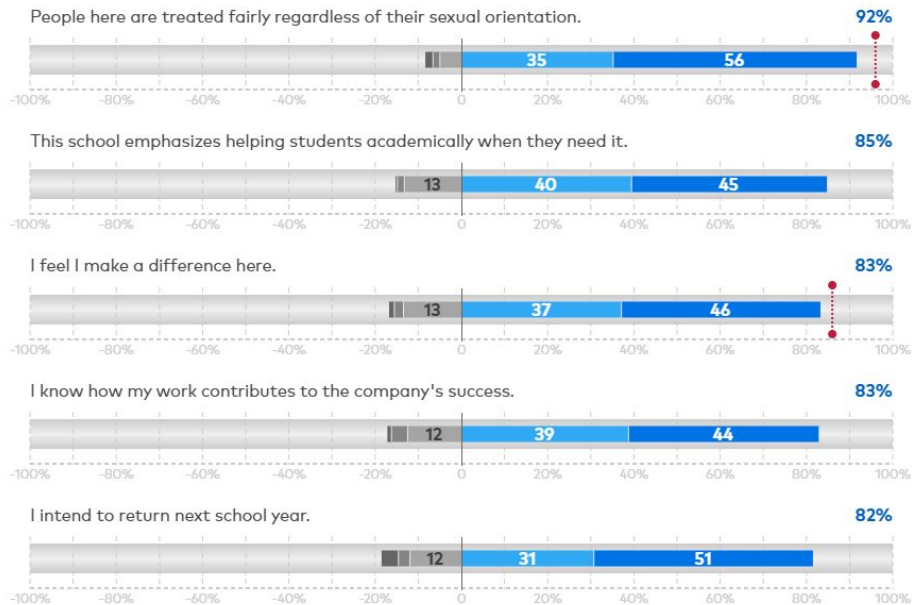
GPTW Bottom Scored Area of Focus



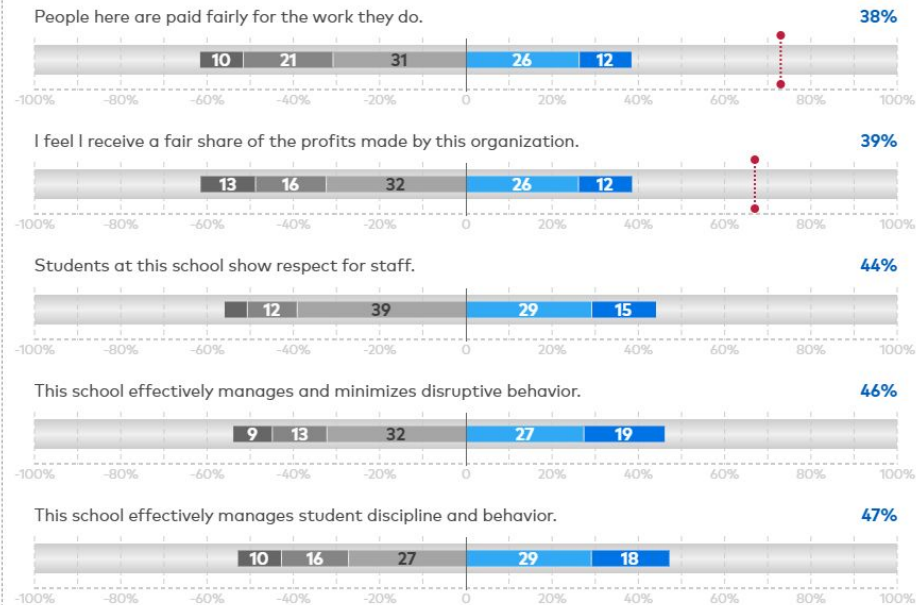
2025 Survey Results & Reflections

Survey Topics & Questions - Staff

TOP STATEMENTS



BOTTOM STATEMENTS



2025 Survey Results & Reflections

Survey Topics & Questions - Staff

Heatmap: 33 Areas of Focus + Location



Heatmap: 34 Areas of Focus + Title

①	②																																	
	Outperforming																	Underperforming																
	Average of All Statements	Average of GPTW Model	Credibility	Respect	Fairness	Pride	Comaraderie	Caring	Clear Expectations, Fair Enforcement	Climate of Support for Academic Learning	Collaboration	Communication	Community	Competence	Corporate Image	Diversity, Equity, and Inclusion	Engagement	Equity	Growth and Advancement	Hospitality	Impartiality	Innovation	Integrity	Intimacy	Justice	Leadership	Leadership Behavior	Organizational Wide	Personal Job	Retention	Safe and Respectful School Environment	Sense of Belonging	Support	Team
Assistant Principal	92% 9	92% 9	96% 9	90% 9	86% 9	94% 9	94% 9	87% 9	83% 9	100% 9	94% 9	100% 9	89% 9	96% 9	94% 9	91% 9	91% 9	66% 9	86% 9	96% 9	93% 9	93% 9	91% 9	93% 9	98% 9	100% 9	96% 9	93% 9	100% 9	100% 9	82% 9	94% 9	91% 9	89% 9
College Counselor	63% 6	61% 6	60% 6	62% 6	62% 6	64% 6	60% 6	62% 6	69% 6	63% 6	67% 6	67% 6	50% 6	61% 6	58% 6	72% 6	60% 6	50% 6	54% 6	56% 6	50% 6	63% 6	52% 6	67% 6	80% 6	75% 6	56% 6	61% 6	83% 6	75% 6	70% 6	59% 6	60% 6	61% 6
Community Schools Coordinator	54% 6	52% 6	44% 6	46% 6	57% 6	59% 6	62% 6	45% 6	54% 6	64% 6	33% 6	42% 6	33% 6	47% 6	50% 6	58% 6	51% 6	42% 6	62% 6	72% 6	50% 6	50% 6	43% 6	61% 6	73% 6	75% 6	53% 6	33% 6	92% 6	92% 6	63% 6	65% 6	53% 6	56% 6
Custodian	68% 5	64% 5	55% 5	68% 5	65% 5	71% 5	65% 5	71% 5	79% 5	77% 5	40% 5	50% 5	40% 5	60% 5	70% 5	66% 5	65% 5	40% 5	60% 5	67% 5	67% 5	62% 5	54% 5	71% 5	84% 5	80% 5	57% 5	71% 5	70% 5	70% 5	68% 5	68% 5	76% 5	73% 5
Dean Of Academics	74% 8	78% 8	82% 8	82% 8	78% 8	77% 8	62% 8	80% 8	59% 8	77% 8	88% 8	88% 8	50% 8	83% 8	75% 8	83% 8	81% 8	56% 8	66% 8	58% 8	83% 8	84% 8	78% 8	71% 8	92% 8	75% 8	79% 8	58% 8	88% 8	100% 8	65% 8	71% 8	82% 8	75% 8
Dean Of Students	71% 7	71% 7	78% 7	63% 7	72% 7	68% 7	71% 7	57% 7	75% 7	71% 7	71% 7	86% 7	57% 7	76% 7	64% 7	71% 7	69% 7	52% 7	58% 7	67% 7	62% 7	69% 7	74% 7	81% 7	94% 7	83% 7	76% 7	72% 7	71% 7	69% 7	70% 7	73% 7	68% 7	75% 7
Discipline Coordinator	50% 6	49% 6	46% 6	43% 6	55% 6	54% 6	48% 6	45% 6	58% 6	60% 6	33% 6	42% 6	17% 6	54% 6	51% 6	60% 6	50% 6	33% 6	48% 6	44% 6	25% 6	48% 6	38% 6	61% 6	90% 6	55% 6	44% 6	35% 6	75% 6	73% 6	70% 6	40% 6	43% 6	44% 6
Education Specialist	54% 23	56% 23	50% 23	53% 23	56% 23	63% 23	59% 23	56% 23	37% 23	59% 23	44% 23	39% 23	48% 23	52% 23	61% 23	59% 23	55% 23	49% 23	62% 23	60% 23	46% 23	56% 23	58% 23	62% 23	69% 23	67% 23	51% 23	49% 23	87% 23	75% 23	37% 23	58% 23	54% 23	51% 23
English Teacher	62% 24	62% 24	62% 24	58% 24	61% 24	63% 24	65% 24	54% 24	54% 24	71% 24	56% 24	61% 24	67% 24	63% 24	55% 24	63% 24	63% 24	50% 24	64% 24	59% 24	55% 24	66% 24	62% 24	69% 24	74% 24	68% 24	62% 24	57% 24	83% 24	83% 24	52% 24	65% 24	65% 24	68% 24
Family Success Coordinator	63% 8	61% 8	59% 8	59% 8	65% 8	61% 8	59% 8	62% 8	65% 8	68% 8	50% 8	55% 8	38% 8	60% 8	62% 8	73% 8	58% 8	50% 8	75% 8	62% 8	54% 8	59% 8	60% 8	62% 8	82% 8	69% 8	60% 8	62% 8	81% 8	81% 8	82% 8	61% 8	60% 8	46% 8
History Teacher	55% 6	58% 6	57% 6	54% 6	60% 6	59% 6	62% 6	48% 6	37% 6	67% 6	50% 6	62% 6	33% 6	53% 6	56% 6	55% 6	55% 6	46% 6	62% 6	72% 6	56% 6	53% 6	57% 6	61% 6	73% 6	50% 6	64% 6	61% 6	67% 6	67% 6	50% 6	52% 6	63% 6	61% 6
IT Manager	64% 5	66% 5	61% 5	67% 5	74% 5	62% 5	69% 5	69% 5	47% 5	74% 5	70% 5	70% 5	60% 5	50% 5	60% 5	78% 5	62% 5	68% 5	50% 5	73% 5	71% 5	70% 5	68% 5	79% 5	70% 5	67% 5	73% 5	70% 5	70% 5	36% 5	72% 5	64% 5	60% 5	
Math Teacher	67% 25	68% 25	69% 25	64% 25	74% 25	63% 25	70% 25	58% 25	55% 25	81% 25	64% 25	68% 25	68% 25	73% 25	61% 25	73% 25	66% 25	66% 25	68% 25	64% 25	69% 25	70% 25	64% 25	77% 25	83% 25	78% 25	69% 25	76% 25	70% 25	62% 25	51% 25	71% 25	73% 25	63% 25
Multiple Subjects	68% 16	67% 16	63% 16	64% 16	59% 16	77% 16	74% 16	63% 16	64% 16	80% 16	59% 16	60% 16	75% 16	62% 16	74% 16	67% 16	70% 16	44% 16	64% 16	72% 16	56% 16	69% 16	68% 16	75% 16	72% 16	78% 16	66% 16	67% 16	91% 16	84% 16	68% 16	70% 16	68% 16	75% 16

117 of 400



Magnolia Public Schools
2025 Great Place to Work® Trust Index© Survey
March 12, 2025 - April 3, 2025
All Data

Overall
(Apr 2025)

Global filter (Apr 2025): Overall Results

	Number of Responses:	
I am given the resources and equipment to do my job.	72	
This is a physically safe place to work.	79	
Everyone has an opportunity to get special recognition.	55	
People here are willing to give extra to get the job done.	60	
You can count on people to cooperate.	59	
Management makes its expectations clear.	58	
I can ask management any reasonable question and get a straight answer.	63	
I am offered training or development to further myself professionally.	68	
Management shows appreciation for good work and extra effort.	59	
People here are paid fairly for the work they do.	38	
My work has special meaning; this is not "just a job."	79	
When people change jobs or work units, they are made to feel right at home.	62	
Management is approachable, easy to talk with.	70	
Management recognizes honest mistakes as part of doing business.	69	
Management genuinely seeks and responds to suggestions and ideas.	63	
When I look at what we accomplish, I feel a sense of pride.	81	
I feel I receive a fair share of the profits made by this organization.	39	
Management keeps me informed about important issues and changes.	61	
Management has a clear view of where the organization is going and how to get there.	60	
Management trusts people to do a good job without watching over their shoulders.	68	
Management involves people in decisions that affect their jobs or work environment.	56	
Managers avoid playing favorites.	57	
I feel good about the ways we contribute to the community.	82	
Management does a good job of assigning and coordinating people.	55	
People here are given a lot of responsibility.	81	
This is a psychologically and emotionally healthy place to work.	50	
People here are treated fairly regardless of their age.	75	
Promotions go to those who best deserve them.	52	
People look forward to coming to work here.	51	
I can be myself around here.		
Management delivers on its promises.	55	

Magnolia Public Schools
2025 Great Place to Work® Trust Index® Survey
March 12, 2025 - April 3, 2025
All Data

Overall
(Apr 2025)







Statements

People here are treated fairly regardless of their race.	80
People care about each other here.	72
Management's actions match its words.	58
Our facilities contribute to a good working environment.	51
People here are treated fairly regardless of their gender.	78
I'm proud to tell others I work here.	73
People celebrate special events around here.	73
I believe management would lay people off only as a last resort.	76
People avoid politicking and backstabbing as ways to get things done.	64
People are encouraged to balance their work life and their personal life.	50
People here are treated fairly regardless of their sexual orientation.	92
Management is competent at running the business.	63
If I am unfairly treated, I believe I'll be given a fair shake if I appeal.	59
We have special and unique benefits here.	61
Management is honest and ethical in its business practices.	69
Management shows a sincere interest in me as a person, not just an employee.	63
I want to work here for a long time.	65
I am treated as a full member here regardless of my position.	75
I am able to take time off from work when I think it's necessary.	80
I feel I make a difference here.	83
When you join the company, you are made to feel welcome.	77
This is a fun place to work.	59
Management hires people who fit in well here.	57
I would strongly endorse my company to friends and family as a great place to work.	59
Our customers would rate the service we deliver as "excellent."	60
Our executives fully embody the best characteristics of our company.	59
We celebrate people who try new and better ways of doing things, regardless of the outcome.	62
People here quickly adapt to changes needed for our organization's success.	61
This school is a supportive and inviting place for students to learn.	75
This school sets high standards for academic performance for all students.	67
This school promotes academic success for all students.	76
This school emphasizes helping students academically when they need it.	85
This school emphasizes teaching lessons in ways relevant to students.	75

Magnolia Public Schools 2025 Great Place to Work® Trust Index© Survey March 12, 2025 - April 3, 2025 All Data		Overall (Apr 2025)
This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their background.		81
People at this school support and treat each other with respect.		69
People at this school are committed to continuous improvement.		67
This school is a supportive and inviting place for staff to work.		66
This school promotes trust and collegiality among staff.		65
This school encourages staff involvement in decisions that shape its practices and policies.		59
I am valued for the strengths, experiences, and background I bring to my school.		68
On most days, my colleagues are enthusiastic about being at our school.		55
There is a "family" or "team" feeling here.		59
I know how my work contributes to the company's success.		83
If my coworkers succeed I succeed.		82
We're all in this together.		71
I am given the appropriate information and training to do my job well.		63
We openly share feedback to help us get better.		63
I trust management to do the right thing.		63
Open and honest feedback is a natural part of our work.		64
My colleagues are supportive when new initiatives to strengthen the overall learning environment are implemented.		66
This school effectively communicates the consequences of breaking rules to students.		51
This school clearly communicates its rules to students.		66
Students understand how they are expected to behave.		58
Students have a clear understanding of the school's rules.		57
This school clearly defines behavioral expectations for students.		62
This school addresses discipline issues fairly and consistently.		50
This school effectively manages student discipline and behavior.		47
Adults at this school treat all students with fairness and respect.		67
The school's rules are fair and consistently applied.		55
This school effectively addresses and prevents bullying.		60
This school does a good job at preventing violence amongst students.		66
This school effectively manages and minimizes disruptive behavior.		46
This school fosters an inclusive and respectful environment for all students.		68
Students at this school show respect for staff.		44
There are opportunities for me to advance at my school/network.		59
In the last six months, someone at work has talked to me about my progress.		57







Great Place To Work®	<p>Magnolia Public Schools</p> <p>2025 Great Place to Work® Trust Index© Survey</p> <p>March 12, 2025 - April 3, 2025</p> <p>All Data</p>	Overall (Apr 2025)
	This last year, I have had opportunities at work to learn and grow.	70
	I intend to return next school year.	82
	I see myself working at this school/network in three years.	72
	I feel that the People & Culture department has made a strong effort to improve our Organization.	59
	It is easy to collaborate with members from different teams or departments.	63
	I believe our organization values and prioritizes diversity in hiring and promotions.	70
	I see positive changes in my organization's DEI efforts over time.	65
	Taking everything into account, I would say this is a great place to work.	62

Is there anything unique or unusual about this company that makes it a great to work? Please give specific examples.
(149 comments)

<p>Magnolia Public Schools - Regular Board Meeting - Agenda Thursday May 22, 2025 at 5:30 PM</p> <p> Community, Camaraderie & Family Feel (27 comments)</p>	<p><i>"The feeling of being family. Coworkers are caring, supportive, and positive-minded."</i></p>
<p> Small Size & Close-Knit Environment (12 comments)</p>	<p><i>"It's small school; strong social connections."</i></p>
<p> Staff Collaboration & Support (17 comments)</p>	<p><i>"The collaboration between the school sites and our home office is great."</i></p>
<p> Student-Centered Focus (11 comments)</p>	<p><i>"We don't give up on these kids and we continue to push them to do better"</i></p>
<p> Innovation, Autonomy & Opportunity (9 comments)</p>	<p><i>"Any lessons/events/plans I envision are supported by admin..."</i></p>
<p> Benefits & Professional Growth (10 comments)</p>	<p><i>"Benefits. I am blown away and thankful for the medical benefits..."</i></p>

If you could change one thing about this company to make it a better place to work, what would it be?

(193 comments)

 Professional Development & Growth (15 comments)	Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 22, 2025 at 5:30 PM <i>"I would love to see more training opportunities and workshops offered to help develop a variety of skill sets, including computer proficiency, communication, leadership, and other professional development areas."</i>
 Team Culture, Inclusion & Respect (22 comments)	<i>"Foster an inclusive and equitable work environment where all employees have fair opportunities for growth."</i>
 Facilities, Resources & Infrastructure (14 comments)	<i>"Better facilities."</i>
 Diversity, Equity & Representation (10 comments)	<i>"At the executive level, I recommend fostering an inclusive and equitable work environment where all employees have fair opportunities for growth within the organization."</i>
 Communication & Transparency (20 comments)	<i>"Clear expectations, more open dialogue, and regular feedback opportunities would help all employees feel more connected, valued, and aligned with company goals."</i>
 Systems, Structure & Operations (14 comments)	<i>"Establish essential, fundamental roles at each school to ensure the success of students and the institution. Define clear roles and responsibilities, streamline departments and titles, and build functional systems that drive realistic and effective outcomes."</i>

If you could change one thing about this company to make it a better place to work, what would it be?

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 22, 2025 at 5:30 PM
Compensation, Pay Equity & Benefits (39 comments)
 "Make our pay scale more inline with surrounding community schools"

Leadership, Accountability & Transparency (37 comments)
 "Clear vision for where we are headed and 100% buy in from all teams. Accountability for all staff, starting at the leadership level to all roles at MPS."

Student Behavior, Discipline & Support (28 comments)
 "Consequences should be placed so students understand the impact of their actions."

Workload, Time, and Work-Life Balance (21 comments)
 "We need to create time and space for educators to think and grow, not just survive."

Home Office & School Site Disconnect (17 comments)
 "There is a growing disconnect between Home Office and school sites."

Bright Spots

1. ❤️ **Fair Treatment Across Identities:** This reflects a strong foundation of equity and inclusion for identity-based fairness across MPS.

“People here are treated fairly regardless of their sexual orientation” — **92%**

Race — **80%**, Gender — **78%**, Age — **75%**

2. ✨ **Sense of Purpose in Mission:** Staff are motivated by purpose and connection to MPS’ mission.

“I know how my work contributes to the company’s success” — **83%**

“I feel I make a difference here” — **83%**

“I’m proud to tell others I work here” — **73%**

3. 📘 **Strong Student Support Culture:** Staff strongly agree that the organization emphasizes student academic success and responsiveness.

“This school emphasizes helping students academically when they need it” — **85%**

4. 🧡 **Collegiality & Peer Culture:** These scores reflect a strong team orientation and supportive work environment.

“We’re all in this together” — **71%**

“If my coworkers succeed, I succeed” — **82%**

“People care about each other here” — **72%**

5. 🌟 **Strong Culture Exists Across Sites—Models for Peer Learning**

Heatmap analysis shows that some sites consistently demonstrate strength across focus areas like **leadership, DEI, and purpose-driven work**, with many scores in the 80–90% range.

Opportunities

1. 💰 Compensation is a Key Area for Improvement: Survey data reflects that staff perceive compensation as unfair or not aligned to their work, signaling an opportunity to evaluate pay equity and competitiveness.

*["People here are paid fairly for the work they do" — **38%**]*

2. 🏆 Staff Recognition Needs Greater Emphasis: Recognition for staff contributions is a key motivator that is currently under-addressed. Building a culture of consistent, equitable recognition could boost morale and retention.

*["Everyone has an opportunity to get special recognition" — **59%**, Management shows appreciation for good work and extra effort" — **59%**]*

3. 🌱 Inconsistent Staff Experience Across Sites and Roles: Heatmap data reveals a wide range of experiences both across locations and specific staff positions. There's a clear opportunity to scale **strong practices** and address **gaps in consistency**.

*[Some sites outperform in **leadership, DEI, and belonging**, while others underperform. Staff in roles such as paraprofessionals, coordinators, and office managers show lower satisfaction across multiple areas.]*

4. 🏠 Equity Gaps for African American and LGBTQ+ Staff: Disaggregated data shows that both groups report **lower satisfaction across multiple Areas of Focus**, including belonging, fairness, and leadership.

*[This suggests that while MPS has a strong DEI foundation, there are **critical equity gaps** that must be addressed through **targeted listening, systemic change, and inclusive practices.**]*

5. 🗣️ Clarity in Leadership & Communication: Staff responses show a need for improved transparency and inclusion in decision-making processes. Opportunities exist to improve **strategic communication** and **staff engagement** in org-wide planning.

*["Management keeps me informed about important issues and changes" — **61%**, "Management has a clear view of where the organization is going and how to get there" — **60%**]*

2025 Survey Results & Reflections

***THANK
YOU!!!!***

< Summary



Ed Partner Surveys Spring 2025
Elementary Student Survey

All questions

Based on 223 responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾ Use full width charts

QUESTION	88 % ⓘ	▲ 7	
Do students know what the rules are?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	85 % ⓘ	▼ 3	
Overall, I am satisfied and would recommend this school to other students.	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	83 % ⓘ	▼ 1	
Does this school help all students be successful in school?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	82 % ⓘ	▲ 1	
Do teachers and other grown-ups at school treat students with respect?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	81 % ⓘ	0	
Do you feel safe at school?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	79 % ⓘ	▲ 4	
Do your teachers work hard to help you with your schoolwork when you need it?	responded favorably	from Ed Partner Survey Spring 2024	

QUESTION			
>	Do you feel like you are part of this school?	79% responded favorably	▲ 6 from Ed Partner Survey Spring 2024
QUESTION			
>	Are you happy to be at this school?	77% responded favorably	▲ 2 from Ed Partner Survey Spring 2024
QUESTION			
>	Does this school clearly tell students what would happen if they break school rules?	76% responded favorably	▼ 6 from Ed Partner Survey Spring 2024
QUESTION			
>	Are rules in this school made clear to students?	76% responded favorably	▼ 2 from Ed Partner Survey Spring 2024
QUESTION			
>	Do teachers go out of their way to help students?	74% responded favorably	▼ 6 from Ed Partner Survey Spring 2024
QUESTION			
>	Do students know how they are expected to act?	74% responded favorably	▲ 7 from Ed Partner Survey Spring 2024
QUESTION			
>	Do other kids at this school ever tease you about the way you talk?	74% responded favorably	▼ 1 from Ed Partner Survey Spring 2024
QUESTION			
>	Do students treat teachers with respect?	73% responded favorably	▲ 4 from Ed Partner Survey Spring 2024
QUESTION			
>	Are the school rules fair?	72% responded favorably	▼ 5 from Ed Partner Survey Spring 2024

<div>QUESTION</div> <div> <div>></div> <div>Do adults at school encourage you to work hard so you can be successful?</div> </div>	<div>71%¹</div> <div>responded favorably</div>	<div>▼ 3</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do teachers treat students fairly at school?</div> </div>	<div>70%¹</div> <div>responded favorably</div>	<div>▼ 7</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do teachers give students a chance to take part in classroom discussions or activities?</div> </div>	<div>68%¹</div> <div>responded favorably</div>	<div>▼ 4</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do other kids steal or damage your things, like your clothing or your books?</div> </div>	<div>68%¹</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do you feel close to people at school?</div> </div>	<div>65%¹</div> <div>responded favorably</div>	<div>▼ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Are you afraid of being beaten up at school?</div> </div>	<div>65%¹</div> <div>responded favorably</div>	<div>▲ 7</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do other kids at this school ever tease you about what your body looks like?</div> </div>	<div>63%¹</div> <div>responded favorably</div>	<div>▼ 3</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Do other kids hit or push you at school when they are not just playing around?</div> </div>	<div>61%¹</div> <div>responded favorably</div>	<div>▲ 15</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div> <div>></div> <div>Are students treated fairly when they break school rules?</div> </div>	<div>58%¹</div> <div>responded favorably</div>	<div>▼ 1</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>

QUESTION

> Do other kids at school spread mean rumors or lies about you?

53%¹

responded favorably

▲ 3

from Ed Partner Survey Spring 2024



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< Summary



Ed Partner Surveys Spring 2025
Secondary Student Survey

All questions

Based on 3,183 responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾ Use full width charts

QUESTION	82% ¹	▲1	
➤ Been afraid of being beaten up?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	75% ¹	0	
➤ Teachers give students a chance to take part in classroom discussions or activities.	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	74% ¹	▲1	
➤ Had sexual jokes, comments, or gestures made to you?	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	73% ¹	▲2	
➤ This school clearly informs students what would happen if they break school rules.	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	73% ¹	▲2	
➤ Overall, I am satisfied and would recommend this school to other students.	responded favorably	from Ed Partner Survey Spring 2024	
QUESTION	72% ¹	▲2	
➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	responded favorably	from Ed Partner Survey Spring 2024	

QUESTION			
>	This school makes it clear how students are expected to act.	71% ¹ responded favorably	▲ 3 from Ed Partner Survey Spring 2024
QUESTION			
>	Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	71% ¹ responded favorably	▲ 1 from Ed Partner Survey Spring 2024
QUESTION			
>	My teachers work hard to help me with my schoolwork when I need it.	70% ¹ responded favorably	▼ 1 from Ed Partner Survey Spring 2024
QUESTION			
>	This school promotes academic success for all students.	70% ¹ responded favorably	▲ 2 from Ed Partner Survey Spring 2024
QUESTION			
>	Rules in this school are made clear to students.	68% ¹ responded favorably	▲ 2 from Ed Partner Survey Spring 2024
QUESTION			
>	This school is a supportive and inviting place for students to learn.	65% ¹ responded favorably	▲ 1 from Ed Partner Survey Spring 2024
QUESTION			
>	Students know what the rules are.	65% ¹ responded favorably	0 from Ed Partner Survey Spring 2024
QUESTION			
>	Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	65% ¹ responded favorably	0 from Ed Partner Survey Spring 2024
QUESTION			
>	Teachers go out of their way to help students.	62% ¹ responded favorably	▼ 1 from Ed Partner Survey Spring 2024

QUESTION			
> Had mean rumors or lies spread about you?	61% ¹ responded favorably	▲ 2 from Ed Partner Survey Spring 2024	
QUESTION			
> Been made fun of because of your looks or the way you talk?	61% ¹ responded favorably	0 from Ed Partner Survey Spring 2024	
QUESTION			
> I feel close to people at this school.	60% ¹ responded favorably	▲ 4 from Ed Partner Survey Spring 2024	
QUESTION			
> Students know how they are expected to act.	60% ¹ responded favorably	0 from Ed Partner Survey Spring 2024	
QUESTION			
> Adults at this school treat all students with respect.	58% ¹ responded favorably	▲ 1 from Ed Partner Survey Spring 2024	
QUESTION			
> How safe do you feel when you are at school?	54% ¹ responded favorably	▼ 2 from Ed Partner Survey Spring 2024	
QUESTION			
> I feel safe in my school.	53% ¹ responded favorably	▼ 1 from Ed Partner Survey Spring 2024	
QUESTION			
> The teachers at this school treat students fairly.	50% ¹ responded favorably	0 from Ed Partner Survey Spring 2024	
QUESTION			
> The school rules are fair.	50% ¹ responded favorably	▲ 1 from Ed Partner Survey Spring 2024	

<div>QUESTION</div> <div>> I feel like I am part of this school.</div>	<div>49%¹</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> I am happy to be at this school.</div>	<div>48%¹</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> All students are treated fairly when they break school rules.</div>	<div>47%¹</div> <div>responded favorably</div>	<div>0</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> Students treat teachers with respect.</div>	<div>36%¹</div> <div>responded favorably</div>	<div>▼ 1</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>



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< Summary



Ed Partner Surveys Spring 2025
Family Survey

All questions







Based on 1,709 responses

How did family members respond to each question?

Sorted by Question score ▾ Highest to lowest ▾ Use full width charts

QUESTION			
➤ School staff treats me with respect.	98% responded favorably	0 from Ed Partner Survey Spring 2024	
QUESTION			
➤ This school provides high quality instruction to my child.	97% responded favorably	▲1 from Ed Partner Survey Spring 2024	
QUESTION			
➤ I feel welcome to participate at this school.	97% responded favorably	▲1 from Ed Partner Survey Spring 2024	
QUESTION			
➤ School staff is helpful.	97% responded favorably	▲1 from Ed Partner Survey Spring 2024	
QUESTION			
➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.	97% responded favorably	▲2 from Ed Partner Survey Spring 2024	
QUESTION			
➤ This school has high expectations for all students.	96% responded favorably	▲2 from Ed Partner Survey Spring 2024	

<div>QUESTION</div> <div>> School staff welcomes my suggestions.</div>	<div>96%ⁱ</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> This school clearly informs students what would happen if they break school rules.</div>	<div>96%ⁱ</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> School staff takes my concerns seriously.</div>	<div>95%ⁱ</div> <div>responded favorably</div>	<div>▲ 4</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> School staff responds to my needs in a timely manner.</div>	<div>95%ⁱ</div> <div>responded favorably</div>	<div>▲ 5</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> My child is safe on school grounds.</div>	<div>95%ⁱ</div> <div>responded favorably</div>	<div>▲ 2</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> Overall, I am satisfied and would recommend this school to other parents.</div>	<div>95%ⁱ</div> <div>responded favorably</div>	<div>0</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> My child is safe in the neighborhood around the school.</div>	<div>91%ⁱ</div> <div>responded favorably</div>	<div>▲ 1</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> At this school, discipline is fair.</div>	<div>90%ⁱ</div> <div>responded favorably</div>	<div>▲ 1</div> <div>from Ed Partner Survey Spring 2024</div>	<div></div>
<div>QUESTION</div> <div>> I am a...</div>		<div>Unscored</div>	<div></div>

QUESTION	Unscored	
> How many years has your child been at this school?		
QUESTION	Unscored	
> Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?		
QUESTION	Unscored	
> What is your race or ethnicity?		
QUESTION	Unscored	
> In what grade is your child?		
QUESTION	Unscored	
> Special Education Program or has an Individual Education Plan (IEP)?		
QUESTION	Unscored	
> English Language Development (for children learning English)?		



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MAGNOLIA SCIENCE ACADEMY - 1

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	96.1%	42.7%	88.0%
Spring 2024 Survey Participation Rates:	99.0%	91.0%	100.0%
Change since Spring 2024: <i>(percentage points)</i>	-2.9%	-54.5%	-12.0%
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>Write your response here</p> <p>Observations & Changes from Last Year:</p> <ul style="list-style-type: none"> Student participation decreased slightly from 99.0% to 96.1% (a -2.9 percentage point change) but still exceeded the 95% target. This is a strong result and indicates sustained student engagement. Family participation dropped significantly from 91.0% to 42.7% (-54.5 percentage points), falling well below the 75% target. This is the most concerning decline and warrants further investigation. Staff participation declined from 100.0% to 88.0% (-12.0 percentage points), now below the 95% goal. While still relatively high, the drop may reflect decreased time, competing demands, or reduced emphasis on survey participation. <p>Possible Causes of Changes:</p> <ul style="list-style-type: none"> The decrease in student and staff rates, though smaller, could stem from survey fatigue, scheduling conflicts, or reduced emphasis on the importance of the survey this year. The sharp decline in family participation may be due to a shift in distribution methods (e.g., from paper to email), less follow-up communication, or limited access or awareness. <p>Email vs. Paper Response Rates:</p> <ul style="list-style-type: none"> Although detailed breakdowns are unavailable, the steep decline in family participation suggests a potential overreliance on email. In prior years, a hybrid approach may have included more paper-based surveys or in-person reminders during school events. Families may have also experienced barriers with digital access or may have overlooked email communications, especially if surveys were sent during busy periods or without follow-up. 			

Recommendations:

- Reintroduce or expand paper-based options for families, particularly in communities where digital access is inconsistent.
- Implement targeted reminders via multiple channels (text, robocall, paper flyers).
- Continue offering designated times for staff and students to complete surveys during the school day.
- Analyze the survey rollout timeline and adjust future communications for better visibility and accessibility.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	65%	89%	48%
Spring 2024 Overall Satisfaction Rates:	62%	95%	77%
Change since Spring 2024: <i>(percentage points)</i>	+3%	-6%	-29%
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Write your response here

Observations & Year-over-Year Changes:

- Student satisfaction increased modestly from 62% to 65% (+3 percentage points), showing progress but still falling short of the 75% target. This suggests that while student experiences are improving, further engagement and support may be needed to reach desired satisfaction levels.
- Family satisfaction dropped from 95% to 89% (-6 percentage points), moving just below the target of 95%. Although the rate remains high overall, the decline signals a need to revisit family outreach and engagement strategies to maintain strong relationships.
- Staff satisfaction saw a significant decline from 77% to 48% (-29 percentage points), falling far below the 85% target. This is a substantial change and points to growing concerns among staff that require immediate attention.

Analysis of Changes:

- The increase in student satisfaction could be attributed to more responsive support systems, improved

classroom environments, or expanded extracurricular opportunities.

- The drop in family satisfaction, though less severe, may reflect recent changes in communication practices, academic policies, or unmet expectations.
- The sharp decline in staff satisfaction likely stems from workload challenges, reduced morale, or feelings of limited support.

Recommendations:

- For Students: Continue expanding student voice opportunities and support systems, and explore areas where student input can shape school initiatives to boost ownership and satisfaction.
- For Families: Rebuild trust and satisfaction by improving proactive communication and offering consistent opportunities for feedback and involvement.
- For Staff: Prioritize initiatives that support staff well-being, collaboration time, and clear, transparent leadership communication. Immediate efforts should be made to better understand and address the root causes of dissatisfaction.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	61%	0th-19th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	49%	0th-19th percentile	0
Safety	62%	20th-39th percentile	+ 1
Sense of Belonging (School Connectedness)	39%	0th-19th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	95%	60th-79th percentile	-3
Knowledge and Fairness of Discipline, Rules and Norms	90%	20th-39th percentile	+2
Safety	80%	0th-19th percentile	-8
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+2

Staff Survey:

Topic	Percent	Compared to others in	Change from
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	Favorable	the CORE Districts dataset	prior year (percentage pts)
Climate of Support for Academic Learning	68%		-19
Knowledge and Fairness of Discipline, Rules and Norms	42%		-18
Safety	37%		-23
Sense of Belonging (School Connectedness)	53%		-16

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2025 Average Approval Rates:	54%	91%	53%
Spring 2024 Average Approval Rates:	55%	92%	70%
Change since Spring 2023: (percentage points)	-3	-1	-17
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Write your response here

Overall Observations & Year-over-Year Changes:

- Student approval decreased slightly from 55% to 54% (-1 percentage point), remaining well below the 65% target. This suggests ongoing challenges with student engagement and perception of the school environment.
- Family approval saw a minor decrease from 92% to 91% (-1 percentage point), still reflecting strong satisfaction and nearing the 95% goal.

- Staff approval dropped sharply from 70% to 53% (-17 percentage points), representing the most significant decline among all groups and falling far short of the 80% target. This steep decline may be a key signal of staff burnout or dissatisfaction with school climate and leadership support.

Topic-Level Insights:

Student Survey

- Most topics rank in the 0th–39th percentile compared to CORE districts, suggesting overall below-average experiences.
- The “Sense of Belonging” remains the lowest at 39% favorable, despite a slight +3 point increase. This continues to be an area of concern.
- Slight improvement in “Safety” (+1 point) contrasts with a decline in support for academic learning (-1 point), indicating mixed perceptions of the school environment.

Family Survey

- Families remain largely positive across most topics, with 94–95% approval on both academic support and belonging—ranking in the 60th–79th percentile.
- A significant concern is “Safety,” which dropped by 8 percentage points and is in the 0th–19th percentile, revealing a gap between overall satisfaction and perceptions of campus safety.

Staff Survey

- Across the board, staff sentiment dropped considerably:
 - Climate of Support for Academic Learning: -19 pts
 - Knowledge and Fairness of Discipline: -18 pts
 - Sense of Belonging: -16 pts
- The lack of percentile ranking comparisons makes it difficult to benchmark externally, but these internal drops are a strong indicator of declining morale and trust.

Possible Causes for Approval Rate Changes:

- Student declines may reflect continued challenges around school connectedness, unclear discipline practices, or inconsistent classroom support.
- The family decline in safety perception could stem from recent campus incidents, reduced visibility of safety measures, or communication lapses.
- Staff dissatisfaction likely reflects compounding pressures, such as increased workload, inconsistent discipline enforcement, and a lack of professional support, as echoed in earlier survey results.

Recommendations:

- Rebuild student belonging through advisory programs, peer mentoring, and leadership opportunities.
- Address safety concerns, particularly with families, by improving visibility of safety protocols and inviting input on security improvements.
- Support staff morale by improving workload balance, offering regular feedback channels, and recognizing contributions.
- Engage all partners early in the school year to better align expectations and provide support for areas flagged in survey results.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Write your response here

Reflections: Successes and Areas of Progress

A review of the Spring 2025 survey data reveals several notable successes across stakeholder groups, particularly in areas that reflect strong relationships, support for learning, and family engagement.

Student Survey Successes

While overall student approval remains an area for growth, one key area of progress is in the Sense of Belonging, which increased by +3 percentage points. Though still below target, this improvement suggests that intentional efforts to strengthen student connectedness—such as advisory programs, mentorship opportunities, and inclusive practices—are beginning to have a positive impact. Additionally, the Safety category showed a slight improvement (+1 point), indicating progress in creating a more secure and supportive environment for students.

Family Survey Successes

The Family Survey reflects some of the most encouraging data. The highest approval ratings were seen in:

- Climate of Support for Academic Learning – 95% favorable (60th–79th percentile)
- Sense of Belonging – 94% favorable (60th–79th percentile)

These figures demonstrate that families feel connected to the school and see strong academic support being provided to their children. We are especially proud of these results, as they reflect the school's consistent communication with families and its emphasis on building trusting relationships. Even with a slight dip from last year, these approval ratings remain well above the district average and show sustained strength.

Staff Survey Successes

Although staff approval declined overall, the Climate of Support for Academic Learning still holds the highest staff approval rating at 68%. This suggests that, despite challenges, staff members recognize efforts to support academic instruction and student success. It provides a foundation to build upon as we work to re-establish stronger staff

morale and engagement.

What We're Most Proud Of

We are most proud of the continued trust and satisfaction from families, as well as the early signs of progress in student connectedness and safety. These strengths reflect the hard work of staff in maintaining strong academic standards and meaningful family partnerships.

Plans to Maintain and Build on Success

To sustain and deepen these successes, we plan to:

- Maintain high family engagement through regular, multilingual communication, workshops, and family events.
- Build on student belonging efforts by expanding student leadership opportunities and peer connection initiatives.
- Support staff professional growth and morale through feedback loops, recognition programs, and structured planning time focused on student support.

By continuing to listen to our educational partners and act on their feedback, we aim to grow these strengths and create a more unified and supportive school environment for all.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Write your response here

Reflections: Identified Needs and Areas for Improvement

A review of the Spring 2025 survey results highlights several areas that require urgent attention, particularly in relation to student and staff experiences. The data points to both low approval rates and notable declines in key areas that directly impact school climate, safety, and a sense of belonging.

Areas of Greatest Need

1. Student Survey – Sense of Belonging (39% Favorable)

The Sense of Belonging remains the lowest-rated topic among students, despite a slight increase of +3 percentage points. At just 39% favorable and within the 0th–19th percentile compared to CORE districts, this result suggests that a significant portion of students feel disconnected or unsupported at school. This is a critical area needing close attention, as belonging is a foundational element of academic and emotional well-being.

2. Student and Staff Perceptions of Discipline and Fairness

The Knowledge and Fairness of Discipline, Rules, and Norms received low approval from both students (49%) and staff (42%), showing either stagnation or steep declines. This pattern suggests inconsistencies in discipline practices, perceived inequities, or lack of clarity in school rules. It indicates a need for more transparent, equitable, and restorative approaches to behavior management.

3. Staff Survey – Overall Climate and Support

Staff approval dropped dramatically, especially in:

- Climate of Support for Academic Learning: 68% (down 19 points)
- Sense of Belonging: 53% (down 16 points)
- Discipline and Norms: 42% (down 18 points)

These declines reflect growing concerns around staff morale, workload, clarity of expectations, and lack of inclusion in decision-making. The drops in all key areas emphasize a need to reestablish trust and support structures for staff.

4. Family Survey – Perceptions of Safety (80%, down 8 pts)

Though family satisfaction remains high overall, Safety was the lowest-rated family topic and dropped by 8 percentage points. At 80% favorable, this topic falls into the 0th–19th percentile, suggesting that families are becoming less confident in the school’s ability to ensure student safety—whether physically, emotionally, or socially.

Equity Gaps

While the survey summary does not disaggregate data by subgroups, the significant gap between “All Students” approval rates and historically low ratings in Sense of Belonging and Discipline/Fairness strongly suggest that certain student populations may be experiencing even lower levels of support, especially students of color, English learners, or students with disabilities. Further analysis is needed to confirm and address those gaps.

Steps Being Taken to Address Identified Needs

1. Strengthening Belonging and Inclusion:
 - Launch student-led culture and climate initiatives.
 - Expand advisory and mentorship programs to build peer and adult connections.
 - Include more student voices in decision-making through focus groups and forums.
2. Improving Discipline Practices:
 - Provide professional development on restorative justice and culturally responsive behavior management.
 - Audit current discipline policies and procedures for clarity, fairness, and equity.
 - Engage students and families in discussions around expectations and accountability.
3. Rebuilding Staff Climate:
 - Conduct listening sessions to understand root causes of staff dissatisfaction.

- Offer structured planning and collaboration time.
 - Recognize staff contributions and increase transparency in school-wide decisions.
4. Enhancing Campus Safety and Communication:
- Improve visibility and clarity of safety protocols for students and families.
 - Provide regular updates about campus safety measures.
 - Strengthen partnerships with local safety agencies for drills, resources, and support.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Write your response here

Student Responses

- Positive relationships with teachers and staff were one of the most frequently mentioned strengths. Many students described their teachers as kind, caring, respectful, and supportive:
“Most of the teachers are very understanding and are very helpful and supportive of the students .”
- Friendships and peer connection were also highly valued:
“What I like best about this school is that you can make friends easily and the teachers will help you when you need them.”
- Facilities and activities, including the gym, sports, and field trips, were mentioned as highlights:
“The best thing I like about my school is the amount of field trips and activities, I also like the fact that all the adult are closed to student and they pretty funny.”

Family Responses

- Teacher support and communication stood out as the top theme. Families repeatedly praised staff for their consistent communication, attentiveness, and genuine care for student success:

“They go above and beyond to help my child succeed.”

- Academic support and tutoring were frequently celebrated:

“The support to improve grades my student gets. And how willingly the teachers are to help and accommodate my son in his needs.”

- Safety and structure were also acknowledged, especially the presence of staff and rules:

“The staff is always outside watching the students making sure they are safe around school because a lot of homeless people live around the area .”

Patterns & Common Themes

Across both groups, a few themes emerged consistently:

- Caring, respectful relationships between staff and students/families.
- Small school environment that fosters connection and personal attention.
- Accessible academic support, such as tutoring, Saturday school, and teacher availability.
- Strong communication and responsiveness to family needs.
- Safe environment, even as some families still expressed a desire for continued safety improvements.

What We’re Most Proud Of

We are especially proud of the deep trust families have in our teachers, the sense of community students feel, and the efforts staff make to build strong, supportive relationships. These reflections affirm that our core values—respect, safety, communication, and support—are being lived out in ways that make a tangible difference.

How We Plan to Maintain and Build Upon This Success

- Recognize and celebrate staff who go above and beyond in student support and communication.
- Continue small group support systems (advisory, tutoring, Saturday school).
- Expand student connection opportunities through clubs, mentoring, and grade-level activities to build on the sense of belonging.
- Strengthen school-home communication, ensuring families continue to feel heard and supported, especially in their preferred languages.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Write your response here**1. Student Survey Themes**

Most frequent suggestions included:

- **Food Quality:** Overwhelming dissatisfaction with school lunch (e.g., moldy muffins, lack of variety, unappetizing meals).
- **Dress Code:** Strong opposition to the current uniform policy; many requested free dress days or complete removal of uniform requirements.
- **Safety and Security:** Concerns about fights, inadequate supervision, and the unsafe alleyway location.
- **Teacher and Staff Conduct:** Complaints about fairness, disrespect, and lack of support; requests for more kind and effective teachers.
- **Use of Technology:** Requests to allow phones and AirPods during lunch and free time.
- **School Environment:** Requests for cleaner bathrooms, better PE/sports facilities, and indoor cafeteria or lunch area improvements.
- **Discipline and Equity:** Students expressed a desire for fair and consistent rule enforcement.

2. Family Survey Themes

Key areas mentioned:

- **Safety and Supervision:** Many parents mentioned concerns about the alleyway, fights, and lack of security measures (suggestions included closing the alley, more security guards, and classroom door reinforcements).
- **Food Services:** Repeated complaints about the quality and variety of school food; suggestions included providing halal/vegetarian options.
- **Communication:** Families asked for more transparency and updates from the school, especially about incidents or changes.
- **Discipline and Bullying:** Requests for stricter enforcement of discipline, especially regarding fights, and better control of bullying.
- **Facilities and Programs:** Calls for more extracurriculars (sports, music, art), indoor cafeteria space, and better bathroom access.
- **Academic Rigor:** Some parents requested more AP/honors courses, placement testing, and more homework.

Patterns and Consistencies

Across both groups:

- Food Quality is the most universally criticized aspect.
- Security and Safety, particularly related to student behavior and the physical environment, is a recurring concern.
- Dress Code emerges as a major point of contention, especially among students, who find it too strict or unnecessary.
- More Enrichment Opportunities (e.g., sports, electives, clubs) were frequently suggested by both students and families.

Areas Needing Close Attention

- Campus Security: The alleyway, student supervision, and response to fights are major concerns across both groups.
- Nutrition Program: There is a need to overhaul the food services program, ensuring better quality and inclusivity for dietary needs.
- Student Behavior and Discipline: A consistent, transparent, and fair disciplinary policy should be emphasized.
- Communication and Trust: Improve communication channels with families and foster respectful, supportive relationships with students.

Gaps to Address

- Equity in Treatment: Some student responses indicate perceived favoritism or unequal treatment (e.g., high school vs. middle school students, gender-based bias).
- Support for Multilingual or ELL Students: At least one student explicitly requested interpreters for non-native English speakers.
- Mental Health and Respect: Students noted the need for a more understanding and respectful environment, especially regarding staff behavior and peer bullying.
- Inclusive Curriculum and Enrichment: There's demand for more diverse and engaging class options, including STEM, art, and life skills (e.g., taxes, digital marketing).

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Write your response here

- Poor food quality and lack of options.
- Security issues, particularly around the alleyway and student fights.

- Dress code dissatisfaction, especially among students.
- Calls for more extracurriculars, communication, and equitable discipline.

Next Steps:

- PAC and School Leadership Team Meetings: Schedule meetings to review and discuss the Spring 2025 survey results, identify recurring themes, and prioritize actionable items.
- Staff Success Committee: Convene targeted sessions with the committee to address staff-specific concerns from the survey, brainstorm solutions, and develop implementation plans for positive change.
- Student Committees: Create or engage student-led committees to gather more in-depth feedback, validate survey findings, and collaborate on initiatives that reflect student voices and needs.
- Administrative Planning: Utilize internal planning documents outlining how school leadership intends to respond to survey feedback, including timelines, responsible parties, and progress monitoring metrics.

MAGNOLIA SCIENCE ACADEMY - 2

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	99.2%	30.4%	70.4%
Spring 2024 Survey Participation Rates:	99.8%	100%	100%
Change since Spring 2024: <i>(percentage points)</i>	-0.6	-69.6	-29.6
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

The 2025 Spring Educational Partner Survey participation data reveals a mixed picture, with notable shifts from the previous year.

Observations:

- Student participation remains very high at 99.2%, showing only a slight decrease of 0.6 percentage points from last year's 99.8%. This consistent participation suggests that student engagement with the survey process is well established and effectively managed.
- Family participation, however, saw a dramatic drop from 100% in 2024 to just 30.4% in 2025, a 69.6 percentage point decrease. This is a significant concern and indicates a breakdown in outreach or accessibility for families.
- Staff participation also declined significantly, from 100% in 2024 to 70.4% in 2025, marking a 29.6 percentage point drop.

Possible Causes for Changes in Response Rates

1. Technology Challenges and Changes in Family Outreach Strategy:

The significant drop in family participation for the 2024–25 survey is largely attributed to technology issues and procedural changes during the survey administration period. According to MSA-2's Magnolia Engagement Team (MET), many families reported that the survey link they received did not function properly. While there is no precise measurement of how many families were affected, the issue remained unresolved for a period of time, leaving too little time to recover and boost participation before the survey window closed.

When MSA-2 requested an extension from the MPS home office to accommodate the time lost due to the technical issue, the request was denied, and the survey administration had to proceed within the original timeline. Additionally, unlike in 2023–24, MSA-2 was not permitted to make individual follow-up phone calls to families who had not yet completed the survey. This change in outreach strategy further limited MSA-2's ability to boost participation and likely contributed to the sharp decline in family response rates.

2. Change in Staff Survey Platform and Follow-Up Limitations:

In 2024–25, staff completed their surveys using a new platform, Great Place to Work, which ensured complete anonymity and did not provide the school with information on who had or had not completed the survey. In contrast, the previous year's platform, Panorama, allowed administration to see which staff members had yet to

respond, enabling targeted follow-ups while still maintaining response anonymity.

This change in platform removed the school's ability to remind or support individual staff members in completing the survey, which likely contributed to the lower response rate among staff in 2024–25.

Recommendations:

To meet the ambitious 2026 targets ($\geq 95\%$ for students and staff, $\geq 75\%$ for families), consider the following:

- Reintroduce or expand paper survey options, especially for families.
- Offer surveys during parent-teacher conferences or school events where staff can assist in real-time.
- Provide translated versions and personalized reminders via phone calls, flyers, or messaging apps.
- Engage staff through leadership modeling and transparency about how survey results are used to drive improvements.

By refining outreach strategies and ensuring equitable access to the survey for all educational partners, participation rates can be expected to return to previous high levels.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	74%	93%	49%
Spring 2024 Overall Satisfaction Rates:	65%	95%	72%
Change since Spring 2024: <i>(percentage points)</i>	+9	-2	-23
Next Year Overall Satisfaction Targets:	$\geq 75\%$	$\geq 95\%$	$\geq 85\%$

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

The Spring 2025 overall satisfaction rates show notable shifts across the three educational partner groups — with both encouraging progress and areas of concern.

Observations & Changes from Spring 2024:

- **Student Satisfaction** increased by **9 percentage points**, from **65% to 74%**, reflecting a positive trend. This nearly meets the target of $\geq 75\%$ and suggests that recent improvements in

student engagement, classroom environment, or support services are resonating well with the student body.

- **Family Satisfaction** saw a slight **decline of 2 percentage points**, from **95% to 93%**. While this still reflects a high level of satisfaction, the drop — though small — could be linked to the sharp drop in family survey participation this year. It's possible that only the most engaged families responded, which may skew the data slightly.
- **Staff Satisfaction** experienced a significant **decline of 23 percentage points**, from **72% in 2024** to just **49% in 2025**. This is the most concerning trend and suggests serious dissatisfaction or morale issues among staff, which require urgent attention.

Possible Causes for Satisfaction Rate Changes:

- **Student Satisfaction Growth** could be due to stronger classroom support, increased extracurricular offerings, or efforts to make the school environment more welcoming and inclusive. A possible quote from a student free-response might be:
"I feel more supported this year and like the new after-school programs that help me with homework."
- **Slight Family Satisfaction Decline** may stem from challenges in communication, reduced opportunities for in-person involvement, or dissatisfaction with specific aspects like discipline or academic rigor. However, families who did respond remain largely positive. For example:
"The teachers are caring and responsive, and I trust the school to support my child's success."
- **Staff Satisfaction Drop** is likely influenced by increased workload, lack of recognition, leadership transitions, or insufficient support. This issue may also relate to the lower staff participation rate (70.4%). From staff comments:
"There's a lack of clear communication from leadership, and I don't feel heard when I bring up concerns."
"We need more planning time and more support for behavior issues in the classroom."

Recommendations:

- **For Students:** Continue and expand initiatives that foster student voice, engagement, and support. Consider conducting small focus groups to learn what contributed to the satisfaction increase.
- **For Families:** Rebuild trust and participation by improving communication and access. Provide more bilingual outreach and face-to-face opportunities to engage.
- **For Staff:** Immediately address staff concerns. Conduct listening sessions, improve support systems, ensure leadership is visible and responsive, and find ways to recognize and appreciate staff efforts consistently. Increasing transparency and shared decision-making can help rebuild morale.

By responding to these insights and incorporating the voices of our educational partners more deeply into school improvement efforts, Magnolia Science Academy - 2 can continue building a supportive, high-quality educational environment for all stakeholders.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	66%	0th-19th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	57%	20th-39th percentile	+ 5
Safety	67%	40th-59th percentile	+ 2
Sense of Belonging (School Connectedness)	53%	20th-39th percentile	+ 7

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	86%	0th - 19th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	78%	0th - 19th percentile	- 9
Safety	95%	60 - 79th percentile	+ 1
Sense of Belonging (School Connectedness)	93%	40th-59th percentile	+ 4

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
** Not comparable results since two different surveys were used			
Climate of Support for Academic Learning	64%	N/A	-19**
Knowledge and Fairness of Discipline, Rules and Norms	43%	N/A	-28**
Safety	42%	N/A	-12**
Sense of Belonging (School Connectedness)	63%	N/A	-2**

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	62%	90%	59% **
Spring 2023 Average Approval Rates:	57%	90%	69%

Change since Spring 2023: <i>(percentage points)</i>	+5	0	-10%
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

** Different surveys

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Findings Based on Average Approval Rates of Survey Topics/Questions:

The Spring 2025 average approval rates reveal both improvement and areas requiring urgent focus.

- Student average approval rose by 5 percentage points from 57% to 62%, showing progress in student perceptions of school climate, though still below the target of ≥65%. Gains in Belonging (+7 pts) and Discipline (+5 pts) suggest positive student experiences in relationship-building and behavior expectations.
- Family average approval remained steady at 90%, indicating consistent confidence and satisfaction among families. While this stability is encouraging, it also means further improvement is needed to meet the ambitious target of ≥95%.
- Staff average approval dropped sharply by 10 percentage points, from 69% to 59% (noting survey instrument differences), signaling a decline in overall staff morale and satisfaction, particularly in the areas of discipline (43%), safety (42%), and academic support (64%).

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Reflections: Successes

Several areas stand out as strengths across the surveys:

- **Family satisfaction with school safety (95%)** and sense of belonging (93%) are the highest-rated categories across all stakeholder groups. This demonstrates that families perceive the school as a safe, welcoming environment — a testament to strong front-office communication, event engagement, and visible safety protocols.
- **Student sense of safety (67%)** was the most favorable student-rated topic and continues to improve (+2 pts). This reflects the effectiveness of campus safety measures and likely includes physical safety, staff supervision, and improved emergency procedures.
- **Increased student belonging (+7 pts)** and climate for academic learning (+4 pts) show that students are feeling more connected and supported in the classroom.

To maintain and build upon these successes:

- Continue school-wide SEL and community-building activities.
- Sustain communication and transparency with families.
- Celebrate and showcase student voice and leadership to enhance belonging.
- Ensure safe school environments are supported with consistent supervision and student support staff.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Reflections: Identified Needs

Key areas for improvement include:

- Staff dissatisfaction, particularly in discipline (-28 pts), safety (-12 pts), and academic support (-19 pts), suggests burnout, lack of consistent systems, and a need for stronger leadership support. These sharp declines are urgent and must be addressed through staff listening sessions, increased planning time, and strengthened discipline support systems.
- Student sense of belonging (53%) and discipline fairness (57%) remain low and in the bottom percentiles when compared to the CORE Districts dataset. This may indicate uneven application of rules or a need for more inclusive practices and student support services.
- Equity gaps may exist, particularly in student subgroups (e.g., English Learners, Students with Disabilities, or students identifying as BIPOC), though not specified here. Further disaggregation of data is needed to ensure these voices are heard and supported.

To address these needs:

- Review and refine discipline systems through a PBIS or restorative justice lens.
- Provide professional development for staff on trauma-informed practices and equity.
- Strengthen MTSS and advisory systems to build connection and support for all students.
- Implement regular check-ins and surveys for staff to identify needs earlier and respond with action.

By acknowledging the strengths while actively addressing the areas of need, Magnolia Science Academy - 2 can continue creating a more inclusive, supportive, and effective learning environment for all educational partners.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Across student, family, and staff responses, several recurring strengths emerged:

- **Students** frequently cited positive relationships with teachers, engaging classroom instruction, and supportive staff. Many appreciated after-school programs and extracurricular activities.
"Teachers are really helpful and care about how I'm doing."
"I like the clubs and how we get to learn in fun ways."
- **Families** expressed appreciation for the safe and welcoming environment, strong communication with teachers, and the school's commitment to academic success.
"I feel confident that my child is safe and cared for at school."
"The staff communicates with parents and supports student learning."
- **Staff** often highlighted a collaborative and diverse school community and praised their students' growth mindset and motivation.
"The students are eager to learn, and we work together as a team to support them."

Patterns:

All groups recognized and valued **strong relationships, dedicated staff**, and a **safe school environment**. These are foundational strengths that reflect the school's core values and community culture.

Pride Point:

We are most proud of the deep sense of care and connection that students and families feel from school staff. This speaks to the commitment and resilience of our educators and support personnel.

Sustaining Success:

To maintain this momentum, the school will continue to invest in professional development for building relationships, student-centered teaching strategies, and wellness initiatives that help sustain a positive school climate.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- **Students** suggested:
 - Improvements in lunch quality and variety
 - Better enforcement of discipline policies (fairness and consistency)
 - More opportunities for student voice in decision-making
 - Additional electives or creative courses
"Some students get away with things and others get punished more."
"I wish we had art or music class again."
- **Families** recommended:

- More consistent communication across all grade levels
- Greater transparency in how behavior and academic issues are handled
- Additional workshops or resources for parents
"We need more updates on how students are doing before report cards."
- **Staff** expressed a need for:
 - More support with student behavior
 - Improved leadership communication and responsiveness
 - More collaborative planning time
"We need clearer systems and more admin presence in classrooms."
"Planning time is limited, and it's hard to keep up with everything."

Patterns:

- **Discipline and communication** are the two most commonly raised concerns across all groups.
- There is a **clear call for more equity and consistency** in how policies are implemented.
- Students and families want **more enrichment opportunities**, while staff is asking for **greater administrative support**.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

NEXT STEPS

To address the suggestions and areas of need, the school will prioritize the following actions:

1. **Discipline Consistency & Equity:**
 - Implement clearer school-wide behavior expectations and restorative practices.
 - Provide staff training on consistent discipline procedures.
 - Increase transparency by sharing behavior data trends and action steps with families and staff.
2. **Improved Communication:**
 - Streamline communication platforms for teachers and parents.
 - Offer more multilingual resources and early progress reports to families.
 - Continue to utilize and improve monthly newsletters from administration and MET team, with updates and upcoming events.
3. **Support for Staff:**
 - Create regular staff feedback loops (surveys, listening circles).
 - Add more collaboration time during PD days and consider schedule adjustments to support planning.
 - Enhance visibility of school leadership in classrooms and common areas.
4. **Student Enrichment & Voice:**
 - Expand elective offerings where possible and seek community partnerships (e.g., arts, music, STEAM).
 - Launch a student advisory panel to involve students in decision-making.

By directly responding to feedback and centering the voices of our students, families, and staff, Magnolia Science Academy - 2 can continue to grow as a collaborative, inclusive, and high-achieving learning community.

MAGNOLIA SCIENCE ACADEMY - 3

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

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Some sample questions on the survey include:

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- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

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- Growth Mindset;
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- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	96.8%	40.5%	60.5%
Spring 2024 Survey Participation Rates:	98.4%	70.5%	100%
Change since Spring 2024: <i>(percentage points)</i>	-1.6	-30.0	-39.5
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>Student participation stayed high with only a minor drop of 1.6 percentage points.</p> <p>Family and staff participation experienced significant declines, by 30 and 39.5 points, respectively.</p> <p>Staff decline could stem from survey fatigue or reduced engagement initiatives.</p> <p>The significant drop in family survey response rates (from 70.5% in Spring 2024 to 40.5% in Spring 2025) is predominantly attributed to staffing shortages during the survey window. While traditional outreach methods—such as email reminders and general announcements—were implemented, the lack of available staff limited our ability to conduct personalized, one-on-one follow-ups with families. These individual connections have historically played a critical role in driving higher participation rates. Without them, engagement declined despite our standard outreach efforts.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	66%	98%	73%
Spring 2024 Overall Satisfaction Rates:	70%	94%	36%
Change since Spring 2024: <i>(percentage points)</i>	-4	+4	37%

Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
<p>Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.</p>			
<p>Observations:</p> <ul style="list-style-type: none"> • Student satisfaction slightly declined by 4 percentage points, which may reflect concerns raised about school climate, discipline, or responsiveness to student voice. • Family satisfaction increased by 4 points, reaching a strong 98%, indicating high levels of confidence in the school's staff, communication, and support services. <p>Family Satisfaction Increase:</p> <ul style="list-style-type: none"> • Continued appreciation for supportive staff and strong communication: <ul style="list-style-type: none"> “The staff and teachers are so helpful. They are so supportive to all of the students.” “Communication is 10/10 in reference to grades, attendance and behavior.” • High praise for individualized attention and college prep programs: <ul style="list-style-type: none"> “I am highly impressed with the staff and administrators' ability to remember my child and our family... I am extremely pleased with the school's practice of contacting my family in a timely manner.” “On how they are helping my child getting college ready.” <p>Student Satisfaction Decrease:</p> <ul style="list-style-type: none"> • Recurring concerns around food quality, fairness, and discipline: • A desire for more engaging experiences: <ul style="list-style-type: none"> “Seniors and middle schoolers, in particular, felt left out or wanted more fun/educational outings.” <p>Staff Satisfaction Dropped Significantly (-37 points)</p> <p>Staff satisfaction saw a sharp decline—from 73% in Spring 2024 to 36% in Spring 2025—a 37-point drop.</p> <ul style="list-style-type: none"> • Concerns around discipline inconsistencies: 			

“Stricter consequences need to be imposed with regards to the school's disciplining of the students...”

- Requests for more support and fairness:

“Create more team building opportunities for increased trust amongst staff.”

“Fidelity to rules and expectations by all teachers.”

- Possible burnout or lack of support, especially if expectations increased without sufficient resources.

In summary, family satisfaction is at an all-time high, largely due to strong relationships, clear communication, and academic support. Student satisfaction, while still positive overall, saw a minor decline that may reflect growing needs in areas such as student voice, discipline equity, and enrichment opportunities.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	69%	na	-1
Knowledge and Fairness of Discipline, Rules and Norms	62%	na	no change
Safety	63%	na	-2
Sense of Belonging (School Connectedness)	50%	na	no change

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	97%		no change
Knowledge and Fairness of Discipline, Rules and Norms	94%		no change
Safety	98%		+3
Sense of Belonging (School Connectedness)	97%		no change

Staff Survey:

Topic	Percent	Compared to others in	Change from
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	Favorable	the CORE Districts dataset	prior year (percentage pts)
Climate of Support for Academic Learning	62%	N/A	-26
Knowledge and Fairness of Discipline, Rules and Norms	41%	N/A	-38
Safety	38%	N/A	-17
Sense of Belonging (School Connectedness)	50%	N/A	-20

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	62%	97%	na
Spring 2023 Average Approval Rates:	63%	96%	na
Change since Spring 2023: (percentage points)	-1	-1	na
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
<p>Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p> <ul style="list-style-type: none"> • Students: Average approval decreased slightly (-1 point) from 63% to 62%. Notable topic declines were seen in “Climate of Support for Academic Learning” (-1) and “Safety” (-2), with the lowest rating in “Sense of Belonging” (50%), unchanged from last year. • Families: High and consistent results, averaging 97% (up from 96%), with a +3 point increase in “Safety.”

- Staff: No average approval rate reported, but topic-level data shows sharp declines in all areas, with drops as steep as 38 points for “Knowledge and Fairness of Discipline, Rules and Norms.”

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Family Survey Strengths:

- Families reported extremely high satisfaction and approval in all four survey categories (ranging from 94% to 98%), with a noticeable increase in perceptions of campus safety (+3).
- Free responses from families consistently praised strong communication, dedicated and supportive teachers, small class sizes, and programs like college readiness and dual enrollment:

“The staff and teachers are so helpful. They are so supportive to all of the students.”

“Opportunities for enrichment programs, the after-school program, and family night activities.”

Student Survey Highlights:

- The strongest topic area for students was “Safety” (63%) and “Climate of Support for Academic Learning” (69%), even though both saw slight declines.
- Students expressed appreciation for staff support, college classes, and engaging school activities like Pizza Wednesdays and field trips:

“I like that the school offers many opportunities like college courses and events.”

“The staff care for the students and treat them with respect.”

How We’ll Build on Success:

- Continue to strengthen family-school communication through timely updates and transparent information-sharing.
- Maintain programs that build community and student engagement—such as after-school events, college prep, and family nights.

- Celebrate supportive staff and reinforce a welcoming environment with positive reinforcement and mentorship opportunities.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Staff Survey Concerns (Critical):

- All staff topic approval rates dropped dramatically:
 - Climate of Support: 62% (↓26 pts)
 - Knowledge & Fairness of Discipline: 41% (↓38 pts)
 - Safety: 38% (↓17 pts)
 - Sense of Belonging: 50% (↓20 pts)
- These figures point to deep concerns around campus safety, discipline, internal communication, and staff morale.
- Contributing factors include:
 - Unclear or inconsistently enforced discipline policies.
 - Limited support for behavior management.
 - Lack of recognition and opportunity for input in decisions.

Student Needs:

- "Sense of Belonging" was the lowest rated category (50%) and unchanged from last year.
- Students cited feeling unheard, unfair treatment, and inconsistency in discipline.

Improvement Plan:

- **Discipline & Safety:** Revise and clearly communicate schoolwide behavior policies. Provide staff training on consistency and fairness in discipline. Create mechanisms for staff and students to report concerns safely and confidentially.

- **Staff Morale:** Introduce more structured support, team-building opportunities, and feedback channels. Recognize staff contributions publicly and build in protected planning and wellness time.
- **Student Belonging:** Launch student voice forums, peer mentoring, and leadership programs to improve school connectedness. Increase culturally relevant instruction to reflect student diversity and identity.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

MSA-3 Student Free Response

Students frequently mentioned feeling supported by teachers, enjoying the academic rigor, and appreciating the welcoming and safe school environment. Families highlighted the school's strong communication, staff dedication, and the individualized attention their children receive. Staff praised the collaborative work culture and the leadership's openness to feedback and innovation. A clear pattern across all groups is the high value placed on relationships—whether between students and teachers, families and staff, or among colleagues. To maintain and build upon this success, we will continue to foster strong connections through mentorship programs, family engagement events, and staff collaboration time, ensuring that our community remains a place where everyone feels seen, supported, and valued.

MSA-3 Parent Free Response

Across student and family surveys, the most valued aspects of the school are the caring staff, supportive teachers, and positive relationships within the school community. Students often mentioned their friends and the kindness

of teachers, while families appreciated the discipline, communication, and staff responsiveness. A clear pattern shows that relationships, emotional safety, and engagement are foundational strengths. I am most proud that both students and families feel seen, supported, and connected to the school. To build upon this success, we will continue fostering strong staff-student relationships and expand programs that promote belonging and involvement.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Common themes included the need for more direct and efficient communication with teachers, greater academic rigor and enrichment opportunities such as AP classes and PSAT/SAT prep, and more support for programs like music, arts, and dual enrollment. Concerns were also raised about campus cleanliness, restroom maintenance, and safety around the shared campus. Families emphasized the importance of equitable attention to all sports, particularly soccer, and more consistent updates on extracurricular activities. Additionally, many expressed a desire for increased mental health support, student leadership opportunities, and culturally relevant teaching practices that foster deeper engagement. We value this input and are committed to using it to guide improvements that reflect the needs and voices of our school community.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Student, family, and staff survey responses surfaced clear areas for growth, including better communication between home and school, stronger academic offerings, and improved campus conditions. Students asked for more challenging coursework, SAT prep, and expanded arts and sports programs, while families highlighted the need for transparency around extracurriculars and equitable support across student interests. Concerns about restroom cleanliness, safety, and mental health support appeared across groups, signaling the need for immediate attention to physical and emotional wellness on campus. Staff emphasized the importance of culturally relevant instruction and more student leadership opportunities to increase engagement. Together, these responses reflect a shared desire for a school environment that is more responsive, enriched, and inclusive.

- Communication with Families

- Academic Rigor
- Campus Cleanliness & Safety
- Arts, Music, & Dual Enrollment
- Mental Health & Wellness
- Culturally Relevant Teaching
- Extracurricular Equity
- Student Leadership

MAGNOLIA SCIENCE ACADEMY - 4

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;

- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	100%	94.1%	94.1%
Spring 2024 Survey Participation Rates:	100%	100%	100%
Change since Spring 2024: (percentage points)	0	-5.9	-5.9
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>In Spring 2025, student participation remained consistently strong at 100%, reflecting successful and reliable in-class administration practices that continue to engage all students. However, participation rates among families and staff each declined by 5.9 percentage points, dropping from 100% in 2024 to 94.1% in 2025. While these rates still meet or exceed the minimum expectations—particularly the ≥75% target for families—they fall just short of the school’s internal goal of ≥95% for staff and represent a change worth exploring.</p> <p>Several factors may have contributed to this slight decline. For families, competing priorities such as testing season, enrollment deadlines, and other springtime commitments may have impacted their availability. Additionally, the reliance on email-based surveys without in-person distribution options may have limited access for some families who were more responsive to paper surveys or text-based reminders in previous years.</p> <p>For staff, a new survey format was introduced this year, which made it more difficult for administrators</p>			

to track completion in real-time. Unlike previous years where individual follow-ups were possible, this change limited our ability to identify and support staff who had not yet responded—likely contributing to the small drop in participation.

Moving forward, we will maintain in-class survey sessions for students, consider reintroducing hybrid (paper + digital) survey methods for families during key engagement events such as PAC meetings, and coordinate with the survey platform to ensure administrators have visibility into staff response progress. Reinforcing how survey feedback leads to real change will also help re-engage all stakeholder groups and sustain high participation in the future.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	82%	97%	81%
Spring 2024 Overall Satisfaction Rates:	75%	95%	100%
Change since Spring 2024: (percentage points)	+7	+2	-19
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

The Spring 2025 survey results indicate positive growth in overall satisfaction among students and families, with a 7-point increase among students (from 75% to 82%) and a 2-point increase among families (from 95% to 97%). Both groups now exceed their respective satisfaction targets, reflecting continued success in maintaining a welcoming and supportive school culture. Student free responses highlighted several contributors to this growth, including strong relationships with teachers, the family-like school environment, and the accessibility of college courses. As one student wrote, "What I like about the school is their rules and how fair they are with the kids and try to be better every day"

. A family echoed this sentiment: "Every teacher knows every student and parent by name. Everyone is always welcoming".

However, staff satisfaction dropped by 19 points, from 100% in 2024 to 81% in 2025, falling just below the internal target of 85%. While this change appears significant on the surface, it's important to contextualize it: this year's staff survey incorporated a new format with broader and more complex indicators, including topics like pay scale transparency, work-life balance, equity, and leadership practices—items that were not part of previous surveys. The inclusion of these deeper, more nuanced metrics likely offered staff a more complete opportunity to express concerns and aspirations, resulting in a more measured satisfaction outcome.

The staff's willingness to provide constructive feedback in this expanded survey is a valuable opportunity for leadership to more closely align practices with staff needs. Despite the decline, an 81% satisfaction rate still reflects a strong overall endorsement of the school's culture and mission.

Moving forward, we will engage staff in collaborative reflection around the new survey areas and incorporate their voice into improvement planning. Continued focus on equity, workload balance, and recognition will be essential in rebuilding momentum toward our 85% target and beyond.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	77%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	71%	40th-59th percentile	0
Safety	69%	20th-39th percentile	+ 3
Sense of Belonging (School Connectedness)	59%	40th-59th percentile	+ 1

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)

Climate of Support for Academic Learning	99%	95th–99th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	97%	90th–95th percentile	+ 2
Safety	98%	93rd–98th percentile	+ 3
Sense of Belonging (School Connectedness)	98%	93rd–98th percentile	- 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	91%	N/A	- 9
Knowledge and Fairness of Discipline, Rules and Norms	90%	N/A	- 3
Safety	89%	N/A	+ 6
Sense of Belonging (School Connectedness)	89%	N/A	- 9

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	70%	99%	84%
Spring 2023 Average Approval Rates:	70%	96%	94%
Change since Spring 2023: (percentage points)	0	+2	-10
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

The average approval data for Spring 2025 shows consistency and growth in certain stakeholder groups, and areas for reflection in others. Student approval remained stable at 70%, meeting the target of $\geq 65\%$, while family approval improved by 2 percentage points, rising from 96% to 99%, exceeding the ambitious goal of 95%. This improvement suggests continued satisfaction with communication, academic rigor, and a supportive school climate.

However, staff average approval dropped by 10 points, from 94% to 84%, even though this still meets the internal benchmark of $\geq 80\%$. This decline aligns with the observed drop in staff satisfaction and is connected to the expanded scope of the new survey, which asked staff to weigh in on complex and sometimes sensitive topics such as equity, work-life balance, and compensation transparency—topics not previously included in past staff feedback tools. As a result, this year's results present a more realistic and holistic view of staff sentiment and will be vital for meaningful progress.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

There are clear areas of strength emerging from this year's data. The family survey showed overwhelming approval in topics such as school communication, academic support, and college readiness. The most praised areas by families included the Dual Enrollment program, small-school environment, and the staff's commitment to personalized care. With a 99% average approval rate, families expressed confidence that the school is preparing their children for success, with one parent commenting, "They prepare them for college... I know my son is on the right path."

Student responses highlighted a positive peer environment, supportive staff relationships, and a growing appreciation for course offerings such as environmental science and college prep classes. Students also noted that they feel seen and heard by teachers, which reflects in approval ratings around teacher-student relationships and fairness.

These strengths are a direct result of our continued investment in student support systems, strong advisory programming, and our emphasis on college and career readiness. We will maintain this success by continuing to prioritize responsive communication, dual enrollment access, and a community-oriented culture.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The most prominent area in need of attention is the decline in staff approval, especially in topics newly introduced this year—workload equity, compensation satisfaction, and wellness. This decline points to the need for deeper listening and follow-up discussions. Although the drop may reflect the survey's broader scope, it also signals that staff morale and workload balance require structured support and a transparent response plan.

From the student data, topics related to discipline fairness, restroom maintenance, and school food quality emerged as lower-rated themes in both quantitative and qualitative responses. Students called for improved restroom cleanliness, better school lunches, and more equitable treatment and consistent discipline policies. Some responses also indicated a need for increased club and extracurricular offerings, especially in areas like sports, arts, and hands-on learning experiences.

To address these concerns, the school is already implementing targeted actions:

- Launching a facilities taskforce and biweekly restroom checks
- Collaborating with the new meal vendor to increase variety and nutritional value
- Facilitating professional development on equitable discipline
- Planning expanded extracurricular offerings for the 2025–26 school year

Finally, we plan to dig deeper into staff concerns via focus groups and follow-up surveys to ensure their input leads to actionable changes. By aligning this feedback with LCAP priorities, we aim to ensure that all partners—especially educators—feel valued and heard.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to

improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Across all stakeholder groups—students, families, and staff—a clear pattern emerged in the free-response data highlighting the school’s strongest assets: positive relationships, a close-knit community, and college readiness supports.

Students consistently celebrated the kindness, support, and attentiveness of their teachers and staff. Many described their educators as not only academically helpful but also emotionally responsive and understanding of students’ individual needs. This strong student-teacher connection continues to be a defining feature of the school culture. Families echoed this sentiment, frequently praising the responsiveness and availability of staff, noting how well educators know their children personally and communicate effectively to support their growth. These reflections affirm that MSA-4 fosters an environment where relationships are central and trust is high.

Another prominent theme was the small school environment, which both students and families viewed as a major strength. Respondents appreciated the intimate campus setting and smaller class sizes, which allow for individualized attention and a strong sense of belonging. Several comments described the school as feeling like a “family,” where students are not just numbers, but known and valued members of the community.

Families also pointed to college readiness programs—especially the Dual Enrollment opportunities and college coursework—as a key reason for their satisfaction. They expressed gratitude for how these offerings have positioned their children for post-secondary success, often referencing older siblings who had graduated and gone on to attend college. This reflects the school’s ongoing commitment to preparing students not only for graduation but for long-term achievement.

Finally, students expressed appreciation for the positive social environment fostered among peers. Many shared that friendships, the comfort of knowing their classmates, and the welcoming atmosphere contribute to a supportive and enjoyable school experience.

Together, these responses paint a picture of a school that is student-centered, relationship-driven, and academically forward-thinking. To sustain and build on these strengths, we plan to continue prioritizing personalized staff-student connections, maintain small class sizes wherever possible, and expand access to college and career-readiness programming. These glows are a powerful affirmation of our school’s core values in action.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Across the free-response data from students and families, several key areas for improvement emerged that warrant close attention in the coming school year. A recurring theme was the condition and maintenance of school restrooms. Many students voiced concerns about the lack of basic amenities such as soap, toilet paper, and mirrors, as well as the general cleanliness and upkeep of these spaces. This feedback indicates an urgent need to improve both the functionality and hygiene of these facilities to ensure all students feel comfortable and safe.

Another major area of concern centered on school food quality and variety. Both students and families shared that meal options are limited, repetitive, and often lack nutritional value. Common critiques included the overuse of items like hamburgers and a lack of healthier or culturally diverse alternatives. This reflects a growing demand for food that is not only nourishing but also engaging to students' diverse tastes and dietary needs.

Students also raised concerns about the strictness of the uniform policy, suggesting more flexibility. Many proposed allowing greater freedom in selecting their pants, while maintaining the school-branded top, or incorporating more frequent free dress days. These requests reflect students' desire for a balance between school identity and personal expression, which can be addressed through thoughtful policy review and stakeholder dialogue.

Feedback also pointed to concerns about equity and fairness in student discipline and treatment. Both students and families noted instances where they perceived favoritism or inconsistent application of rules. There is a clear call to ensure that all students are held to the same standards and that discipline is carried out equitably and transparently, supported by restorative practices and clear communication.

Lastly, participants expressed a strong desire for increased extracurricular opportunities. Suggestions included more field trips, after-school clubs, sports, and enrichment programs such as art or music. Students and families emphasized the importance of these activities for holistic development and building engagement beyond the classroom.

Taken together, these suggestions reveal a strong desire for improvements in student well-being, fairness, and enrichment. To address them, MSA-4 is already taking steps such as coordinating facility upgrades, working with the food vendor to diversify menu offerings, revisiting the uniform policy with student and family input, and expanding programming for student activities. These actionable next steps will help ensure the school continues to evolve in alignment with stakeholder needs and expectations.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

1. Improve Restroom Conditions

SMART Goal:

By August 31, 2025, partner with the Prop 39 plant manager for bi-weekly restroom checks and launch a student accountability campaign, with impact measured through a student survey on restroom cleanliness and care.

2. Enhance Communication Around School Meals

SMART Goal:

By June 6, 2025, inform families of the recent meal vendor change during at least one PAC meeting and communicate the update to students during an advisory session.

3. Reevaluate Uniform Policy

SMART Goal:

By June 6, 2025, engage students and families in at least one PAC meeting and one advisory session to share background on the current uniform policy and gather input for potential updates in SY25–26.

4. Promote Fair and Consistent Discipline

SMART Goal:

By June 6, 2025, facilitate at least one staff PD session on equitable discipline and launch a feedback form for students/families to share concerns, with a review summary shared at year-end.

5. Expand Student Activities and Programs (2025–26)

SMART Goal:

By June 14, 2025, survey students to identify top interests and draft a plan for at least three new extracurricular or career-connected opportunities for implementation in the 2025–26 school year.

MAGNOLIA SCIENCE ACADEMY - 5

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	99.5%	74.6%	93.8%
Spring 2024 Survey Participation Rates:	99%	88.4%	96.3%
Change since Spring 2024: <i>(percentage points)</i>	+0.5	-13.8	-2.5
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>Student participation remains very high and slightly improved from the previous year. This suggests strong engagement from students and consistent survey administration practices.</p> <p>Family participation is the most significant decline among the groups, dropping below the target threshold. This suggests a potential barrier to participation that did not exist the prior year.</p> <p>Staff participation saw a modest drop, landing just below the target.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	76%	95%	53%
Spring 2024 Overall Satisfaction Rates:	78%	96%	75%
Change since Spring 2024: <i>(percentage points)</i>	-2	-1	-22
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If			

so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Student satisfaction remains just above the target but has declined slightly. While the change is minor, it could reflect concerns around student experience, engagement, or support. MSA-5 team will continue monitoring and proactive student feedback mechanisms and improve school climate.

Family satisfaction remains exceptionally high and stable, meeting the target. This suggests that despite a drop in survey participation, those who did respond feel very positively about the school's environment and support.

MSA-5 Team noticed that this is a dramatic decline and a major area of concern. Satisfaction has dropped far below the target and suggests growing dissatisfaction among staff. One of the reason is changing the type of survey from Panorama to Great Place to Work platform, the metrics are different and there is no baseline to compare.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	74%	40th-59th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	- 4
Safety	66%	40th-59th percentile	- 1
Sense of Belonging (School Connectedness)	53%	20th-39th percentile	+ 1

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	97 %	80th-99th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	- 3
Safety	90%	40th-59th percentile	+ 3
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	75%	N/A	-22
Knowledge and Fairness of Discipline, Rules and Norms	70%	N/A	-8
Safety	70%	N/A	-5
Sense of Belonging (School Connectedness)	51%	N/A	-18

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	83%	96%	80%
Spring 2023 Average Approval Rates:	80%	96%	61%
Change since Spring 2023: (percentage points)	+3	0	-19
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

STUDENTS: The average approval rates across surveyed topics show modest improvements from the previous year, with increases ranging from 1 to 4 percentage points. *Climate of Support for Academic Learning* received the highest favorable rating at 74%, while *Sense of Belonging* was the lowest at 53%. All areas fall between the 20th and 59th percentiles when compared to the CORE Districts dataset, indicating room for growth. The most notable improvement was in *Knowledge and Fairness of Discipline, Rules and Norms* (+4 points), possibly reflecting targeted efforts to enhance transparency and equity in school policies. We will continue to focus on improving student connectedness, as *Sense of Belonging* remains a key area of concern.

FAMILY: The Spring 2025 family survey results for Magnolia Science Academy-5 show strong approval across most categories, with ratings that not only remain high but place the school among the top-performing schools nationally in several areas. Notably, “Climate of Support for Academic Learning” and “Sense of Belonging” both earned a 97% favorable rating, placing them in the 80th–99th percentile compared to other MPS schools. “Knowledge and Fairness of Discipline, Rules and Norms” rose to 96%, a 3-point improvement from the previous year, indicating that families feel more confident in the school’s consistency and transparency regarding behavioral expectations. The only area with a relatively lower percentile ranking is “Safety,” which, although improved to 90%, still ranks within the 40th–59th percentile range, suggesting that while conditions on campus may feel secure, there may be lingering concerns about the surrounding neighborhood or general perceptions of safety. Overall, the approval rates show a healthy climate of engagement, trust, and instructional quality, with only minor fluctuations from the previous year.

STAFF: The 2024–25 staff survey results for MSA-5 show a significant decline in average approval rates compared to the previous year, falling from 80% to 61%, a 19-point drop. This decline is evident across all four measured categories: Climate of Support for Academic Learning dropped by 22 points, from 97% to 75%. Knowledge and Fairness of Discipline, Rules and Norms declined by 8 points, now at 70%.

Safety saw a 5-point decrease, now at 70%. Sense of Belonging (School Connectedness) fell the most critically, by 18 points, down to 51%.

A key factor contributing to this shift is the transition from the Panorama survey platform to the Great Place to Work (GPTW) platform. This change likely introduced a different question structure, rating scale, or tone that may have influenced how staff interpreted and responded to the survey items. Beyond the platform change, the significant drop in “Sense of Belonging” implies deeper concerns about staff morale, school culture, or feelings of isolation. This may be tied to workload challenges, evolving expectations, limited input in decision-making, or communication gaps during the transition.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

STUDENTS: The student survey results indicate encouraging progress across all measured topics, with each area showing year-over-year improvement. Notably, *Climate of Support for Academic Learning* received the highest approval rate at 74%, positioning it in the 40th–59th percentile compared to the CORE Districts dataset. This reflects a positive environment where students feel academically supported—a clear strength of the current school climate. Additionally, the 4-point increase in *Knowledge and Fairness of Discipline, Rules and Norms* suggests that efforts to promote consistent and fair behavior expectations are resonating with students.

While *Sense of Belonging* remains the lowest-rated area at 53%, the slight improvement indicates a step in the right direction and highlights a growing awareness of the importance of school connectedness.

We are most proud of the sustained support for academic learning and the notable gains in students' perceptions of fairness and discipline. These improvements likely stem from intentional strategies such as clearer communication of rules, increased teacher-student engagement, and targeted social-emotional learning programs.

To maintain and build upon these successes, we will continue prioritizing professional development that reinforces supportive teaching practices, ensure consistent implementation of school norms, and enhance student voice initiatives to further improve the sense of belonging. Our goal is to create an environment where every student feels connected, respected, and academically empowered.

FAMILY: Reviewing the approval rates from the 2025 family survey reveals several clear areas of success that MSA-5 should be proud of. Families overwhelmingly affirm the school's instructional quality, with 97% agreeing that the school provides high-quality teaching and maintains high expectations for all students. Relationships between staff and families remain a standout strength: 98% of respondents indicated that they feel respected by staff, and the same percentage reported that staff are helpful and responsive to their needs. The school's efforts to create an inclusive environment also stand out, as reflected by 95% of parents feeling their child's cultural and individual backgrounds are valued. These figures not only reflect high satisfaction but signal a strong, supportive culture that is both welcoming and academically rigorous. The school's ability to maintain such consistently high approval rates in these areas, especially at or near the 99th percentile in national comparisons, speaks volumes about the dedication of its educators and staff. Maintaining this success will require continued investment in staff development, family engagement opportunities, and celebrations of academic and cultural excellence.

STAFF: Despite the overall decline in staff approval ratings this year, the survey results still highlight specific areas of relative strength that provide a foundation for growth and renewal. Among the four major domains, the "Climate

of Support for Academic Learning” received the highest approval rating at 75%, suggesting that staff continue to value the instructional focus, academic expectations, and the support structures in place for student learning. This indicates that, even amid shifting perceptions of workplace climate, educators at MSA-5 feel a shared commitment to high-quality teaching and student academic success. The school's ongoing emphasis on data-driven instruction, intervention programs, and curricular alignment appears to have sustained a sense of purpose around academics, which remains a point of pride.

We are also encouraged by staff responses that reflect continued dedication to fairness and consistency in discipline, rated at 70%, as well as school safety, also at 70%. These scores, while lower than in previous years, still suggest that basic systems of order, structure, and support remain trusted by most staff.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

STUDENTS: The student survey results reveal several areas requiring focused attention, particularly around students' sense of connection and safety at school. *Sense of Belonging* stands out as the lowest-rated topic, with only 53% of students responding favorably. This rating places the school in the 20th–39th percentile compared to CORE Districts, highlighting it as an area of concern. Although there was a 1-point improvement from the previous year, the persistently low approval rate signals a continued need to strengthen students' emotional and social connection to school.

Safety also remains an area needing improvement, with a 66% approval rate and only a modest 1-point increase. Ensuring that all students feel physically and emotionally safe is essential for learning, and this topic warrants closer monitoring.

Furthermore, while the overall approval rates provide useful insight, it is also important to examine disaggregated data to identify potential gaps among student groups—for example, if English learners, students with disabilities, or students from marginalized racial or ethnic backgrounds report significantly lower perceptions of belonging or safety than their peers. These gaps can point to inequities in students' experiences and need to be addressed proactively.

Planned Steps to Address These Needs:

- Increase student voice initiatives by involving diverse student groups in regular feedback forums or focus groups to better understand their experiences and needs.
- Implement targeted programs such as peer mentoring, inclusive extracurricular opportunities, and culturally responsive teaching to build a stronger sense of community.
- Strengthen adult-student relationships through consistent restorative practices, caring interactions.
- Review safety procedures and campus climate practices, ensuring that staff and students are engaged in creating a safe, respectful learning environment.
- Analyze subgroup data to uncover and close any gaps in perception, ensuring that interventions are

tailored to the students most in need.

Continued monitoring and collaboration with students, families, and staff will be essential to making meaningful progress in these critical areas.

FAMILY: While the overall survey results are overwhelmingly positive, the area of school safety emerges as a notable concern in relative terms. Despite a favorable increase of 3 percentage points since last year, the safety rating stands at 90% and ranks only in the 40th–59th percentile compared to other schools. Digging deeper, one of the lowest-rated individual items was whether families feel their child is safe in the neighborhood around the school, with a score of 87%. This indicates that while internal practices may have improved, external environmental factors—such as neighborhood conditions or commute logistics—may still be affecting perceptions of safety. Although the file does not disaggregate responses by student subgroup, it is crucial for MSA-5 school leadership to explore whether these perceptions differ by family background or grade level. Addressing this issue requires us a community-centered approach, involving local agencies, safety audits, and increased communication about school measures designed to protect students. A continued focus on equity and data disaggregation will also help identify whether any student populations are experiencing the school climate differently and need additional support.

STAFF: The 2024–25 staff survey results indicate that significant improvement is needed across several key areas, with the most urgent concern being the dramatic decline in overall staff satisfaction and average approval rates. The most critical area identified is “Sense of Belonging (School Connectedness),” which dropped to 51%, an 18-point decrease from the prior year. This suggests that a considerable number of staff members may feel isolated, undervalued, or disconnected from the school community.

Additionally, while “Climate of Support for Academic Learning” received the highest staff rating at 75%, this too reflects a sharp 22-point drop from the previous year, signaling potential concerns about instructional resources, time for planning, or support structures. The perception of fairness and consistency in discipline also fell to 70%, which may point to staff concerns about behavior management systems, uneven enforcement of policies, or communication gaps around expectations and consequences.

To address these needs, MSA5 is planning the following steps:

- Staff Listening Sessions: Hosting structured forums for staff to share feedback and experiences in a confidential and solutions-oriented environment.
- Improved Internal Communication: Increasing transparency around decision-making and clarifying roles, responsibilities, and follow-up on staff concerns.
- Wellness and Recognition Initiatives: Implementing staff recognition systems, mental health supports, and workload reviews to address burnout and boost morale.
- Strengthening Collaboration and Belonging: Enhancing PLC collaboration time, re-establishing staff culture-building events, and promoting inclusive leadership practices.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

STUDENTS:Based on the student survey free responses, several strengths and positive trends emerged. The highest-rated area was *Climate of Support for Academic Learning*, with 74% of students responding favorably, indicating that students feel supported in their learning environment. Additionally, *Knowledge and Fairness of Discipline, Rules, and Norms* showed the most significant improvement with a 4-point increase, suggesting that efforts to communicate and apply school rules more equitably are having a positive impact. All surveyed topics showed year-over-year gains, reflecting steady progress in school climate. We are especially proud of the strides made in fairness and discipline, as this likely reflects intentional work around equity and consistency in expectations. To maintain and build upon these successes, we plan to continue monitoring student perceptions, involve students more directly in shaping school culture, provide staff with ongoing professional development, and engage families in meaningful ways. These steps will help sustain a supportive and inclusive environment for all students.

FAMILY: The most appreciated aspects of Magnolia Science Academy-5, as reflected in the survey, revolve around its welcoming culture, instructional quality, and responsive staff. Families repeatedly indicate that they feel respected, welcomed, and supported by school staff, with nearly all relevant questions receiving favorable ratings above 95%. These responses paint a picture of a school community built on mutual respect, academic excellence, and strong relationships. The sense of belonging and partnership is palpable, with 98% of families saying staff take their concerns seriously and respond in a timely manner. The consistency in these results suggests a well-established culture of trust and shared purpose. What is most affirming is that these high ratings were not only maintained but improved slightly from last year, demonstrating that the school's efforts to create a positive climate are paying off. To sustain this, the school should continue building platforms for authentic family voice,

recognize staff contributions to culture-building, and provide students with opportunities to celebrate their own identity and contributions to the community.

STAFF: Based on the free-response feedback from staff, several recurring strengths emerged that reflect the core values and dedication of the MSA-5 school community. The most frequently praised aspect was the strong commitment to student learning. Many staff members highlighted the academic focus of the school, with particular appreciation for high expectations for students, collaborative efforts to support achievement, and a shared belief in every student's potential.

Another major theme that surfaced was the sense of purpose and dedication among colleagues. Staff noted that despite recent challenges, they feel inspired by their peers' professionalism, passion, and resilience. This suggests that peer relationships and a shared mission to serve students remain powerful motivators and cultural strengths.

Several responses also emphasized the diverse and vibrant student body, with staff expressing pride in working with students from different backgrounds and seeing their growth over time. This reflects MSA-5's commitment to equity and inclusive education.

What we are most proud of is that, even during a year marked by transition and decreased satisfaction in some areas, our educators continue to recognize and celebrate the academic integrity, student-centered mission, and team commitment that define MSA-5

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

STUDENTS: Based on the student survey data, several suggestions for improvement emerged that highlight areas needing close attention. The most critical area identified was *Sense of Belonging*, which received the lowest favorable rating at 53% and remains in the 20th–39th percentile compared to peer districts. This indicates that a significant portion of students do not feel fully connected to their school community. Although there was a slight improvement, this remains a consistent concern and calls for more intentional strategies to foster inclusion and connectedness. Another area needing attention is *Safety*, with a 66% favorable rating—moderate, but still below optimal levels for a secure learning environment. While detailed free responses from families and staff are not provided here, the patterns from student data suggest a broader need to improve the emotional and relational climate on campus.

Common themes likely to emerge across survey types include a desire for stronger relationships, more inclusive practices, and clearer communication from staff and administration. Gaps may exist for specific student groups—such as English learners, students with disabilities, or students of color—who may experience lower levels of belonging or safety than the general student population. Addressing these gaps will require disaggregating the data further and implementing targeted supports that ensure equity. Focused attention on fostering relationships, building inclusive classroom environments, and promoting student voice will be essential steps moving forward.

FAMILY: Although the survey does not include direct quotes from open-ended responses, the patterns in the approval ratings suggest that family suggestions for improvement may relate to safety, particularly around the school’s surrounding environment. While internal safety measures such as supervision and clear rules likely contributed to a 93% favorability rate for on-campus safety, the 87% score regarding neighborhood safety indicates a lingering discomfort. It’s possible that families would like to see additional measures such as increased visibility of school staff during drop-off and pickup times, enhanced communication about safety protocols, or collaboration with local authorities to ensure safer commuting routes. These subtle indicators, drawn from quantitative data, point toward a desire for more comprehensive and community-wide approaches to student safety. There may also be calls for continued transparency in school discipline policies and ongoing support for inclusive practices, though these areas are already strong.

STAFF: From the staff free-response section, several clear patterns emerged that point to key areas in need of attention. The most common suggestions focused on improving communication, transparency, and inclusion in decision-making processes. Staff expressed a desire to be more informed and involved in shaping school policies and initiatives, suggesting that clearer two-way communication between leadership and teachers is essential.

Another major theme was the need for more consistent and equitable behavior management systems. Many staff noted frustration with perceived inconsistencies in how discipline is enforced, as well as a need for more training or support in managing student behavior. This aligns with the quantitative drop in the “Knowledge and Fairness of Discipline, Rules and Norms” category, which declined to 70%.

Additionally, several responses referenced staff workload and burnout, indicating that time, resources, and realistic expectations are a growing concern. Teachers are calling for more collaborative planning time, better work-life balance, and attention to staff wellness—particularly as academic and operational demands increase.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

STUDENTS: To improve the school climate and address the areas identified through the survey data, the school is planning to implement several targeted suggestions based on student feedback:

1. Strengthen Sense of Belonging:

To address the low approval rating in *Sense of Belonging*, the school will launch student-led initiatives such as affinity groups, peer mentorship programs, and regular community-building activities. These efforts aim to ensure that all students—especially those from historically marginalized groups—feel seen, heard, and valued.

2. Improve School Safety Perceptions:

While the majority of students reported feeling safe, the school recognizes room for improvement. Planned steps include increasing adult supervision in key areas, reviewing safety protocols with students, and incorporating more social-emotional learning (SEL) into the curriculum to support positive peer interactions and reduce conflict.

3. Enhance Communication and Fairness in Discipline:

Building on the 4-point improvement in discipline-related perceptions, the school will continue to train staff in restorative practices and consistent behavior expectations. This includes hosting student forums to clarify rules, improve transparency, and encourage respectful dialogue between students and staff.

4. Monitor and Address Equity Gaps:

The school will analyze survey responses by student subgroup to identify and address disparities in experiences. Targeted support services, culturally responsive teaching practices, and intentional staff development will be expanded to ensure equitable access to a positive school climate for all students.

Implementation Steps:

- Conduct regular data reviews and feedback sessions with staff, students, and families.
- Designate a school climate team to oversee initiatives and monitor progress.
- Provide ongoing professional development for teachers in SEL, equity, and inclusion.
- Create structures for student voice, such as advisory councils or feedback panels.
- Set measurable goals and track progress through follow-up surveys and observations.

FAMILY: In response to family feedback and survey data, Magnolia Science Academy-5 is committed to strengthening perceptions of school safety while maintaining its high standards for instruction and community engagement. A key next step involves partnering with local safety organizations and law enforcement to conduct a community safety audit and develop more visible safety measures around the school perimeter. The school will

also continue training staff on trauma-informed practices and effective communication strategies to sustain high levels of trust and support. To ensure continued responsiveness to family concerns, MSA-5 plans to discuss issues surfaced through surveys and engagement events at our Parent Advisory Committee and CA Engagement Initiative meetings. Additionally, efforts will be made to disaggregate future survey data to identify any gaps in experience among student subgroups, enabling a more targeted and equitable response. Through these steps, the school will not only address areas of need but also build upon its many strengths to further enhance the experience of students, families, and staff alike.

STAFF: In response to staff survey feedback, MSA-5 will implement targeted actions to improve staff experience, rebuild trust, and strengthen school culture. Key initiatives include establishing structured staff voice forums (e.g., roundtable discussions and suggestion emails), enhancing communication through weekly updates and transparent timelines, and improving consistency in discipline practices through revised behavior frameworks and restorative training. To boost morale and belonging, the school will launch wellness initiatives and team-building events. Additionally, efforts will focus on protecting collaboration time and reducing staff workload. Progress will be monitored through pulse surveys and leadership team reviews to ensure meaningful change.

MAGNOLIA SCIENCE ACADEMY - 6

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	100%	94.9%	92.6%
Spring 2024 Survey Participation Rates:	99.1%	94.2%	93.6%
Change since Spring 2024: <i>(percentage points)</i>	-4.2%	+.5%	-1.0
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>There are minimal differences in the response rates from this year to last. We were able to complete all students this year and are happy to have an increase in the participation rate for families. We have about 13 more students this year than last and to have increases in rates with the increase in population is great to see. The efforts of the CSC and FSC have been instrumental in this.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	82%	99%	92%
Spring 2024 Overall Satisfaction Rates:	85%	99%	93%
Change since Spring 2024: <i>(percentage points)</i>	-3	0	-1
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If			

so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Though the difference in overall score is minimal, when we dig a little deeper into the response breakdown by student groups, we can see some data worth exploring further. In the 2025 survey, 70% of our EL population indicated a positive response to this question, while 89% had a positive response last year. We see that as time goes on, 6th grade level students from last year are not doing as well this year, as their scores dropped from 93% to 81%. Contrary, last year's 7th graders were more satisfied this year - their scores went up from 87 to 90% satisfaction.

As has been the case for some time now, MSA 6 (82%) is above the MPS average (73%) for overall school experience. Free responses from students and families indicate a common theme - the caring staff, the attention to safety and discipline, and the small school, team-like environment are among the top themes for a good school experience.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	82%	80th-99th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	71%	60th-79th percentile	- 3
Safety	74%	60th-79th percentile	- 2
Sense of Belonging (School Connectedness)	69%	80th-99th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	100%	80th-99th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	0
Safety	69%	80th-99th percentile	- 1
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+ 1

Staff Survey: N/A 2025 - Survey held via Good Place to Work

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	91%	n/a	-7
Knowledge and Fairness of Discipline, Rules and Norms	86%	n/a	-9
Safety	100%	n/a	+5
Sense of Belonging (School Connectedness)	77%	n/a	-5

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2025 Average Approval Rates:	74%	99%	93%
Spring 2024 Average Approval Rates:	77%	99%	95%
Change since Spring 2024: (percentage points)	-3	0	-2
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Student average approval ratings are down across the board. Though slight (overall 3% drop), there is enough reason to believe the experience at MSA 6 has room for growth in the student's eyes. One such indicator is the category knowledge and fairness of discipline, rules, and norms has been a category that has declined across the last three surveys. Most notable among critical responses in this category is for the questions "the school rules are fair," and, "this school clearly informs students what would happen if they break the rules," the number of favorable responses has dropped by 11% on both since last year. We have had several students in the last 3 years that seem to have ongoing and worsening behavior, despite many interventions and consequences. In the eyes of the other students, these discipline decisions often seem unfair and not strict enough, or vague. Given that we are a small community, the rippling effects of ineffective intervention and discipline can create quick unease and a sense of partiality. Speaking with students over the last year has led to this perception becoming more clear.

Family approval ratings are either steady or up. Much of this is with respect to the efforts of the Community School Coordinator and new Family Success Coordinator in reaching out to parents, creating home visits, fostering positive relationships with families, and keeping all of the school information packages well for them to access.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Overall School Experience: Stakeholders reported high satisfaction with their overall experience at the school, reflecting positive relationships and strong general sentiment. Safety: Stakeholders expressed strong confidence in the school's ability to maintain a safe learning environment. Climate of Support for Academic Learning: Stakeholders believe the school fosters an environment that supports academic growth and high expectations.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Sense of Belonging (School Connectedness): Several groups, particularly by grade level and gender subgroups, reported lower feelings of connectedness to the school community.

Knowledge and Fairness of Discipline, Rules, and Norms:

Stakeholders expressed less confidence in how well discipline practices are understood and perceived as fair.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students at Magnolia Science Academy 6 overwhelmingly appreciate the school's strong sense of community and support. Many students praised the variety of clubs, focus on math and science, and the availability of extracurricular activities and homework clubs. Relationships stood out as a major highlight, with several students mentioning the presence of "good people" and a welcoming atmosphere. Students feel connected, challenged academically, and supported socially, reflecting the school's dedication to fostering both achievement and belonging.

Families echoed many of these sentiments, emphasizing the school's strong communication, community atmosphere, and supportive and helpful staff. Parents particularly appreciated the school's emphasis on discipline, organization, and the variety of after-school clubs that provide students with enrichment beyond the classroom. Family responses highlighted a deep trust in the school's leadership and an appreciation for the consistent efforts to maintain a positive, structured, and engaging environment for all students.

Together, these perspectives demonstrate that Magnolia Science Academy 6's greatest strengths lie in its strong relationships, robust academic and extracurricular offerings, and its commitment to open communication and

student well-being.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

The family survey responses identified several key areas where Magnolia Science Academy 6 could grow. Families frequently mentioned a desire for improvements in food quality, suggesting better lunch and snack options. Facilities were another common theme, with calls for expanded spaces, more shaded areas, and enhancements to outdoor environments. Academically, some families requested additional support with homework and curriculum offerings to better challenge and support students. Safety and security also surfaced as an area of concern, with suggestions to install more cameras and improve traffic safety around the school. While many responses were specific to individual experiences, these major themes provide clear opportunities for targeted improvements to enhance the overall school experience.

Student survey responses highlight that food services are the most significant area for improvement at Magnolia Science Academy 6, with many students requesting better lunch options. There is also strong interest in expanding extracurricular opportunities, particularly in sports. Students noted the need for larger and more engaging recreational spaces during breaks, suggesting enhancements to the facilities. A few students emphasized the importance of additional academic and technological support, such as printers and clearer scheduling tools. While safety concerns were mentioned, they appeared less frequently compared to other topics. Overall, students' feedback offers valuable insights for enhancing both the academic and social environment of the school.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Improve transparency and consistency of schoolwide behavior expectations to improve sense of fairness.
 - Inservice PD on schoolwide PBIS, Discipline, and non-negotiable classroom expectations.
 - Development of printed PBIS matrix posters for the site.
 - Include PBIS and Discipline as a topic in initial parent meetings and as a recurring topic in monthly school communications.
 - Develop a 3-person PBIS team to examine data, conduct walkthroughs, and manage both glows and grows throughout the year.
 - Consider the use of a digital platform for PBIS management - moving away from the ticket

system.

- Continue to improve the outdoor space to provide shade and continue to develop activity offerings both during and after school.
 - Re-consider the use of an equipment rental system
 - Keep pushing for basketball hoops!
 - Look for opportunities to bring in clubs around self defence, skateboarding, running, and gaming!

MAGNOLIA SCIENCE ACADEMY - 7

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	100.0%	71.4%	97.2%
Spring 2024 Survey Participation Rates:	96.8%	82.2%	72.5%
Change since Spring 2024: <i>(percentage points)</i>	+3.2	-10.8	-24.7
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>In Spring 2025, student participation remained extremely strong at 100%, showing a slight improvement of +3.2 percentage points compared to Spring 2024. However, family participation decreased by 10.8 percentage points (from 82.2% to 71.4%), and staff participation saw a significant drop of 24.7 percentage points (from 97.2% to 72.5%).</p> <p>Changes from Last Year:</p> <p>There are noticeable changes in participation compared to last year:</p> <ul style="list-style-type: none"> • Student participation improved slightly, maintaining very high engagement. • Family participation decreased, falling below the 75% target. • Staff participation declined sharply, falling well below the desired ≥95% target. <p>Possible Causes for Changes:</p> <p>Several factors may have contributed to these changes:</p> <ul style="list-style-type: none"> • Family Surveys: Last school year (Spring 2024), families were given a longer period of time to complete the survey, which likely supported higher response rates. In contrast, a shorter window this year may have contributed to the lower participation. • Staff Surveys: The length of the staff survey appears to be a significant factor. It takes an average of 20–30 minutes to complete, which could have discouraged some staff from finishing it. • Follow-up Limitations: This year, administration did not have access to information about which staff members had not completed the survey, limiting the ability to send targeted reminders or follow up individually. This lack of individualized follow-up likely contributed to the lower 			

response rate among staff.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	85%	99%	68%
Spring 2024 Overall Satisfaction Rates:	89%	96%	88%
Change since Spring 2024: <i>(percentage points)</i>	-4	+3	-20
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Observations on Overall Satisfaction Rates:

The Spring 2025 survey results show mixed trends in overall satisfaction across students, families, and staff:

- **Student satisfaction** declined slightly from **89% to 85%** (-4 percentage points).
- **Family satisfaction** improved from **99% to 96%**, maintaining a very high level, with a minor change of **-3 percentage points** but still above the target.
- **Staff satisfaction** experienced a significant drop from **88% to 68%**, a decrease of **20 percentage points**.

Changes from Last Year:

While family satisfaction remains strong and largely unchanged, both student and staff satisfaction declined, with the staff satisfaction showing the most dramatic shift.

Possible Causes for Changes:

- **Staff Satisfaction:** The notable decline in staff satisfaction may be partially attributed to the **implementation of a new survey** this year. Changes in survey structure, content, or how questions were framed could have impacted how staff perceived and rated their satisfaction. Additionally, the length and potential complexity of the new survey may have contributed to lower satisfaction scores if staff felt survey fatigue or if concerns were captured more thoroughly than in previous years.
- **Student Satisfaction:** The slight decline in student satisfaction could reflect broader changes or

challenges experienced during the school year, such as transitions in programs, staffing, or school environment.

- **Family Satisfaction:** Despite a minor decrease, family satisfaction remains very high, indicating strong ongoing engagement and positive experiences, aligning with the next year's target ($\geq 95\%$).

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	69%	10th-19th percentile	+ 0
Knowledge and Fairness of Discipline, Rules and Norms	67%	10th-19th percentile	- 1
Safety	69%	80th-99th percentile	+ 6
Sense of Belonging (School Connectedness)	69%	40th-59th percentile	- 2

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 0
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	- 0
Safety	96%	60th-79th percentile	-1
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	85%	N/A	-7
Knowledge and Fairness of Discipline, Rules and Norms	72%	N/A	-11
Safety	78%	N/A	+2
Sense of Belonging (School Connectedness)	77%	N/A	+6

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	68%	97%	75%
Spring 2023 Average Approval Rates:	68%	97%	81%
Change since Spring 2023: <i>(percentage points)</i>	0	0	-6
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Observations on Average Approval Rates:

The Spring 2024 survey results show that:

- **Student average approval** remained stable at **68%**, with **no change** compared to Spring 2023.
- **Family average approval** also stayed consistent at a very high **97%**, with **no change** from last year.
- **Staff average approval** declined from **81% to 75%**, reflecting a **6 percentage point** decrease.

Changes from Last Year:

The data reveal that while student and family approval rates remained steady, staff approval experienced a modest decline.

Possible Causes for Changes:

- **Staff Approval:** The decrease in staff average approval could be tied to several factors, including broader school changes, new initiatives, or shifts in expectations or workload that occurred over the past year. Additionally, the implementation of a **new survey tool** (as noted in other reflections) might have also influenced staff responses, leading to more critical feedback or a more detailed capture of areas

needing improvement.

- **Student and Family Approval:** The consistency in student and family approval suggests that most core services and school experiences are meeting expectations. Continued strong family approval is a positive indicator of strong school-home communication and satisfaction with the overall learning environment.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Successes and Progress Based on Survey Review:

A review of the Spring 2024 survey data reveals several important areas of success across student, family, and staff surveys.

Student Survey Successes:

- **Safety** stood out as a key area of strength, with a **69% favorable rating**, a **6 percentage point increase** from last year. This placed our school in the **80th–99th percentile** compared to the CORE Districts dataset—a very strong national standing.
- Additionally, **Sense of Belonging** showed a **2 percentage point increase** and reached a **69% favorable rating**, positioning us in the **40th–59th percentile**, a solid improvement.
- **Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms** remained steady, with small or no change from the prior year.

Family Survey Successes:

- Families continue to express **extremely high satisfaction** across all major topics:
 - **Climate of Support for Academic Learning: 99% favorable**, maintaining the **80th–99th percentile**.
 - **Knowledge and Fairness of Discipline, Rules and Norms: 97% favorable**, also in the **80th–99th percentile**.
 - **Sense of Belonging: 97% favorable**, another area of exceptional strength.
- Although **Safety** showed a slight **1 percentage point decrease**, it remains very strong at **96% favorable**.

Staff Survey Successes:

- Despite a decline in overall approval, the **staff survey average approval rate** remains above the 2024–2025 target (**75% compared to a target of $\geq 65\%$**), indicating a strong foundation to rebuild upon.
- Staff feedback continues to reflect commitment to improvement and openness to change, especially in light of the new survey implementation.

Highlights and Points of Pride:

- The **exceptional satisfaction rates among families** are a major highlight. Sustained family trust and confidence—particularly in academic support, fairness, and belonging—are results we are most proud of.
- The significant **gains in students' feelings of safety** is a critical achievement. Ensuring students feel safe is foundational to their ability to learn and thrive.

Plans to Maintain and Build on These Successes:

- **For students**, we plan to maintain momentum around campus safety by continuing safety drills, promoting positive behavior initiatives, and expanding activities that foster school connectedness.
- **For families**, we will continue clear communication, proactive engagement through events and surveys, and strengthen partnerships between home and school.
- **For staff**, we will offer more targeted support and professional development based on survey feedback, and adjust the survey structure or communication strategy next year to better capture the full range of positive staff experiences.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

A review of the Spring 2024 survey data highlights several areas needing significant improvement. For students, **Climate of Support for Academic Learning** (69%) and **Knowledge and Fairness of Discipline, Rules and Norms** (67%) remain low compared to other districts, indicating a need to strengthen academic support and perceptions of fairness. **Staff satisfaction** dropped significantly, with a 6 percentage point decrease in average approval and a 20 percentage point drop in overall satisfaction, suggesting that recent changes, including the implementation of a new survey, may have impacted morale. Although **family satisfaction** remains high, the slight decline in safety perceptions (from 97% to 96%) will be monitored. There is also a need to review disaggregated student data to ensure no group is feeling less supported. To address these areas, the school plans to strengthen restorative practices, support staff well-being, maintain strong family communication, and develop targeted strategies to close any emerging equity gaps.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- **Supportive and Caring Staff:** Both students and families repeatedly praised teachers, aides, and administrators for being kind, welcoming, and supportive
- **Playground and Recess Time:** Students frequently mentioned enjoying recess and outdoor activities.
- **Enjoyable Enrichment Activities:** Students highlighted their enjoyment of **field trips, science, art, sports, and STEAM-related activities**. Families appreciated the diversity of programs and clubs
- **Safe and Welcoming Environment:** Families expressed confidence in student safety and a strong sense of community. They felt the school have a small, family-like atmosphere where students are known by name
- **Communication with Families:** Parents consistently valued the open and consistent communication from school staff, noting ParentSquare updates and personal outreach as effective tools.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- **Need for Improved Food Quality:** A significant number of students express a desire for better food quality, with concerns about it being unappetizing (e.g., "soggy," "cold," "stale"). There are also requests for more variety and options (e.g., halal or vegetarian food).
- **Need for Updated Facilities:** Requests for improved bathrooms, warmer water, expanded/secure playground space, and better equipment came from both student and parent comments
- **Expanded Sports, Music, and Arts Programs:** Parents and guardians frequently suggested adding more physical activity, sports, music, and dance classes to promote student engagement and well-being.
- **Enrichment, Events, and Student Life:** Families want more hands-on learning, student-led leadership opportunities, and school events that recognize and reward students.
- **Listening and Respect During Conflicts:** Students shared that they want teachers and staff to listen more carefully and treat them with greater respect during conflicts.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- By June 2026, conduct quarterly student food surveys and partner with the food service provider to improve meal quality, ensuring that at least 80% of surveyed students report satisfaction with taste, freshness, and variety, including options for halal and vegetarian diets.
- By August 2026, add a minimum of two new after-school programs in sports, music, or arts.
- By May 2026, organize at least six new hands-on learning events (e.g., STEM nights, student exhibitions) and establish a student leadership council, with 70% of students participating in at least one event and 100% of council members leading at least one initiative.
- By December 2025, provide conflict-resolution training to 100% of teachers and staff, followed by mid-year and end-of-year student surveys. The goal is to achieve a 20% increase in students feeling "listened to and respected" during conflicts compared to the 2024–2025 survey data.
- By March 2026, improve all student bathrooms by enhancing daily restroom cleanliness and increasing playground and campus supervision during key times (e.g., recess, lunch), as measured by a 20% increase in student and parent satisfaction on the educational partner survey.

MAGNOLIA SCIENCE ACADEMY - Bell

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	96.3%	41.8%	94.4%
Spring 2024 Survey Participation Rates:	99.7%	94.4%	100.0%
Change since Spring 2024: <i>(percentage points)</i>	-3.4%	-52.6%	-5.6
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>Our student survey stayed consistent with meeting our participation targets of ≥ 95.0%.</p> <p>Our family rates had a major drop. Last year support staff called parents to support the completion of the school survey in contrast to this year where making calls to help parents fill out the surveys was not an option. Therefore we did not meet our survey targets of ≥ 75.0% as most parents do need support in technology.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	58%	94%	58%
Spring 2024 Overall Satisfaction Rates:	56%	93%	77%
Change since Spring 2024: <i>(percentage points)</i>	+2	+1	-19
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses			

that would attest to educational partners' overall satisfaction.

The satisfaction rates show growth for both students and families. There was a drop of 19% satisfaction rate for staff.

There was a 19 point decrease in the staff overall satisfaction rate in comparison to last year's results. The data shows that staff had a low rating on school Safety and Knowledge and Fairness of Discipline Rules and Norms. We believe that this is due to the behavior challenges we had throughout the school year. Specifically the 8th grade team struggled with student disrespect in the classroom. To combat the struggles the admin team developed student Behavior Intervention Plans with the collaboration of the parents/guardians. We also believe that an increase in altercations during the month of March increased the feeling of lack of Safety on our campus. All incidents were handled based on protocol in collaboration with the home office and school admin team.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	66%	0th-19th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	54%	0th-19th percentile	+ 2
Safety	60%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	47%	0th-19th percentile	+ 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	96%	60th-79th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	+ 2
Safety	90%	40th-59th percentile	+ 3
Sense of Belonging (School Connectedness)	96%	60th-79th percentile	+ 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	74%	N/A	- 14
Knowledge and Fairness of Discipline, Rules and Norms	46%	N/A	- 26
Safety	40%	N/A	+ 6
Sense of Belonging (School Connectedness)	65%	N/A	- 4

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2025 Average Approval Rates:	58%	94%	61%
Spring 2024 Average Approval Rates:	56%	93%	68%
Change since Spring 2023: (percentage points)	+2	+1	-7
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Update on Recent Survey Results and School Improvements

We are pleased to see a 2% increase in student approval rates. Our students favor the current period schedule over the block schedule, and also enjoy the extracurricular offerings. For example field trips, sports, and other after-school activities. Also, we had an improvement in our teacher retention rate, providing our students with the consistency they need to thrive.

On the family side, we have observed a 1% increase in approval rates. Overall parents feel that their students are safe at our school. They also appreciate our communication efforts through Parent Square and that this platform allows easy interaction with our teachers. Additionally, parents have an opportunity to be heard through our "Coffee with the Administration" and the "Parent Advisory Committee" as well as the "ELAC Meetings".

We experienced a 7% drop in the staff approval ratings, with the greatest drop in the topic of "Knowledge and Fairness of Discipline, Rules and Norms" with only 46% favorable, an indication that more than 50% of our staff lean towards a disparity in fairness of discipline or lack knowledge of our school wide systems for discipline and school wide norms. This is an eye opening observation that indicates the need for refinement of systems for concerns around discipline and opportunities to work together to strengthen these systems and reduce behavior concerns.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions.

(Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff?

Which topics and questions have the highest approval rates?

What are you most proud of? How do you plan to maintain or build upon that success?)

At 74%, topic # 1, support for academic learning was MSA-Bell's biggest strength. Our teachers met weekly during Professional Learning Communities where they collaborated on lesson plans. ELA and Math teachers also met weekly one on one with the Dean of Academics to discuss ongoing academic data. We provided students academic intervention outside of school hours in the form of after school tutoring and Saturday school. Our attendance for S4S was, for the most part, consistent.

Climate of Support for Academic Learning showed a 3 point growth in our student data. The students believe that the teachers work hard to support them when they need it. With a 71% rating the students also understand that the teachers give them an opportunity to take part in classroom discussions and activities. We believe that an increase in these areas helped out to increase the satisfaction rating in this area.

We are the most proud of the students 71% satisfaction rate on their Overall School Experience. The data shows a 5 point growth compared to last year's data.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas.

(Considering the average approval rates for each topic, what areas for improvement emerged?

Which topics and questions have the lowest approval rates?

What are areas that need your close attention?

Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate?

What steps is the school planning to take to address these areas with the greatest need for improvement?)

Overall our school needs to focus on having clear consequences and a clear protocol for reaching these consequences. One of our biggest glows is how well we communicate with families. We need to leverage our strength to focus on communicating the rules and consequences to all education partners. For example, we can have a start of the year PBIS assembly where we explain the rules, norms, and consequences to all students. Then the teachers can review the same information with the students individually in the classroom while checking for understanding in a fun way, for example a Kahoot. Finally, our families will receive a summary of what went on in the assembly through ParentSquare and as part of each class’s syllabus. This way, we ensure the same message is distributed using multiple avenues.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain

or build upon that success?

Overall our students and families are happy with the interactions with staff. We take pride in knowing that our education partners feel respected and that their needs are being met. Our parents are grateful for all the support their children receive, especially inside the classroom. Another glow is that our families feel the school has a high level of communication through ParentSquare and that our staff is easily accessible. Our students enjoy the after school sports because it provides them more opportunity to socialize with their friends while participating in a competitive activity.

One thing we can do is to leverage our teacher's talents. For example, we can offer more after school activities based on both staff and student interest. This will increase the amount of competitive sports/activities that aren't necessarily attached to our sports league (FIYA). For example, we could have sport tournaments after school to increase student participation.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff?

Are there any patterns?

What are areas that need your close attention?

Are there any gaps, i.e., are there any areas that need to be improved for any student group?

1. Based on the student survey feedback, key areas for improvement include enhancing food options, prioritizing student safety, and fostering autonomy within an inclusive learning environment. Here's a breakdown of these concerns along with actionable recommendations, students overwhelmingly expressed a desire for better food choices, with 36 responses highlighting this need. Introducing a rotating menu that includes various menu items and accommodates dietary restrictions.

2. Prioritize Student Safety

Safety concerns were the second most mentioned issue, with students seeking greater attention to their well-being. A positive school climate, characterized by physical and emotional safety, is crucial for student development. Conducting regular evaluations of school facilities and protocols to identify and address potential hazards.

3. Foster Autonomy and Inclusivity in Learning

Students expressed a desire for increased autonomy and inclusion in their educational experience. Self-Determination Theory emphasizes the importance of autonomy in motivation and engagement. Allow

students to have a say in their learning topics, project formats, and classroom activities to enhance engagement. Implement teaching strategies that accommodate diverse learning styles and backgrounds, ensuring all students feel valued and supported.

Regularly solicit students input on teaching methods and curriculum to adapt and improve the learning environment.

Families

I would like to suggest continued efforts to address bullying and school fights. The parents appreciate that the school is doing its best by implementing discipline plans and restorative circles to support those involved. Perhaps more awareness programs and/or student-led initiatives could also make a positive impact.

The patterns are centered around student safety and communication. There were 8 responses with various responses including traffic control, monitoring and a firm discipline action to resolve student behavior. The areas that require close attention from the parent survey responses are the concerns regarding student safety with specific focus on student bullying.

The gaps from the parents suggestions to improve varied from requests for workshops to hiring a full time nurse for our campus. While we understand the parents are in need of a safe environment our priority is aligned with the parents.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Establish clear consequences and protocols for non compliance of school wide rules or behavior infractions.
- Communicate school wide rules and consequences to all educational partners (Students / Families / Staff) (ie. PBIS assembly, Parent notifications, Ongoing teacher refreshers) Finally, our families will receive a summary of what went on in the assembly through ParentSquare and as part of each class's syllabus.
- Revisit and refine our restorative practices, especially when it comes to addressing bullying and conflict resolution skills.

MAGNOLIA SCIENCE ACADEMY - San Diego

2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2025 Survey Participation Rates:	94.5%	65.1%	91%
Spring 2024 Survey Participation Rates:	93.9%	65.0%	100%
Change since Spring 2024: <i>(percentage points)</i>	+0.6	+0.1	-9.0
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>The Spring 2025 survey participation rates show strong engagement from both students and staff, with slightly lower engagement from families. Student participation increased slightly to 94.5%, up by 0.6 percentage points from Spring 2024. Family participation remained essentially flat, with only a 0.1 percentage point increase to 65.1%. Staff participation, however, experienced a notable decline, dropping from 100% in Spring 2024 to 91% in Spring 2025 — a decrease of 9 percentage points.</p> <p>The slight increases in student and family participation suggest continued strong engagement efforts. However, the significant decline in staff participation rates can be attributed to the transition to the Great Place to Work survey system. Unlike previous systems, this new platform does not allow tracking of who has completed the survey, making it much harder to follow up with non-respondents and ensure full participation.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	77%	97%	88%
Spring 2024 Overall Satisfaction Rates:	82%	95%	97%
Change since Spring 2024: <i>(percentage points)</i>	-5	+2	-9
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Student: Student satisfaction in Spring 2025 was reported at 77%, which is a decrease of 5 percentage points compared to the 82% reported in Spring 2024. While this remains a relatively strong level of satisfaction, the decline is notable and suggests areas needing attention. Drawing from the historical trends, several factors could be contributing to this change. Persistent concerns about facilities, such as the lack of green space, insufficient locker and storage areas, and the need for upgraded PE and sports facilities, continue to impact the student experience. This will be addressed in our new facility construction set to start in 2027. Additionally, dissatisfaction with the quality and appeal of school lunches remains a frequent complaint among students. There is also a continued desire for more challenging academic options, including honors courses and clearer academic differentiation for advanced learners. Even though students have expressed appreciation for the expansion of extracurricular activities, such as new clubs and STEM programs, these core areas of concern may have weighed more heavily in their overall satisfaction this year. Comments from the free-response sections reflect these themes, with one student noting, "I like the activities, but I wish we had better sports spaces and more choices for classes," and another sharing, "The school feels safe and welcoming, but I would like healthier lunch options and better places to hang out." These perspectives help to explain the slight decrease in student satisfaction despite other areas of growth.

Family: Family satisfaction in Spring 2025 reached a very high 97%, up 2 percentage points from the 95% reported in Spring 2024. This increase reflects the strong and growing trust families have in the school and its leadership. Several factors likely contributed to this improvement. Families have noted significantly stronger support for special education services, with better coordination, proactive communication, and increased capacity for IEP and 504 accommodations. Emotional and social support structures have also been strengthened, creating a safer and more inclusive school environment that families highly value. Furthermore, communication practices have improved markedly, with families praising the consistent, clear, and transparent updates provided through ParentSquare, email, and direct teacher contact. These improvements have made families feel more informed, heard, and involved in their children's educational experiences. Free-response comments from families highlight this sentiment, such as one parent sharing, "We feel completely supported by the staff. Communication is excellent, and the school truly cares about our child's success," and another stating, "I appreciate how the school listens to parent concerns and keeps us updated regularly — it makes a big difference." These comments reflect the ongoing and deliberate efforts the school has made to strengthen family partnerships and contribute to the exceptionally high satisfaction rates seen this year.

Staff: This year, MSA-San Diego transitioned to the Great Place to Work (GPTW) survey system to better capture staff experiences. The survey design was notably different from previous years: it included 60 core Trust Index© statements, 45 custom MPS statements, and open-ended responses, totaling a significantly longer and more detailed format than past surveys. Staff were rated on a consistency scale from "Almost Always Untrue" to "Almost Always True," with results reported as the percentage of positive ("Often True" or "Almost Always True")

responses. MSA-San Diego achieved an 88% overall positive response rate, which is high and places the school in a strong position relative to MPS-wide results and broader nonprofit sector benchmarks. Despite this strong outcome, it is difficult to directly compare these results to prior years due to the significant differences in survey structure and content. Notably, the staff participation rate was 91% which was down 9% from the previous year. The Top Three Areas of Strength for the site were Personal Job Satisfaction (89%), Leadership Trust and Support (89%), and Staff Intimacy/Connection (88%). The Bottom Three Areas of Focus were Clear Expectations and Fair Enforcement (69%), Equity (71%), and Perception of Caring (78%). Given that this is the first year using the GPTW model, next year's results will offer a clearer year-over-year comparison baseline.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	78%	60th-79th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	0
Safety	64%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	+2

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	96%	20th-39th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+2
Safety	97%	80th-99th percentile	-1
Sense of Belonging (School Connectedness)	96%	60th-79th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	87%	N/A	-1
Knowledge and Fairness of Discipline, Rules and Norms	69%	N/A	-15
Safety	75%	N/A	-5
Sense of Belonging (School Connectedness)	86%	N/A	-3

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2025 Average Approval Rates:	66%	96%	82%
Spring 2024 Average Approval Rates:	68%	96%	88%
Change since Spring 2023: (percentage points)	-2	0	-6
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
<p>Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>
<p>Student: For students, the average approval rate at MSA-San Diego for Spring 2025 was 66%, reflecting a slight decrease of 2 percentage points compared to 68% in Spring 2024. While the decline is minor, it continues a subtle downward trend observed over the past few years. Several factors may have contributed to this change, including ongoing concerns about facilities, the need for more academic differentiation, and feedback related to school nutrition and extracurricular offerings. Despite broader improvements in emotional support structures and communication, it appears that these longer-standing areas of concern are still influencing overall student approval rates. Nevertheless, the student approval rate remains above the network-wide MPS student average, and it meets the set target for next year of at least 65%.</p>

Family: For families, the average approval rate remained steady at an exceptional 96%, matching the rate from Spring 2024. This consistency is a strong indicator of continued family satisfaction and trust in the school's direction. Improvements in areas such as special education support, communication transparency, and the emphasis on social-emotional learning likely contributed to sustaining this high level of approval. Families have consistently praised the school's community feel, dedication to students' wellbeing, and the improvements made in proactive outreach, which have helped ensure that family satisfaction remains strong year over year.

Staff: For staff, the average approval rate in Spring 2025 was 82%, a decrease of 6 percentage points from 88% in Spring 2024. This decline can largely be attributed to the transition to the Great Place to Work (GPTW) survey system. The new tool introduced a significantly different and longer survey structure, with altered question phrasing that made direct year-over-year comparisons difficult. Although MSA-San Diego's staff approval remains higher than many other MPS sites, the shift in methodology likely impacted how staff responses were collected and interpreted. Additionally, while strengths such as leadership trust, personal job satisfaction, and staff connection were highlighted, areas such as equity, clear expectations, and perceptions of caring emerged as opportunities for improvement. It is anticipated that with the same survey system being used next year, a clearer trendline for staff experience will emerge.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Student: Although the student average approval rate decreased slightly from 68% to 66%, the results still reflect several areas of strength and progress. Students consistently reported high levels of trust in their teachers and expressed that they feel safe and supported on campus. These trends point to the success of ongoing initiatives focused on social-emotional learning, positive school climate, and inclusive practices. Students also highlighted strong relationships with adults on campus and a general sense of belonging, which speaks to the school's ability to foster a community-centered environment. While some challenges remain, such as persistent concerns about facilities and food quality, the positive approval around interpersonal dynamics and emotional safety is encouraging. To build upon these strengths, we will continue expanding student support systems, strengthen opportunities for student voice and leadership, and ensure that students feel seen and heard in school-wide decisions.

Family: With a steady approval rate of 96% for the second year in a row, family feedback reflects overwhelming satisfaction with the school's direction and support. Families praised the school's communication practices, highlighting the effectiveness of ParentSquare, timely email updates, and proactive outreach from teachers and administrators. There was also strong approval for how the school supports students with special needs, reflecting improvements in SPED coordination, transparency, and family inclusion in decision-making. The stability and

strength of the family approval data indicate a deep trust in the school's leadership and values. What stands out most is the consistent appreciation families express for the caring and responsive nature of staff, the inclusive environment, and the academic progress of their children. Maintaining this high level of trust will involve continuing transparent communication, offering regular opportunities for family feedback, and sustaining personalized attention to student and family needs.

Staff: Despite a 6-point drop in staff approval from 88% to 82%, the results still reveal important successes, particularly when considering the transition to the new Great Place to Work (GPTW) survey tool, which introduced a longer, more rigorous, and differently structured format. Even with those changes, staff expressed strong levels of personal job satisfaction, trust in school leadership, and a sense of connectedness with colleagues. These areas, rated among the highest in the GPTW results, underscore our school's commitment to building a collaborative, mission-driven professional culture. Staff also noted our school's supportive leadership and clear vision as critical contributors to their positive experience. The lower scores in areas such as clarity of expectations and equity offer opportunities for growth, but the overall sentiment remains positive. To maintain and strengthen this foundation, we will prioritize ongoing communication with staff, develop action plans aligned with GPTW feedback, and co-create solutions that enhance clarity, fairness, and professional well-being.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Student: Among students, the topics with the lowest approval rates were related to facilities, nutrition, and academic rigor. Comments and trend data indicate persistent dissatisfaction with the quality and variety of school lunches, limited access to green spaces, inadequate PE and recreational facilities, and a desire for more challenging and differentiated academic pathways. These concerns have been echoed consistently across multiple years and remain unresolved for many students. While overall approval remained relatively stable at 66%, these particular topics continue to draw lower-than-average approval and affect overall student experience. We currently face obstacles in our facility with portables and limited space. With the Charter School Planning Grant (Measure U) in progress we will work towards upgrading and enhancing our facilities in the upcoming years.

Family: For families, although the average approval rate is high at 96%, a few nuanced concerns emerged in open-ended responses. Some families expressed a desire for expanded enrichment opportunities and more consistent follow-through on concerns they raised. While these areas did not significantly impact the overall ratings, they point to a need for continued attention to responsive customer service and program expansion that

meets evolving family expectations. The obstacle we face is adding additional programs with limited resources and staff who are already overextended.

Staff: Among staff, the most notable areas for improvement were found in the domains of clarity of expectations, equity, and perceptions of caring. In the GPTW survey results, “Clear Expectations and Fair Enforcement” received the lowest approval at 69%, followed by “Equity” at 71% and “Caring” at 78%. These findings suggest that while staff feel positively about their roles and leadership, there may be inconsistencies in how expectations are communicated and how staff experience support across different roles or teams. The transition to a new survey platform may have amplified some of these concerns, but the patterns are consistent enough to warrant attention. Additionally, although the overall staff approval rate of 82% remains above the network average, the 6-point drop from the previous year indicates a need to proactively address workplace climate and communication. While these are areas to investigate, our approval ratings are still high.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Student: Students’ free responses revealed strong appreciation for the positive relationships they have with their teachers and peers, as well as the inclusive and welcoming environment the school has built. Many students noted that they feel safe, supported, and connected, and they spoke positively about the opportunities provided through extracurricular clubs, STEM activities, and the arts. A common pattern among student responses was the feeling of belonging and being known as individuals within the smaller school setting, reinforcing the importance of the school’s community-centered approach. Students also valued the efforts of teachers to make learning engaging and to provide help when needed. Based on these responses, we are most proud of the caring relationships and supportive culture that students experience daily. We have had a HUGE focus on this the past 7 years, so it is great to see the results from our hard work. To maintain and build upon this success, we plan to continue expanding student voice opportunities (through our Wizard Council and PAC), strengthen after-school and enrichment

programs (increase parent volunteers and community resources), and prioritize professional development for staff in areas of relationship-building and student engagement (Continue with the Be Good People curriculum, Along, and Restorative practices & Zones of Regulation etc..).

Family: Family responses overwhelmingly praised the school's communication, the personalized support their children receive, and the strong sense of community that permeates the campus. Families shared that they feel genuinely heard, informed, and involved in their children's education. They highlighted the accessibility and responsiveness of teachers and administrators, the emphasis on student wellbeing, and the commitment to maintaining an inclusive and safe environment. A notable pattern across family responses was the deep appreciation for how staff members build strong, trusting relationships with both students and families. Families also celebrated the academic growth they have seen in their children, paired with the nurturing approach of the school community. We are most proud of the trust families have placed in us and the validation that our focus on open communication and personalized attention is making a difference. To sustain this success, we plan to continue our investment in proactive family engagement strategies (Volunteers, PAC, Coffee w/ Principal Meetings), maintain strong communication systems (ParentSquare, Weekly Wizard Newsletter, Emails, etc..), and offer additional opportunities for families to participate in school life (Campus events, PTF, etc..).

Staff: Staff responses focused on the strong sense of teamwork, the supportive leadership, and the caring, mission-driven culture of the school. Staff members expressed pride in the relationships they build with students and families, as well as in the opportunity to work collaboratively with colleagues who are equally committed to student success. A recurring pattern in our staff feedback was the recognition of leadership that listens, values input, and creates space for professional growth. Many staff members also highlighted the close-knit, family-like atmosphere that allows for strong interpersonal connections not just among students, but within the staff community as well. We are most proud of the fact that our staff feel empowered, valued, and united around a shared mission. To build upon this foundation, we will continue to invest in staff development, create structured opportunities for collaboration (PLCs) and feedback (our leadership group), and prioritize initiatives that nurture a positive, inclusive workplace culture.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Student: Students' suggestions for improvement primarily centered around requests for enhancements to facilities, extracurricular offerings, and food services. Many students expressed a desire for improved recreational spaces, including more shaded outdoor areas, better PE facilities, and additional places to socialize comfortably during lunch and breaks. Another frequent theme was the need for healthier and more appealing school lunch options, reflecting a concern that has persisted across multiple years of feedback. While students stated that our

enrichment opportunities (clubs/tutoring/teams) are our strength, some students also suggested expanding academic challenge opportunities, such as adding ELA honors or advanced classes, and offering an even broader variety of after-school clubs and activities to cater to diverse interests. A clear pattern across the student responses is the call for more robust, engaging, and student-centered experiences both inside and outside of the classroom. Areas needing close attention include addressing facility limitations, nutrition quality, and ensuring academic rigor pathways are accessible to all students, particularly advanced learners. Targeted efforts to expand enrichment options and improve the overall physical environment will be important to respond to these student needs.

Family: Family suggestions largely echoed themes related to expanding extracurricular and enrichment opportunities and ensuring continued responsiveness to concerns. Some families recommended increasing the availability of academic challenge programs, including additional honors classes and elective choices, especially for students who are ready for more rigorous coursework. There were also suggestions to further enhance communication regarding academic progress and available support. A few families pointed to ongoing needs around facilities, particularly outdoor spaces and infrastructure improvements. Overall, families are looking for ways the school can continue to offer greater academic personalization and maintain high levels of responsiveness as the school grows. The consistent pattern among family feedback is the desire for continued growth in both academic and extracurricular programming to meet a wide range of student needs. Addressing this feedback will involve maintaining strong communication loops, expanding differentiated instruction, and planning strategically for facility enhancements.

Staff: Staff suggestions for improvement focused on increasing clarity around expectations, promoting greater equity in decision-making, and enhancing internal communication systems. Several staff members indicated a desire for clearer guidelines related to discipline and enforcement, noting that consistency across the school would help build stronger trust among students and staff. Others suggested improving transparency around decision-making processes and offering more opportunities for professional collaboration and input. Although overall morale remained positive, these suggestions indicate that attention to internal systems and communication will be critical moving forward. A pattern across staff responses is the need for greater coherence and fairness in daily operations and a continued focus on supporting all staff equitably. The areas needing close attention include strengthening structures for shared leadership, ensuring consistency in school wide policies, and reinforcing equitable practices across roles and departments.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Based on the results of our Spring Educational Partner's surveys, we will focus on next steps in 5 main areas: Academic challenge and enrichment, facility improvements, nutrition, staff communication/clarity/equity and continuous improvement from our educational partners.

Academic Challenge and Enrichment:

- Investigate options to expand honors and advanced coursework options to better meet the needs of students seeking greater academic rigor.
 - We also plan to continue to partner with the Center for Model Schools again and continue to provide professional development for our staff on ways to increase rigor and student collaboration in all subjects.
- Broaden the selection of after-school clubs and activities to cater to a wider range of student interests and passions.
 - We plan to survey our students and staff on our current clubs, what ideas students have and what their interests are to plan for next year.
 - We also plan to continue to partner with parent volunteers for clubs/tutoring and coaching next year. This year we added 2 parent led clubs, and 2 parent tutors.

Facility Improvements:

- Prioritize improvements to outdoor spaces, including adding more shaded areas and enhanced recreational and PE facilities.
 - We will look into more shade for our current campus
 - We will continue to work with SDUSD to plan for our new facility with these items in mind
- Create more inviting and comfortable common areas where students can socialize safely during breaks and lunch periods.
 - We will look into ways to add furniture or spaces for our current campus
 - We will continue to work with SDUSD to plan for our new facility with these items in mind

School Lunch and Nutrition

- Partner with food service providers to review and improve menu options.
- Focus on offering healthier, better-tasting, and more appealing meal choices based on student feedback.
 - We have been in the process of working on this with TopNotch (our lunch company - who is the only one in San Diego available) and have already seen improvements in the food as well as gotten positive feedback from our students.

Staff Communication, Clarity, and Equity

- Provide targeted professional development focused on equitable discipline practices and consistent enforcement of policies.
 - We believe that we have equitable and consistent discipline practices, but agree maybe they are not transparent to staff. We can work towards a system to create better communication.
- Develop and implement clear, transparent guidelines regarding staff expectations and accountability.
- Strengthen internal communication systems to ensure consistent messaging and two-way dialogue between staff and leadership.
 - We believe that we have good systems in place, but can continue towards more communication and transparency

Continuous Improvement and Stakeholder Feedback

- Implement a cycle of regular progress monitoring and reporting.
- Offer frequent stakeholder feedback opportunities (students, families, and staff) to assess satisfaction and guide ongoing adjustments.
- Foster collaboration through planning sessions with staff and leadership to co-create and refine school improvement strategies.
 - We will continue to hold our PAC, PTF, Wizard Council, Staff Leadership and Coffee w/ Principal meetings as well as weekly staff meetings to share information and collect feedback

MAGNOLIA SCIENCE ACADEMY - Santa Ana**2024-25 EDUCATIONAL PARTNERS SURVEY REFLECTIONS****Introduction:**

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Change since Spring 2024: <i>(percentage points)</i>	+1.4	-10.2	-26.6
Next Year Survey Participation Targets:	≥ 97.0%	≥ 72.0%	≥ 99%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>This year, family participation in the survey decreased by 10 percentage points, mainly due to the digital-only distribution, as we were unable to send out paper copies. We were still able to meet our LCAP goals. We had a slight increase in student participation by 1 percentage point.</p> <p>Staff participation declined from 100% to 73.4%, primarily because the survey was administered through Great Place to Work, which did not allow the school administration to view individual participation. As a result, we were unable to follow up with staff directly on who completed the survey and who did not.</p> <p>Throughout the year, we provided multiple opportunities for all educational partners to participate and ensured consistent communication through ParentSquare messages, phone calls, and in-person reminders.</p>			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2025 Overall Satisfaction Rates:	82%	97%	96%
Spring 2024 Overall Satisfaction Rates:	82%	96%	91%
Change since Spring 2024: <i>(percentage points)</i>	+0	+1	-1

Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.			
<p>MSASA's satisfaction rates for students remain the same at 82%. For families, we were able to increase by 1%. And for staff, it was a major increase from 91% to 96%.</p> <p>Students: MSASA takes its feedback from its students seriously. The school listens to the student body and acts upon its needs, everything from addressing bullying, to providing CIF opportunities for HS and a wide variety of sports for Elementary and Junior High, and utilizing strong PBIS and SEL approaches.</p> <p>Families: For families, we continue to strive to include families within the guidance of the school. Especially concerning cultural engagements, guest speakers, and making MSASA feel like a true community for all families to have an opportunity to participate in its growth.</p> <p>Staff: Just like for our students and families, MSASA prides itself on supporting our faculty and staff, in both the short-term and long-term. No issue is too minor or major for our school to address. We want our employees to know that MSASA is a second home for them. The addition of a weight room gives staff an opportunity to stay healthy and fit. And providing faculty with the time needed to grade, share out with fellow teachers, and balance their work vs life demands.</p> <p>For next year, MSASA looks to build upon our growth from this school year. Continuing to grow our sports programs and improve food access for students. Create more opportunities for families to engage with the school and provide guidance on future projects and the direction of concerns that need to be addressed. And to continue to make the school-site a true home-away-from-home for faculty and staff.</p>			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	79%	20th-39th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	71%	40th-59th percentile	+2
Safety	71%	20th-39th percentile	+1
Sense of Belonging (School Connectedness)	68%	40th-59th percentile	+3

Family Survey:

Topic	Percent	Compared to the CORE	Change from
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	Favorable	Districts dataset	prior year (percentage pts)
Climate of Support for Academic Learning	98%	20th-39th percentile	+2
Knowledge and Fairness of Discipline, Rules and Norms	95%	40th-59th percentile	+1
Safety	94%	20th-39th percentile	+2
Sense of Belonging (School Connectedness)	98%	40th-59th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	89%	N/A	-8
Knowledge and Fairness of Discipline, Rules and Norms	72%	N/A	-16
Safety	74%	N/A	-11
Sense of Belonging (School Connectedness)	84%	N/A	0

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2025 Average Approval Rates:	72%	97%	81%
Spring 2024 Average Approval Rates:	77%	95%	88%
Change since Spring 2023: (percentage points)	+2	+2	-7
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so,

what might have caused changes in average approval rates?

Our family approval rates had increased by 2 percentage points. This is due to our increased communication and transparency. Our families are appreciative of the communication and all the events/parenting classes that we host.

As for our students, we decreased by 4 percentage points. This decrease was because of the 6th graders being moved to secondary. These 6th graders are very immature, and there was a lot of complaining from the rest of the grades.

Our Staff had a decrease from 88% to 81%. Our seventh grade students are very challenging this year in both behavior and low academics. This is very stressful for the teachers. We also have a total of five long term subs during the second semester, and the students took advantage of them. It was a challenge to support all of the subs we had.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students:

We increased by 3 percentage points in Sense of Belonging. With the continuation of our before/after school activities as well as Saturday school, students feel supported more than ever with their academics. We also increased in Safety because students are noticing the increased active supervision.

Staff:

Staff still sees the school culture as a big positive. Teachers overall are happy with the students and the support of our families. The only category that did not go down was Sense of Belonging which stayed the same as last year. Staff still feels connected to the school. Staff see that we have opportunities for all educational partners in every letter of STEAM education.

Families:

We increased in all topics for our family satisfaction by at least two percentage points. Our highest increase was Climate of Support for Academic Learning and Sense of Belonging with a two percentage point rise. Families appreciate the before and after school tutoring and clubs, sports at all grade levels, communication between school and home, and the support all students get from their teachers.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Student:

Our lowest score is in the sense of belonging, at 68%, though it has improved by about 3 percentage points. To continue building this area, we plan to organize more activities that foster connections between teachers and students, such as student-versus-teacher sports games, and provide students with responsibilities around the school to strengthen their sense of community.

Staff:

Our lowest area was knowledge and fairness of discipline, norms and rules, which declined by 16 percentage points. We are committed to clearly communicating the rules and expectations and will follow up with teachers to ensure they feel supported when addressing discipline issues.

Families:

This year, our overall families increased or maintained in every category, with high approval rates in every category.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students (Elementary): Many students praise their teachers for being kind, helpful, fun and for making learning engaging, easy to understand, and supportive. Staff are also recognized for being respectful, fair, and caring. Students (Secondary) Students mention college prep, small class sizes, and access to academic support (like Saturday school and second chances). Clubs, field trips, and a variety of extracurriculars are seen as positive learning extensions.

Families: Small class size. School Communication. Extracurricular activities

Staff: They feel good about how they can contribute to the community. They are proud to tell people where they work. They feel that the school is a supporting place for students to learn.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Students: Want the playground to be updated. Relaxation of the dress code, fairness, and equality in school policy enforcement. Students think the favoritism among teachers and students needs to be improved.

Families: They would like drop/pick up procedures more streamlined, more outdoor space, and consequences for bullying.

Staff: According to the GTPW free responses, staff would like more positive recognition for the things they do and to have better monetary compensation.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

1. Increase staff recognition.
2. Make sure that all students are treated fairly and equitably by staff and students regardless of race, academic level, and disability.
3. Increase parent participation.

Coversheet

Enrollment Update

Section:	IV. Information/Discussion Items
Item:	C. Enrollment Update
Purpose:	Discuss
Submitted by:	
Related Material:	IV_C_Enrollment Update.pdf



Agenda Item:	IV C: Information/Discussion Item
Date:	May 15, 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 Lydiett Woods, Director of School Office Data & Accountability
RE:	Enrollment Update: State of Enrollment, Distance from Target

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 enrollment timeline for families, reflecting critical deadlines such as the open enrollment window that closed last Friday before Thanksgiving Break, November 22, 2024. Our projected enrollment for the upcoming school year is 3,969 for the 10 schools in our current network. Looking at positive data trends with enrollment, we increased projected enrollment by 39 students across the network of schools.

Background:

This school year, we implemented strategies to target 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). We developed a cadence of communication and training with FSCs to align practices, gather feedback, and pivot practices as needed to maximize impact. We also work with the 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 understand family



decision-making better, and adjust recruitment and retention strategies

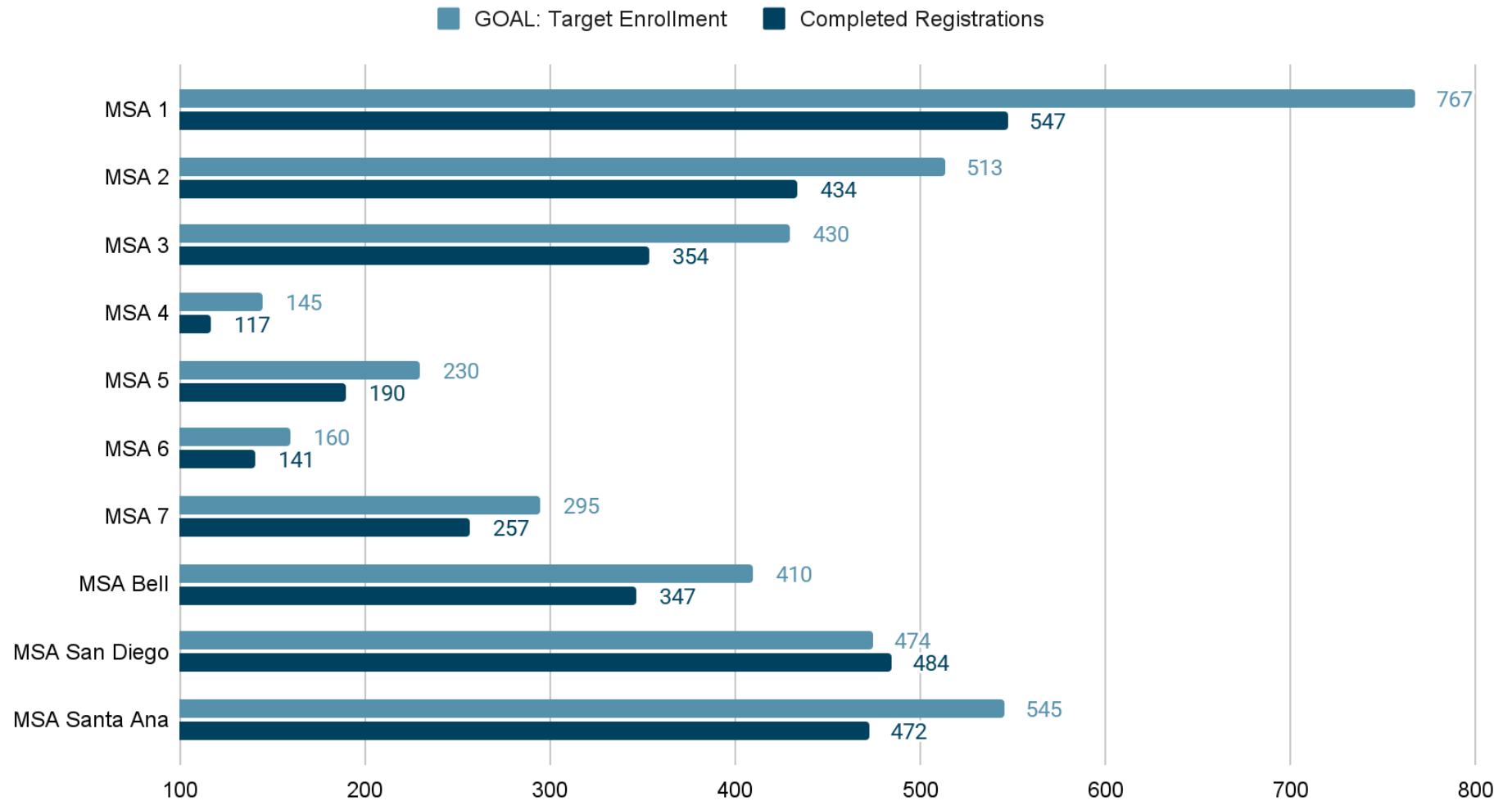
Analysis:

Below are the enrollment update and year-to-year comparison (2024-25 vs 2025-2026) as of this month's updates. We are starting to see the strategies for enrollment practices stated above begin to show promise. In the chart below we see the greatest growth in moving up the open enrollment window has allowed for enrollment to be offered sooner and with the leadership of the FSCs families can complete the application process more smoothly with a specific point person available to help them move their child's application through the enrollment pipeline with more ease. This results in a higher level of completed registrations before the end of the school year, and also recruitment strategies focused on the information we are getting from new families on how they heard of our schools and enrolled. We are also seeing more applications in the enrollment pipeline.

Recently, we launched the Magnolia Commitment campaign to gauge whether the Intent to Return forms collected in the Spring align with families responding for their family's commitment to return in the upcoming school year. This allows for proactive communication and clarity before the summer season.



Magnolia Public Schools Expected Enrollment 2025-26





MPS	2025-2026		Percentage towards enrollment goal	2024-2025	
	May 16, 2025			May 17, 2024	
	Completed Registrations	Total Applications		Completed Registrations	Total Applications
Magnolia Science Academy 1	88	149	71.30%	113	173
Magnolia Science Academy 2	68	87	84.60%	105	147
Magnolia Science Academy 3	63	78	82.30%	84	104
Magnolia Science Academy 4	20	68	80.60%	37	66
Magnolia Science Academy 5	31	50	82.70%	32	45
Magnolia Science Academy 6	51	65	88.10%	49	53
Magnolia Science Academy 7	56	89	87.10%	54	66
Magnolia Science Academy Bell	118	133	84.60%	85	102
Magnolia Science Academy San Diego	202	228	102.10%	198	246
Magnolia Science Academy Santa Ana	76	131	86.60%	57	96
Total	773	1078	85.01%	814	940

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 our focus at specific school sites.

Exhibits:

None

Coversheet

Updates on Facilities Projects

Section:	IV. Information/Discussion Items
Item:	D. Updates on Facilities Projects
Purpose:	Discuss
Submitted by:	
Related Material:	IV_D_Updates on Facilities Projects.pdf



Agenda Item:	IV D: Information/Discussion Item
Date:	May 22, 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

- **Increment 1 (Site Work)**
 - Division of the State Architect (“DSA”) approved on September 25, 2024.
 - Increment 1 started with Pro-Craft on February 3rd, is ongoing, and on track.
 - Earthcam installation was completed and camera is live per the following link:
https://share.earthcam.net/tJ90CoLmq7TzrY396Yd88FETy_MpDMQO88TcVnm aTOs/magnolia_science_academy_5/camera_2/live
 - **Exhibit A** includes photos documenting the Increment 1 Site Work.
- **Increment 2 (Academic Building)**
 - Increment 2 responses to the first set of DSA comments were submitted on April 15th.
 - DSA approval expected before the end of May; no impact on schedule
- **Increment 3 (Gym + Rooftop Solar)**
 - DLR has begun work and we anticipate submission to DSA by May 16th.
 - Design Build Contract w/ Silver Creek Contract was executed on May 18th.
- Construction Signage was posted on site.
- An updated budget and schedule are attached as **Exhibit B**.



MSA1 – Bungalows

- TCO was renewed on February 6th.
- Facilities Department to renew TCO every six months. Next date to renew is on August 5th.

MSA1 – Alley Closure and Revocable Permit

- Alley Closure is progressing as planned. Next steps include finalizing the parking reconfiguration plans and gate installation under the “Revocable Permit”.
- The A-permit required for the Revocable Permit is currently being processed. Plans for the gate and fence are pending.
 - Updated structural engineering plans and required signatures have been submitted.
- Parks & Recreation has expressed concern about the alley closure and may oppose it. To address this, the Facilities Team in partnership with our Land Consultant will need to reach out to the Council Member's office and the LA Kings for support.

MSA2 – 16600 Vanowen

- Official Hearing Date confirmed for **June 9th at 9:30 AM via Zoom**.
- Received 9 affirmative votes at the Full Neighborhood Council meeting held on April 2nd.
- Secured letters of support from both the Neighborhood Council and Senator Caroline Menjivar.
- Team Berliner and Del Amo, in close coordination with MSA-2 Staff and the Facilities Department, continue to follow the established project schedule.
- The Design Development Phase is complete and the updated readings are attached as **Exhibit C**.
- Currently in Week 8 of Construction Document development, with Team Berliner conducting Quality Assurance and Quality Control reviews based on the 50% submittal submitted to the City on May 2nd.
- Del Amo has completed a first draft budget. Staff is reviewing and will incorporate it into a master budget that will be shared with the Board at a future meeting.
- Final submittals are targeted for the first week of June.

MSA7 – Bank of America Building – 18120 Sherman Way

- Program is being finalized.



- Preliminary budget and schedule to be validated and prepared to determine start date of Tenant Improvement work.
- Pre-Construction Services
 - Joe from Blueprint has requested Pre-construction Service Proposals to three vendors and received proposals from Del Amo Construction and Oltmans Construction.
 - Interviews were held on May 14th.
 - Based on the proposals received and interviews held, the Facilities Team recommends moving forward with Oltmans Construction based on:
 - Better affordability
 - Stronger presentation and interview responses
 - Thoughtful recommendations (e.g., removing vault for cost savings)

MSA SA – Shade Structure

- Project was accepted on February 28th and is in review by DSA. The vendor is working on the comments we received from DSA.

MSA SA – Backyard

- MSA-SA backyard area is experiencing inefficient drainage.
- A limited topographic survey was conducted on January 30th and we received the report on February 12th.
- The Facilities Department released a Request for Proposals, including the civil drawings, with the goal of receiving estimates for each option; responses were due on May 30th.

MSA SD - Measure U Bond Charter Allocation

- The team attended the CSFC Meeting on April 24 to establish MPS presence and continue building relationships.
- SDUSD Project Manager Barkha, along with the assigned architect, developed the plans in alignment with the Rough Order of Magnitude (ROM).
- On May 12, Barkha met with District upper management to review the plans. Formal district approvals are expected to follow, in preparation for a September submission.

MSA OC - 412 Carl Karcher

- Closed escrow on April 8, 2025.
- Goal is to start minor Tenant Improvement by July 2025.



MSA OC - 3100 Miraloma

- Lease finalized for this location and rental period starts on April 21, 2025.

Exhibits:

- Exhibit A. MSA-5 7111 Winnetka - Increment 1 Site Work Photos
- Exhibit B. MSA-2 16600 Vanowen - Updated Renderings



Exhibit A.

MSA-5 7111 Winnetka Increment 1 Site Work Photos

Progress Photos



Crane pad complete



Sewer Line Excavation in Progress



Sewer Line Complete



Excavation for Lift Stations w/ Temporary Shoring and Gravel installed



Exhibit B.
MSA-2
16600 Vanowen
Updated Renderings



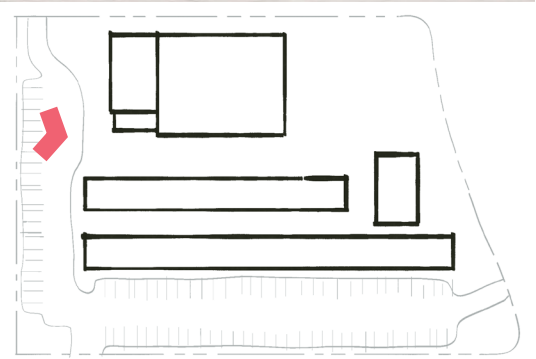
MAGNOLIA SCIENCE ACADEMY #2
NEW VALLEY CAMPUS

DESIGN PRESENTATION
APRIL 23, 2025

BERLINER
ARCHITECTS



SITE PLAN



SCHOOL ENTRANCE



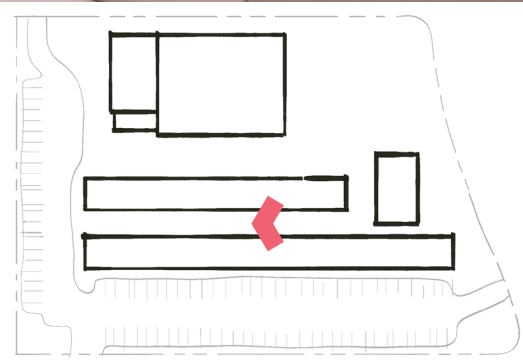
OUTDOOR LEARNING + YARD



LUNCH PATIO



LOWER CLASSROOM COURT





UPPER CLASSROOM COURT



CLASSROOM BUILDING ENTRY



TYPICAL CLASSROOM



MPR



MAGNOLIA SCIENCE ACADEMY #2
NEW VALLEY CAMPUS



GYMNASIUM

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Coversheet

Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year

Section: V. Action Items
Item: A. Approval of Board Resolution for Restructuring of Position(s) Across
MPS Network for the 2025-26 School Year
Purpose: Vote
Submitted by:
Related Material: V_A_Resolution for Restructuring Position(s) Across MPS.pdf



Agenda Item:	V A: Action Item
Date:	May 22, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year

Action Proposed

I move for the Board to approve the resolution for restructuring position(s) across the MPS network to strengthen educational programs, support student achievement, and ensure strategic alignment as we enter the 2025–26 school year.

Background

The proposed staffing adjustments reflect a comprehensive, system-wide planning process led by the MPS Home Office in collaboration with site leadership teams across our schools. Between January and April 2025, MPS engaged in a deliberate, multi-phase planning cycle that incorporated budget forecasting, academic planning, and staff modeling reviews. This process was designed to ensure all staffing decisions are rooted in academic excellence, fiscal responsibility, and long-term sustainability.

Key Planning Milestones

- January 2025: Governor’s Preliminary Budget reviewed; enrollment projections developed in partnership with the CIO and Cabinet.
- March 2025: Staffing model reviews and academic prioritization took place through:
 - Two Principals Meetings (March 3–7 and March 24–28)
 - Spring Symposium (March 7)
 - Departmental budget planning sessions
 - Academic planning with the CAO/CSO
 - Compensation and benefits planning led by People & Culture and Finance
- Late March – Early April: Final enrollment targets were confirmed and budgets adjusted accordingly.



These steps informed strategic decisions about network-wide staffing structures for the 2025–26 school year.

Purpose of the Restructuring

The restructuring aims to:

- Align staffing models across all schools and the Home Office with instructional priorities and student wellness goals
- Ensure optimal use of personnel to advance school improvement across the network
- Position each school to thrive academically while adapting to updated budget realities

This is a strategic, proactive measure—designed to reinforce school success, promote consistency across sites, and maintain educational momentum. While fiscal conditions vary by site, all staffing changes are anchored in broader network-level goals. Approval of the resolution is critical to allowing each school site and the Home Office to achieve and orient around stronger student-facing services. The positions being created are necessary to achieving the aforementioned goals, and the associated costs will be managed through thoughtful reallocation of resources.

Changes may include role modifications, eliminations, and the addition of new roles, pending final Board approval. A second round of refinements may follow the Governor’s May Revise to ensure alignment with the most recent state funding projections.

Budget Implications

This restructuring supports MPS’s commitment to:

- Long-term financial sustainability
- Organizational stability across sites
- Continuity of key academic services
- Efficient and equitable allocation of public funds

The fiscal impact of the proposed restructuring has been reviewed by the Finance Department. Based on the preliminary data, it appears that each school site will be able to maintain a balanced budget and meet its financial obligations for the 2025-26 year.

Supporting Documents

- Board Resolution #20250521-01 (Updated to reflect network-wide scope)
- School and Home Office Staff Organizational Charts
- Director, STEM Programs Job Description
- Sr. Director, Educational Programs Job Description
- Administrative Assistant (Academics) Job Description



Closing Statement

This resolution reflects MPS's commitment to thoughtful, student-centered planning for the 2025–26 school year. With this restructuring, we are positioning our network to build the right teams, in the right roles, across every school—ensuring every decision upholds our mission and maximizes student success

Resolution #20250522-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

FOR RESTRUCTURING OF POSITION(S) ACROSS MPS NETWORK FOR THE 2025-26 SCHOOL YEAR

WHEREAS, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

WHEREAS, Magnolia Public Schools (“MPS”) is committed to academic excellence, long-term sustainability, and providing equitable, high-quality educational opportunities for all students;

WHEREAS, the MPS Home Office, in collaboration with site leadership teams, conducted a comprehensive planning process from January to April 2025, incorporating budget forecasting, academic planning, and staffing model reviews to align personnel resources with instructional and operational priorities;

WHEREAS, MPS has determined that strategic adjustments in staffing are necessary to strengthen educational programs, support student achievement, promote consistency across school sites, and respond proactively to evolving fiscal and enrollment conditions;

WHEREAS, the restructuring will include role modifications, eliminations, and additions to ensure optimal use of personnel and alignment with the mission and vision of MPS;

WHEREAS, such restructuring supports MPS’s goals of long-term financial sustainability, organizational stability, and continuity of key academic services while ensuring efficient and equitable use of public funds;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Magnolia Public Schools hereby approves the proposed restructuring of position(s) across the MPS network for the 2025–26 school year as outlined in the accompanying board report and organizational charts;

BE IT FURTHER RESOLVED that the Superintendent and designees are authorized to take the necessary steps to implement the restructuring, including staff communications, position reassignments, and any required notifications to the California Commission on Teacher Credentialing (CTC) or other entities as appropriate;

Resolution #20250522-01

Reduction in Force

Page 2 of 2

PASSED AND ADOPTED by the Board this 22 day of May, 2025, by the following vote:

AYES:

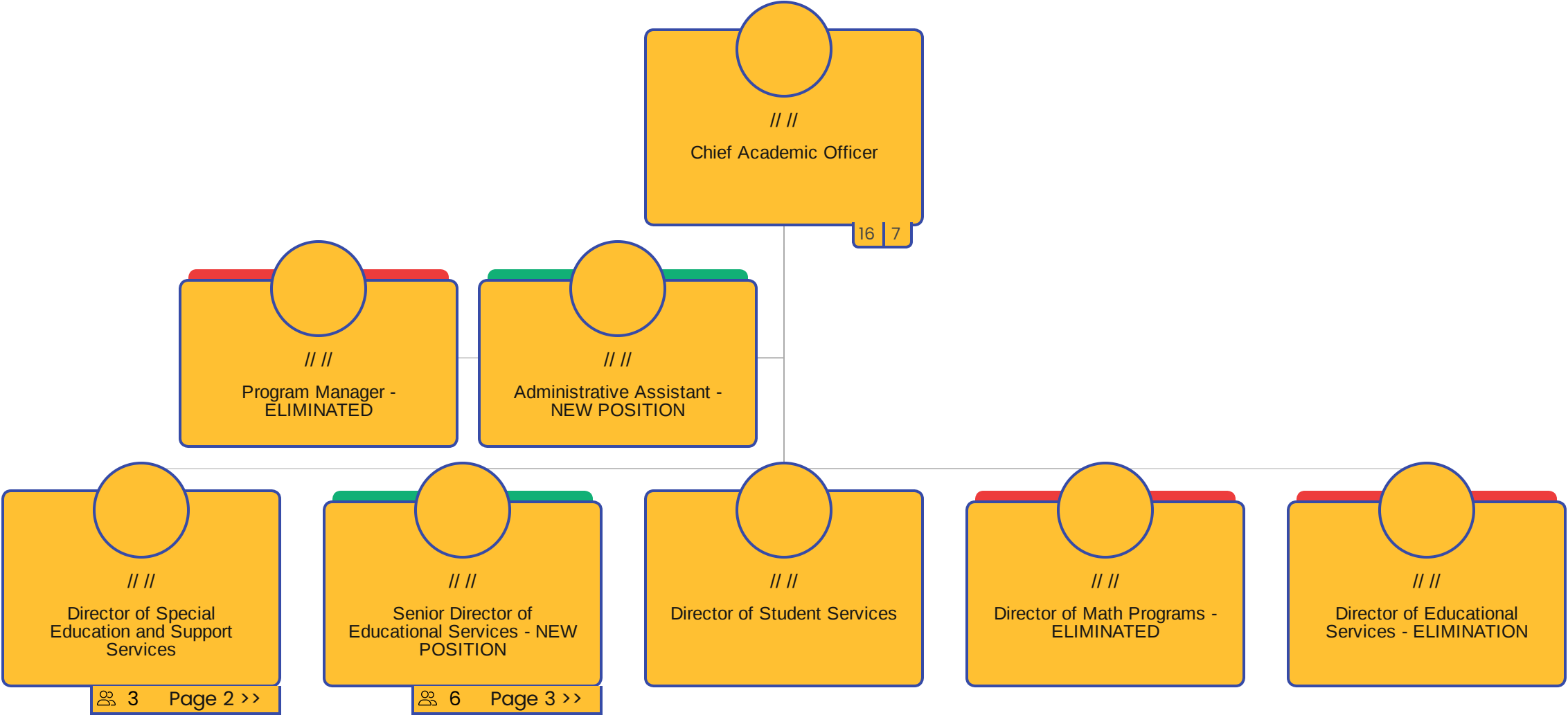
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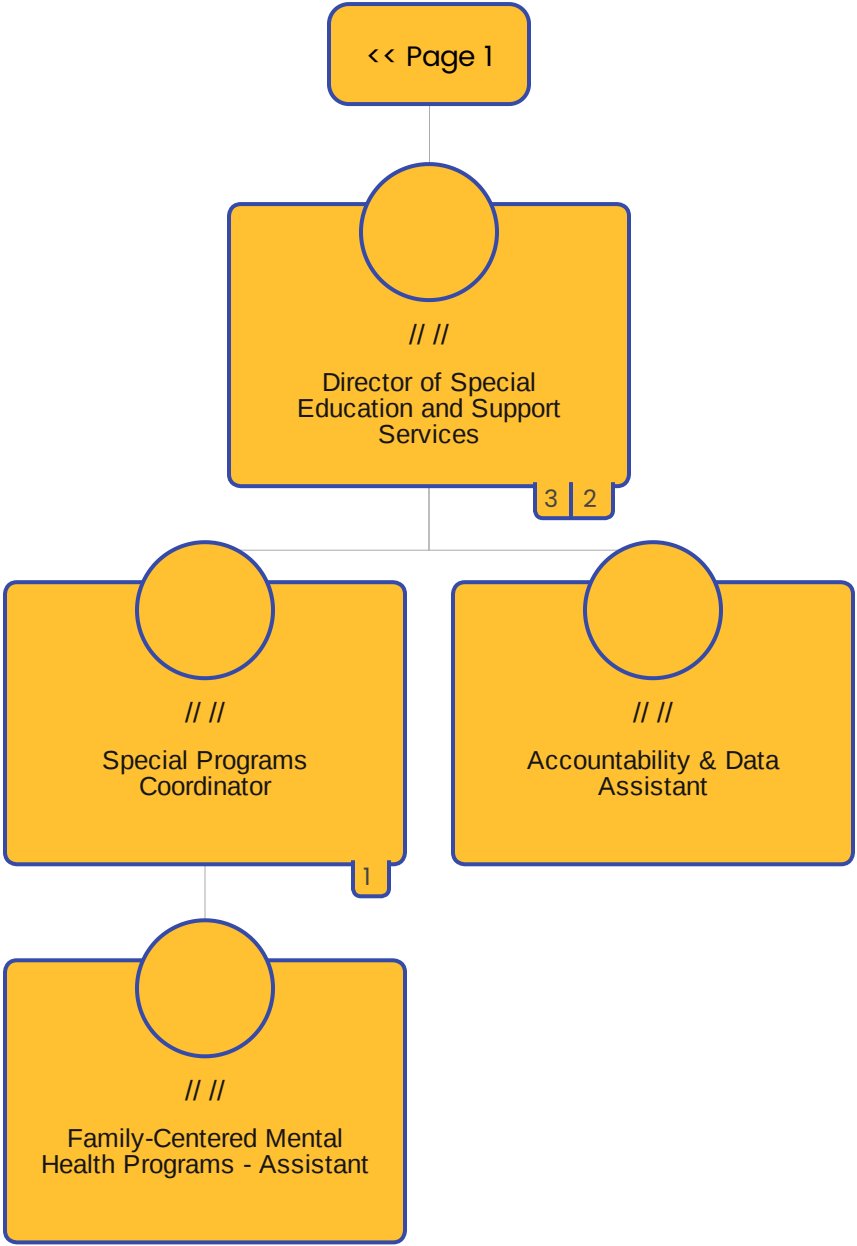
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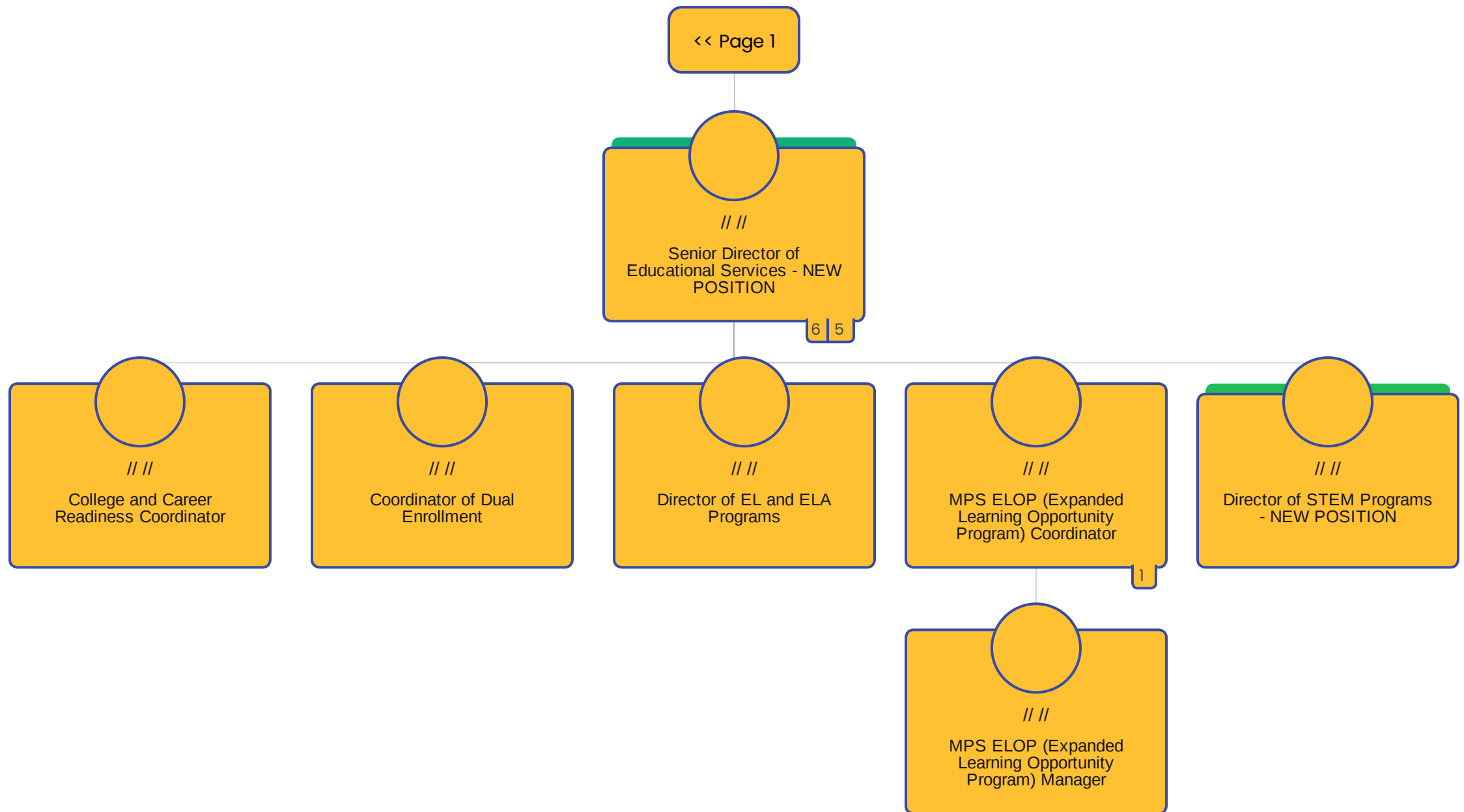
ABSENT:

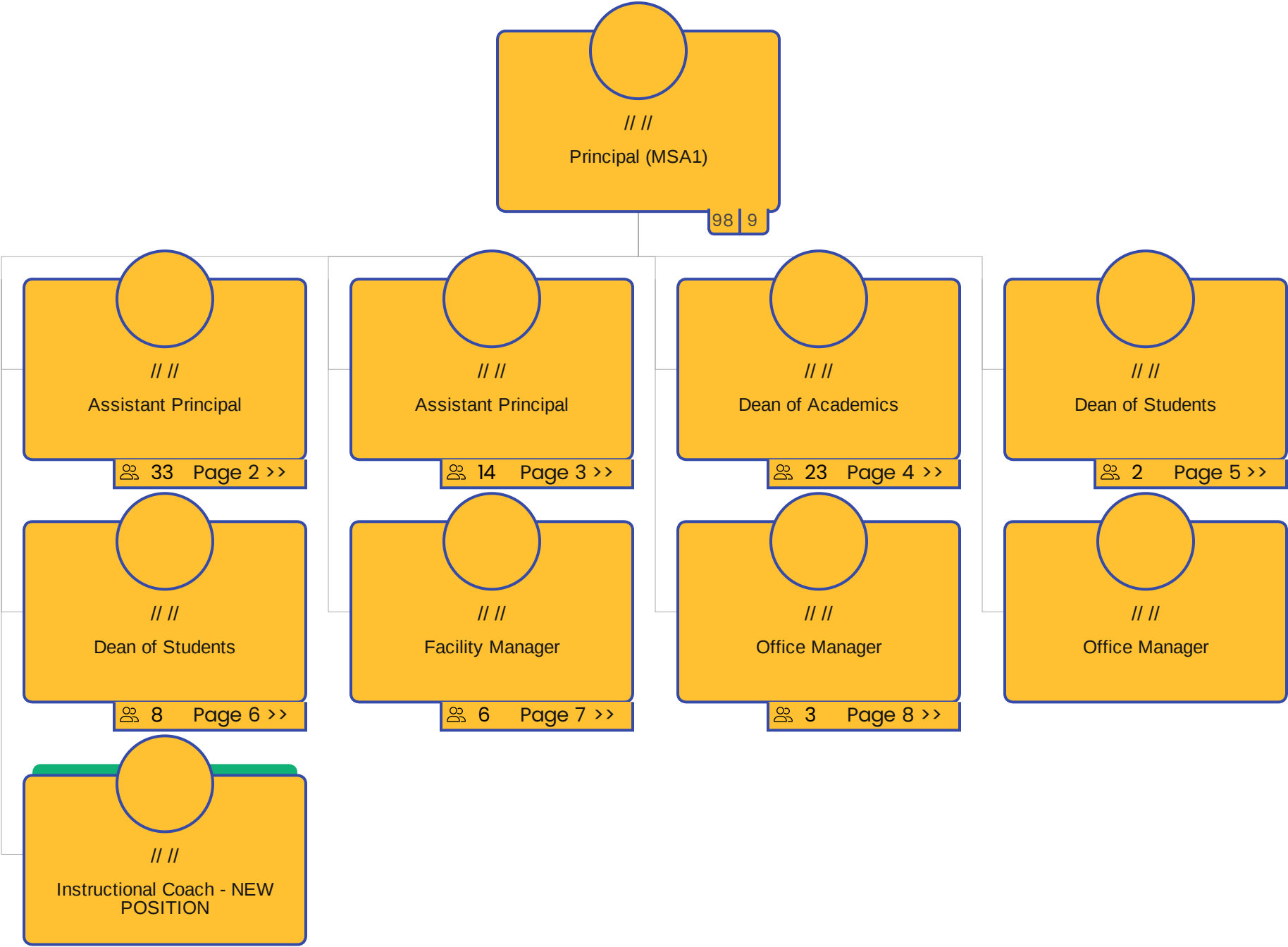
The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

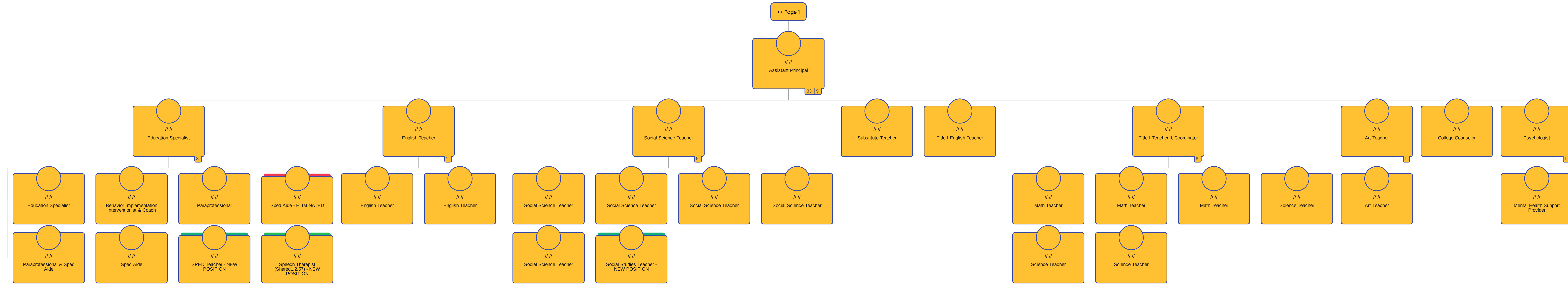
Board Chair



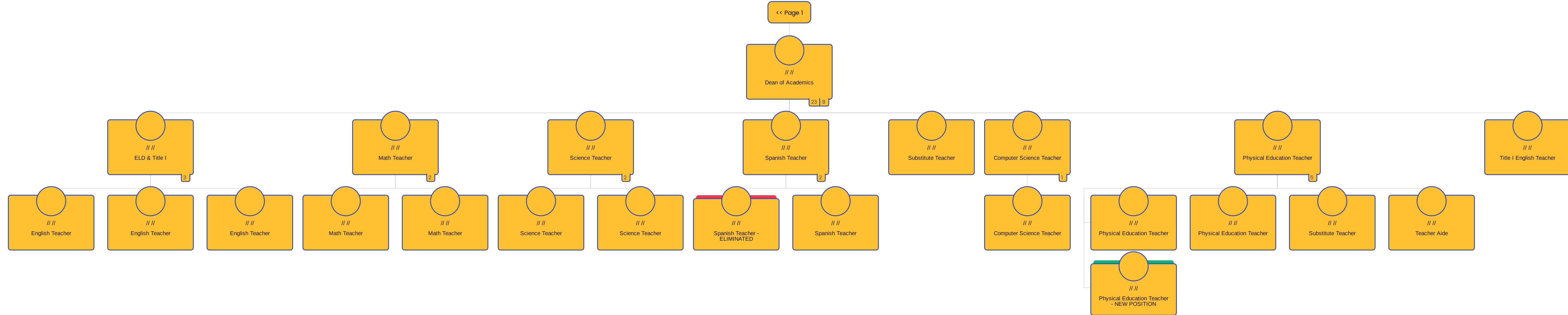


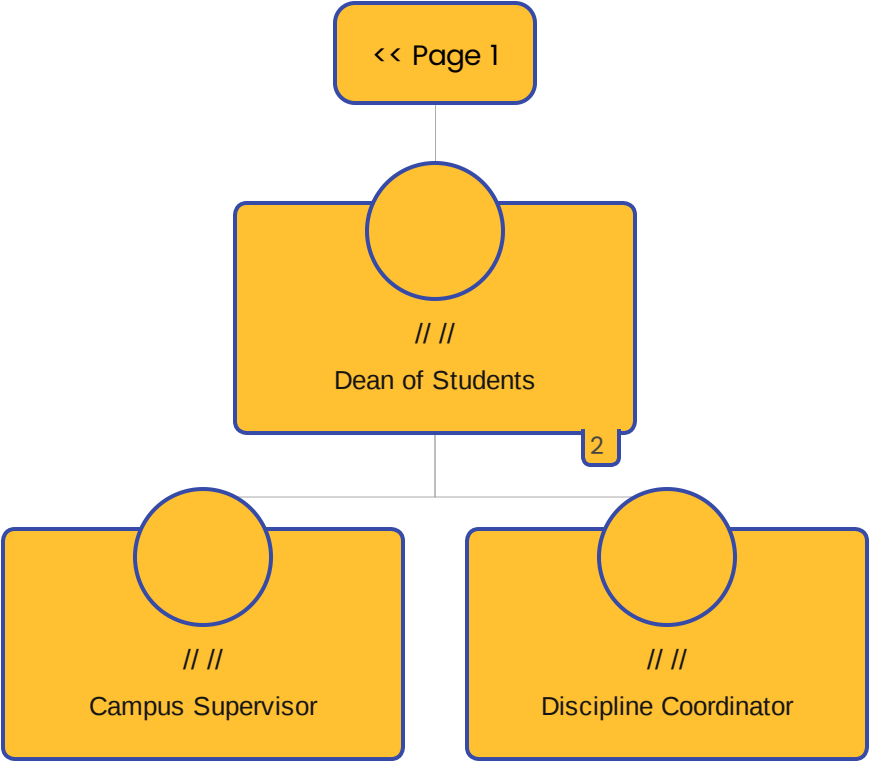


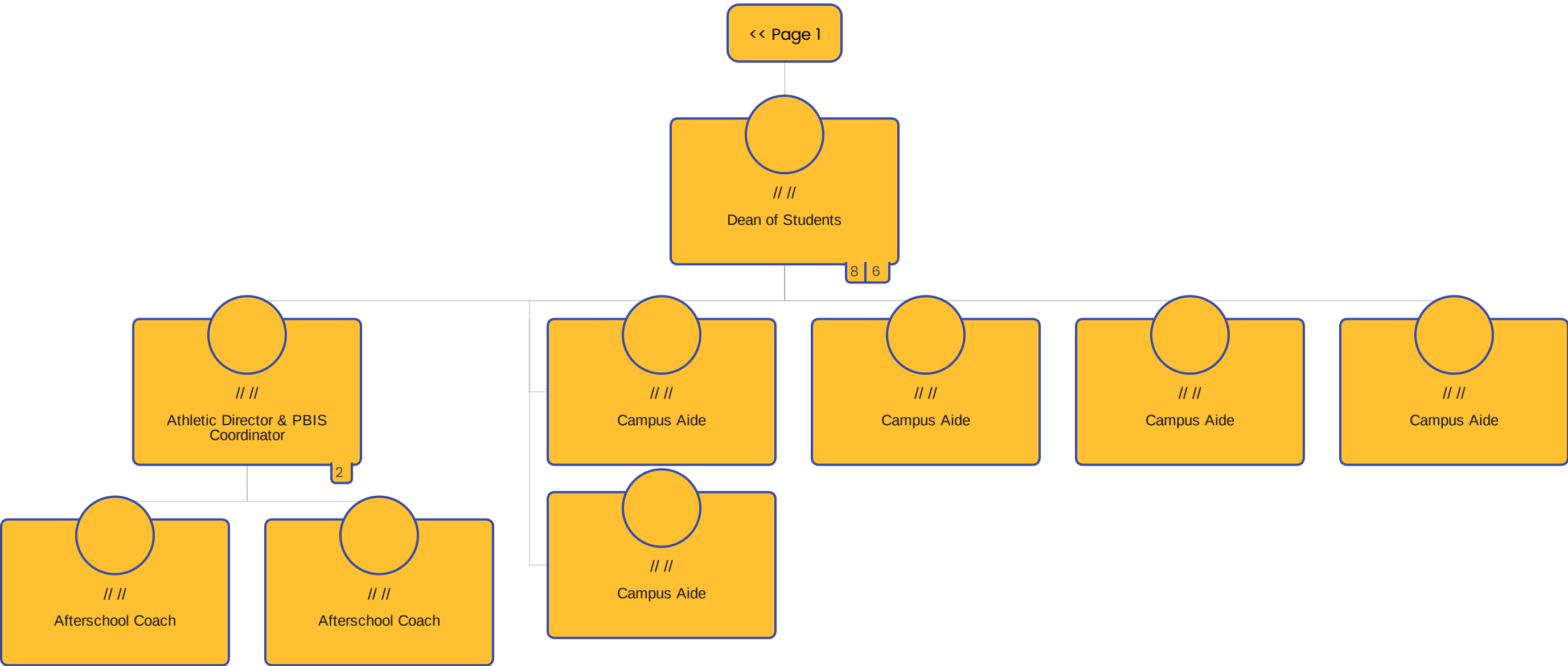


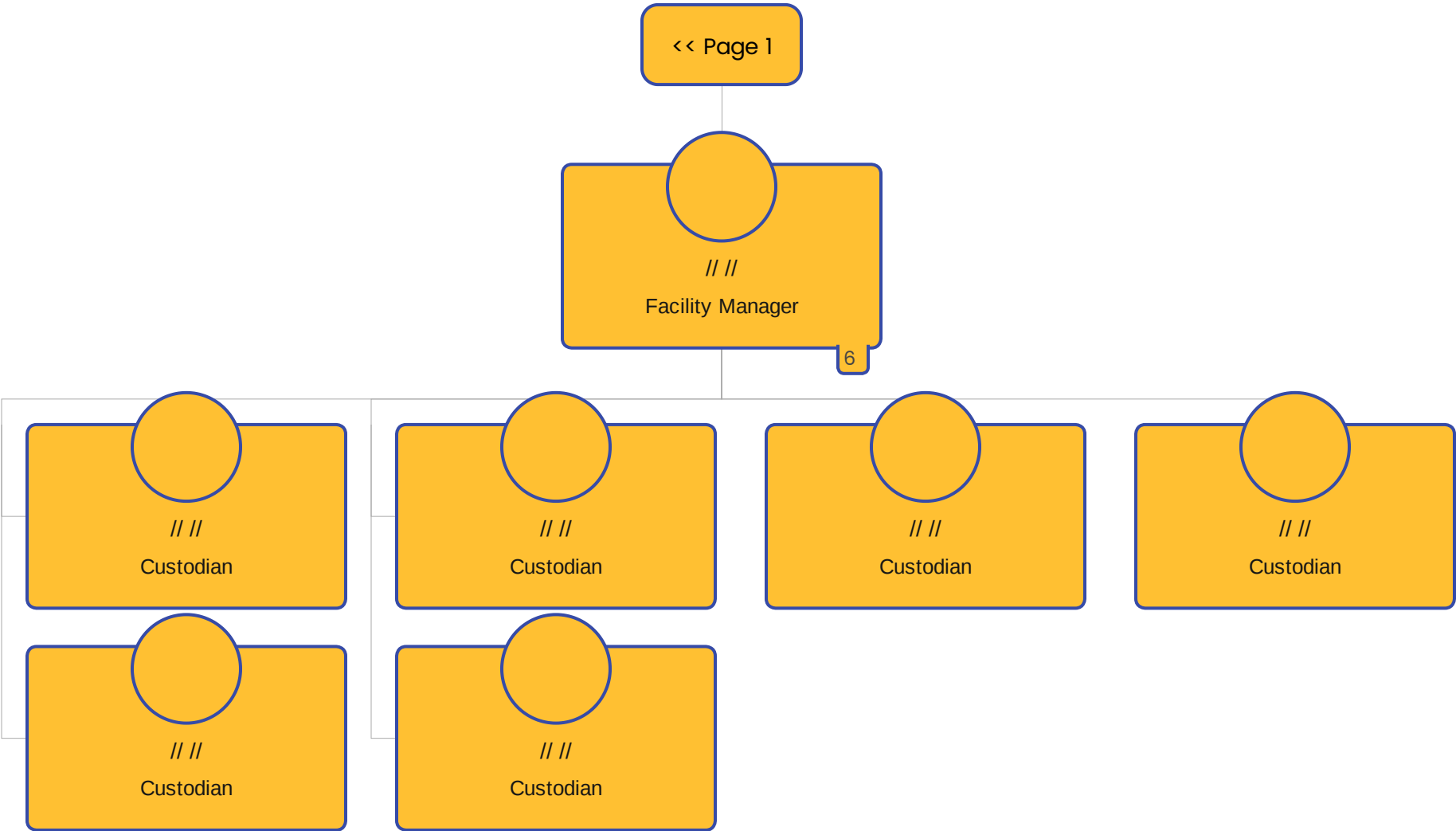


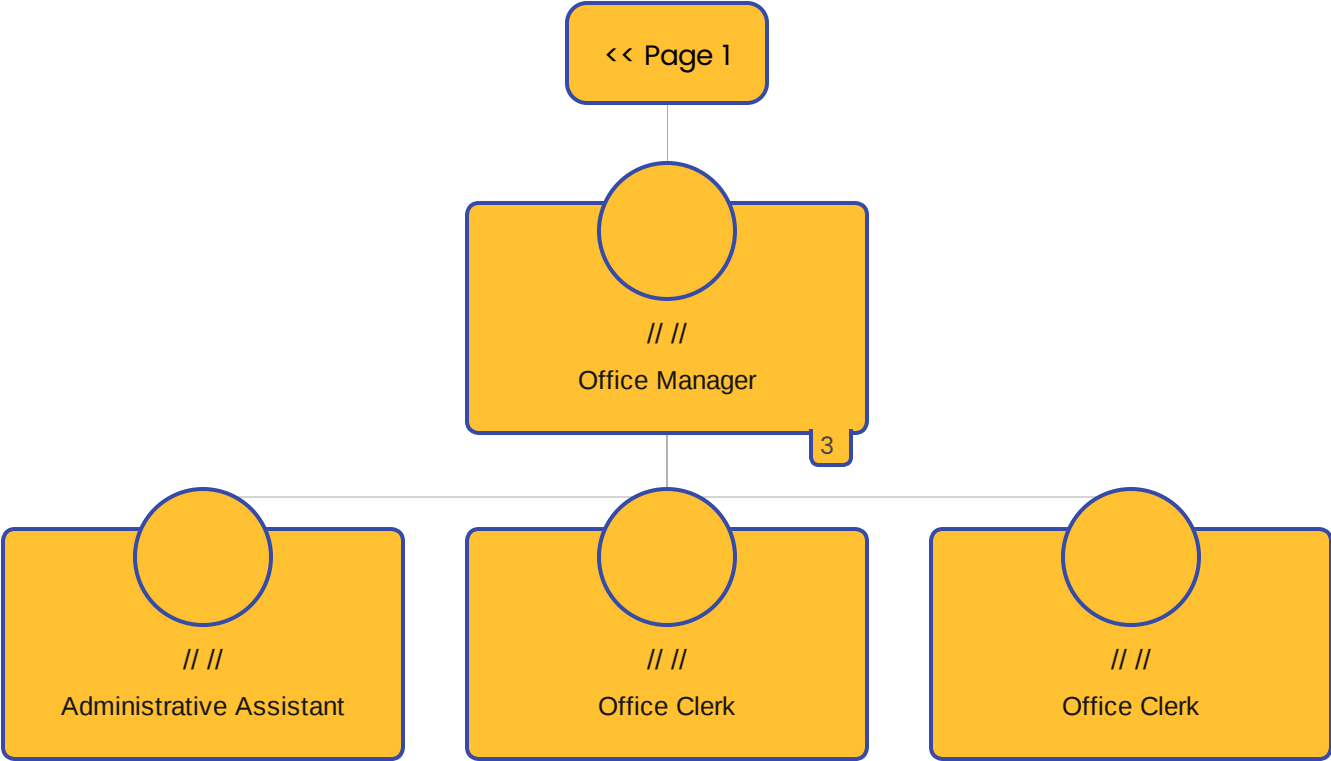


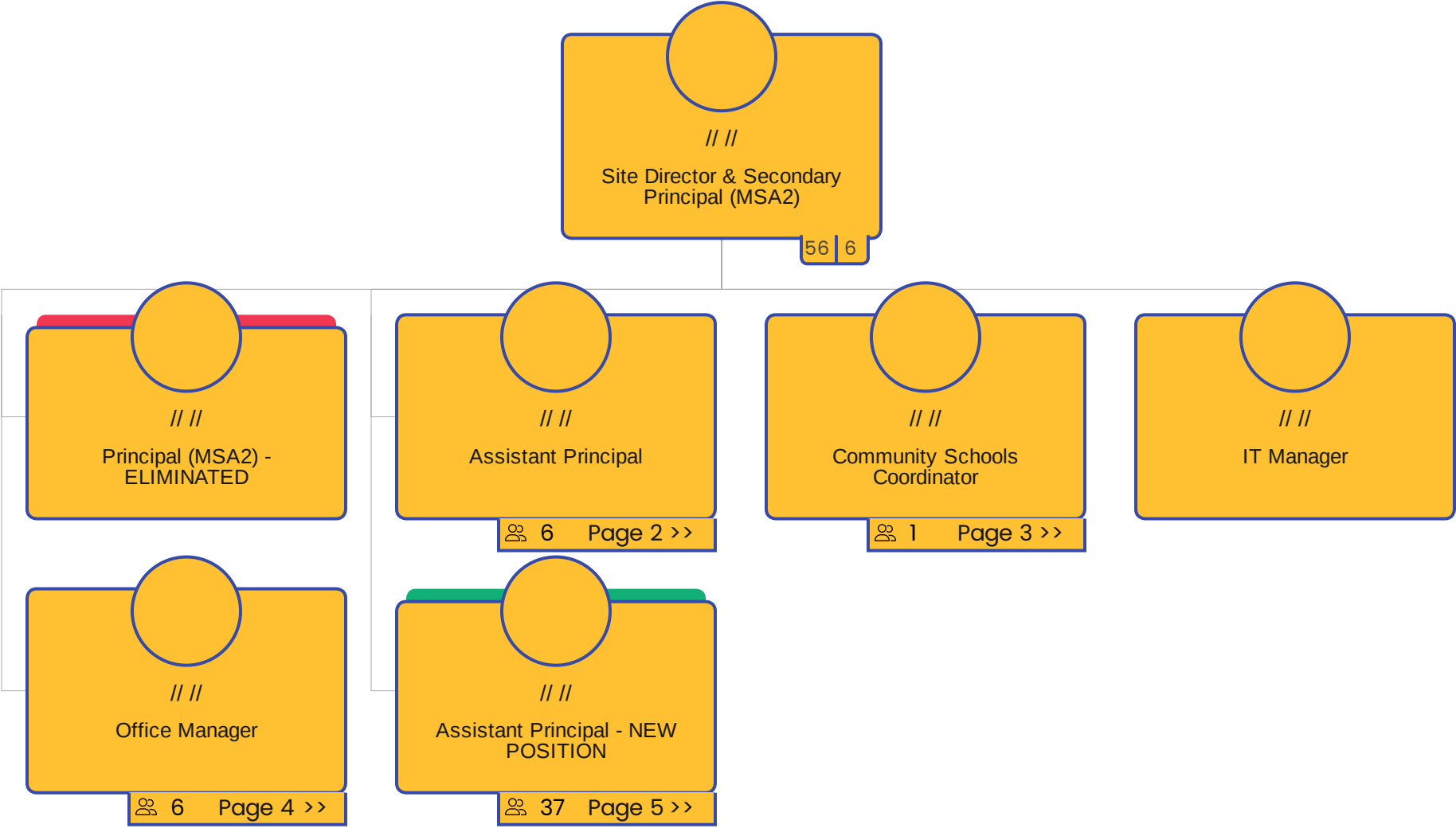


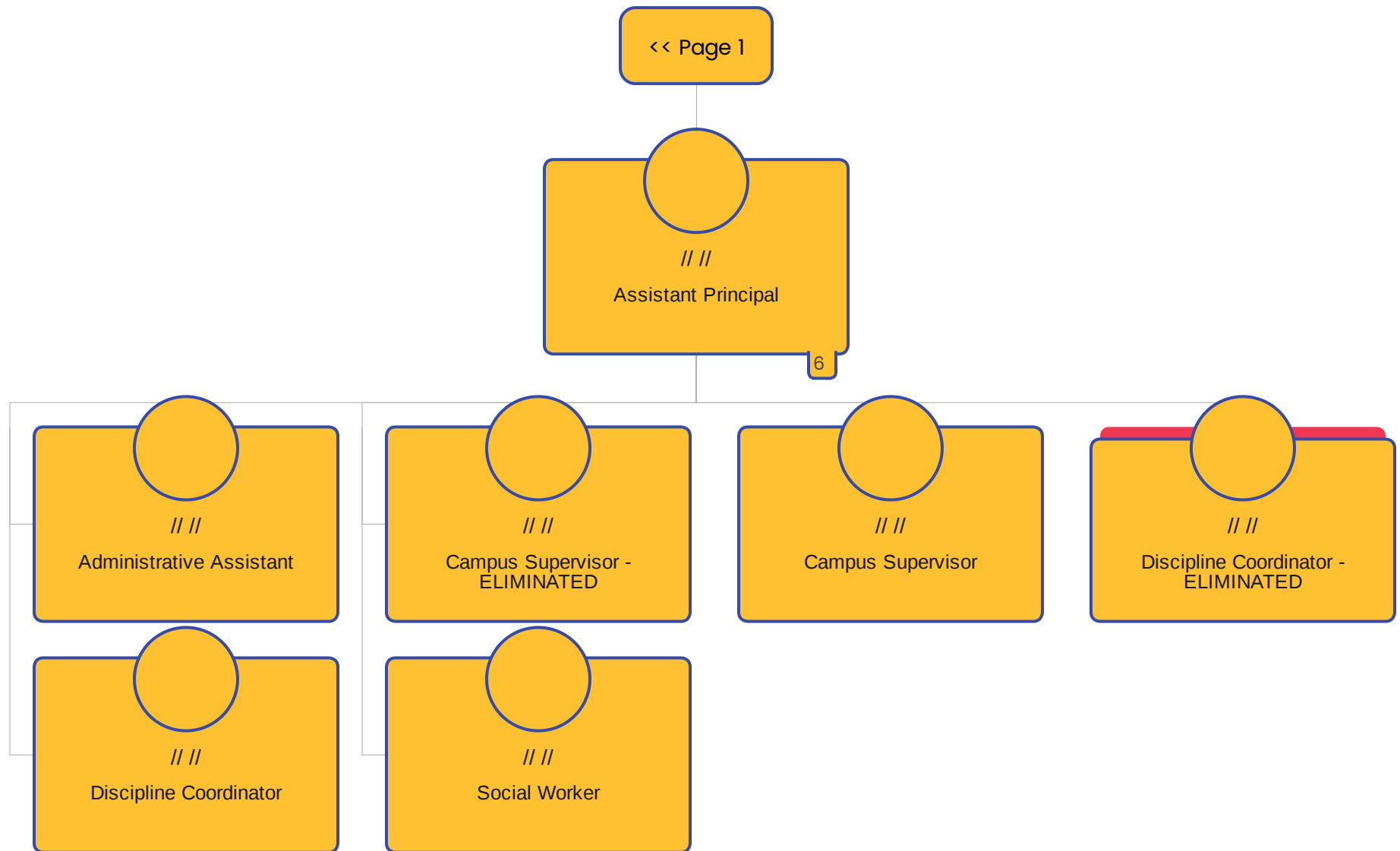


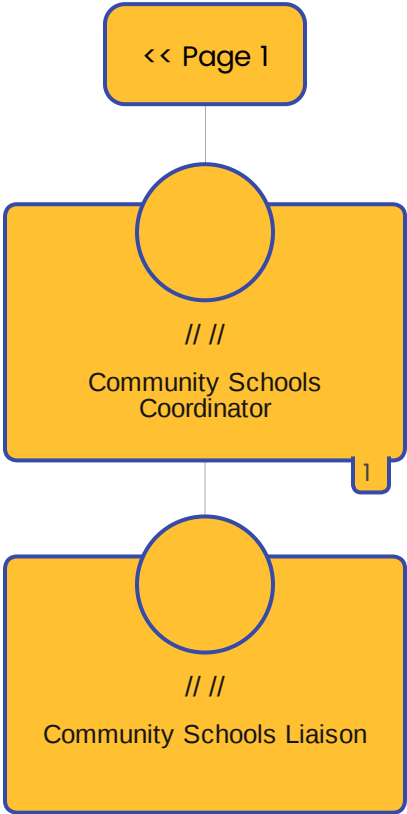


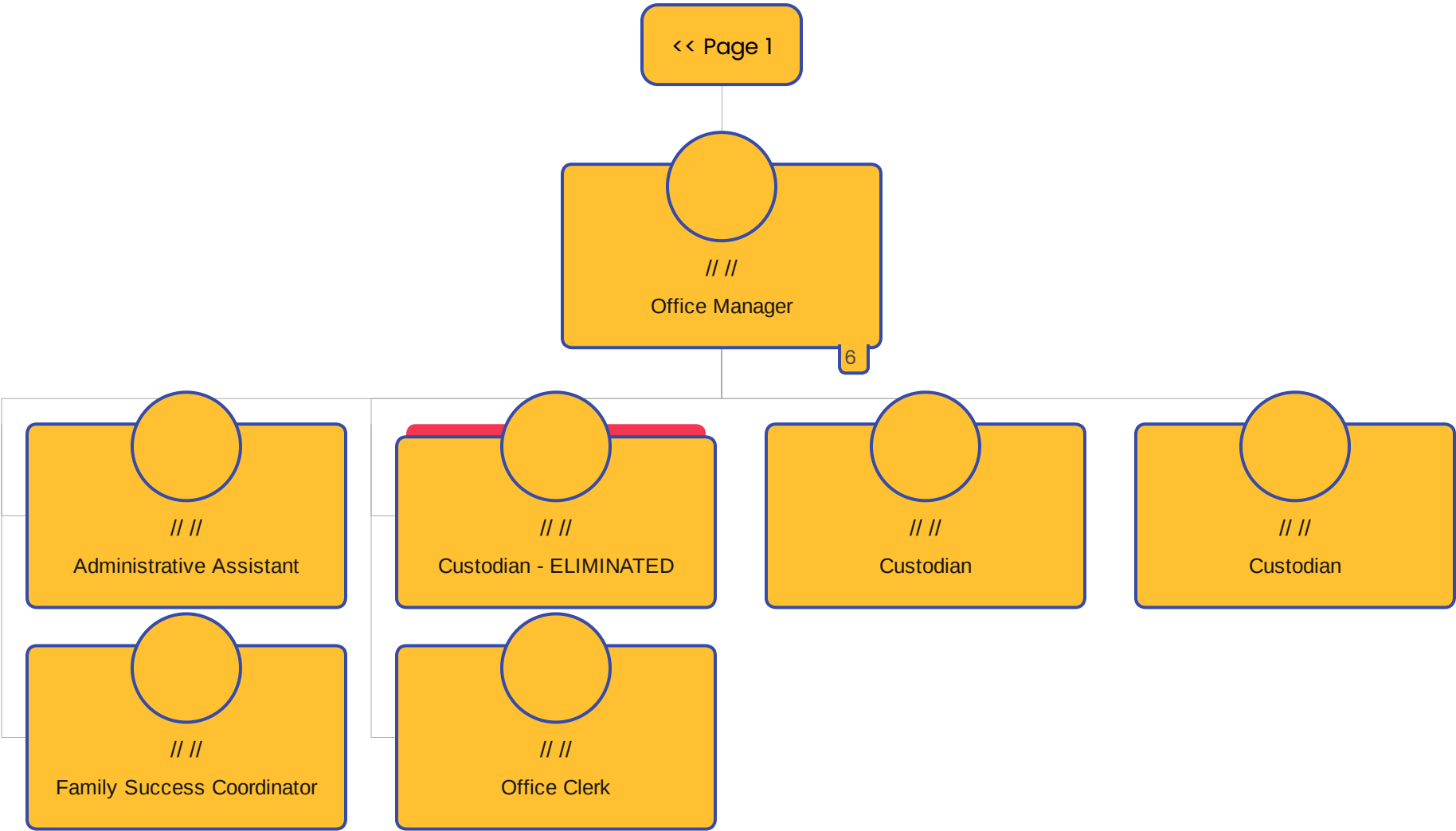












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Assistant Principal - NEW
POSITION

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Dean of Academics

36 | 25

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Computer Science Teacher

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English Teacher

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English Teacher

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English Teacher

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English Teacher

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English Teacher

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History Teacher

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History Teacher

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Instructional Coach -
ELIMINATED

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Math Teacher

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Math Teacher

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Math Teacher

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Music Teacher

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Physical Education Teacher

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Science Teacher

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Science Teacher

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Science Teacher

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Social Studies Teacher

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Social Studies Teacher

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Social Studies Teacher

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Spanish Teacher

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Math Teacher

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Administrative Assistant

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College Counselor

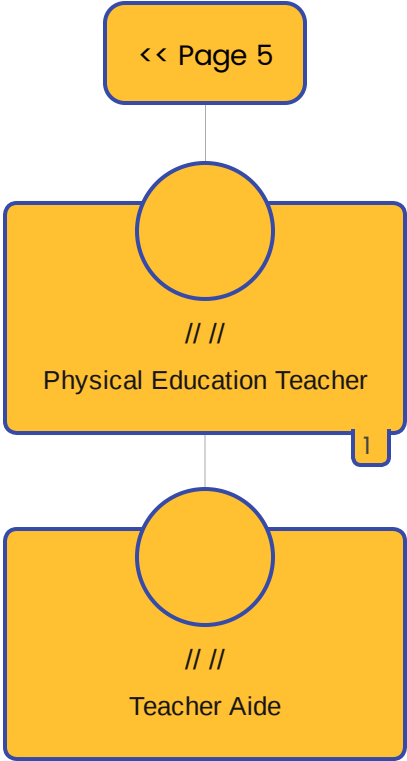
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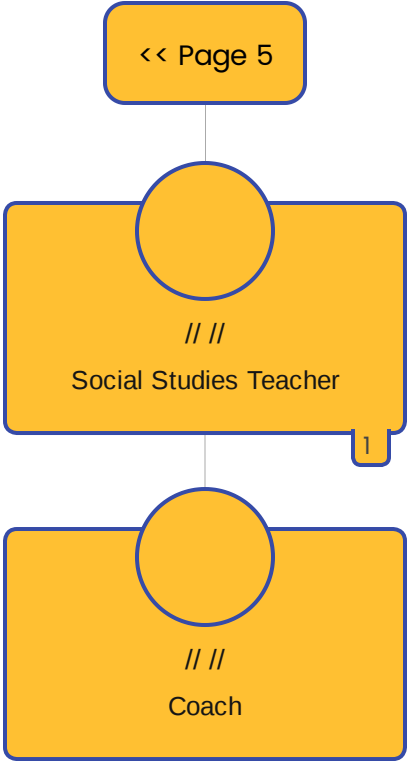
Psychologist

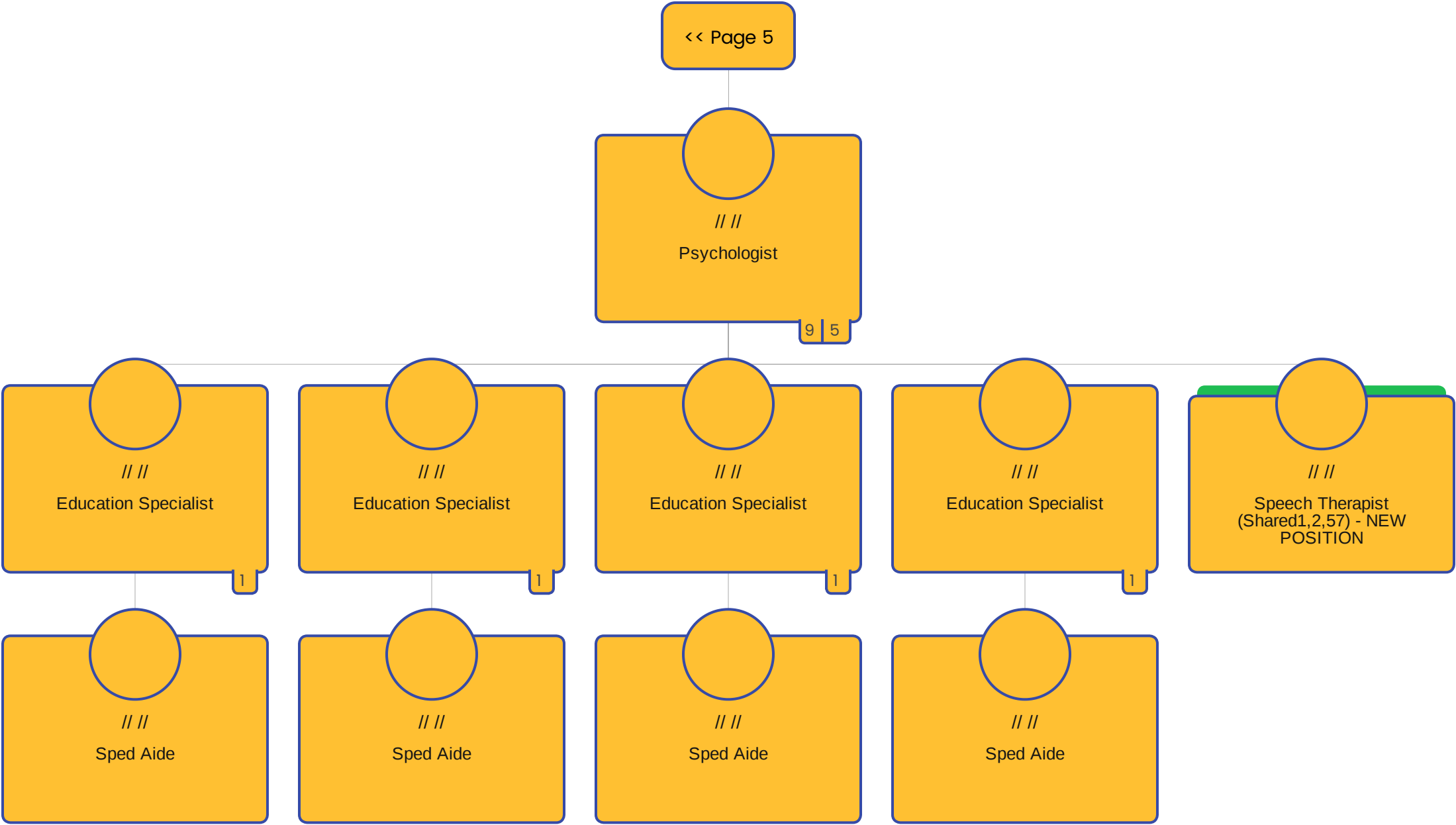
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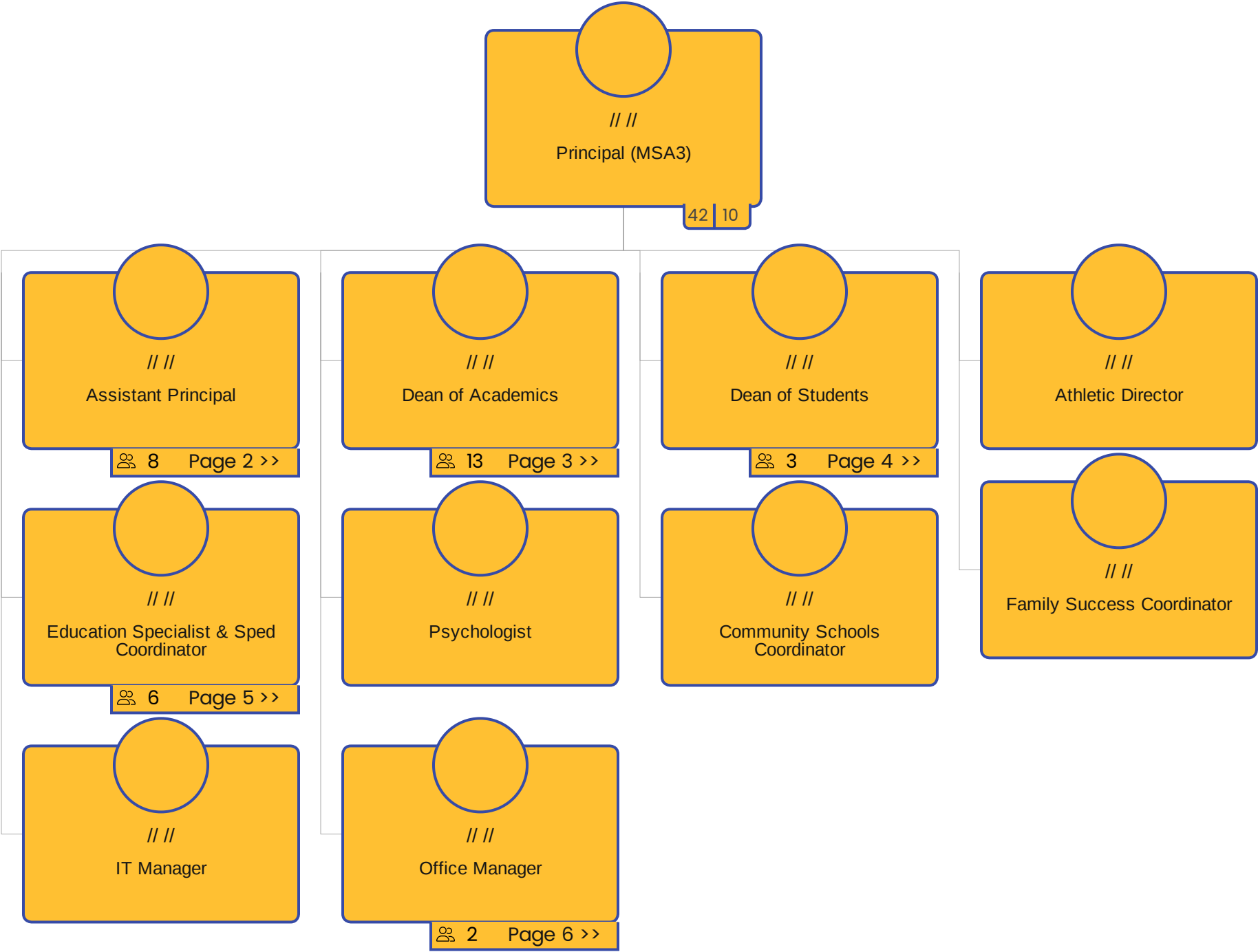
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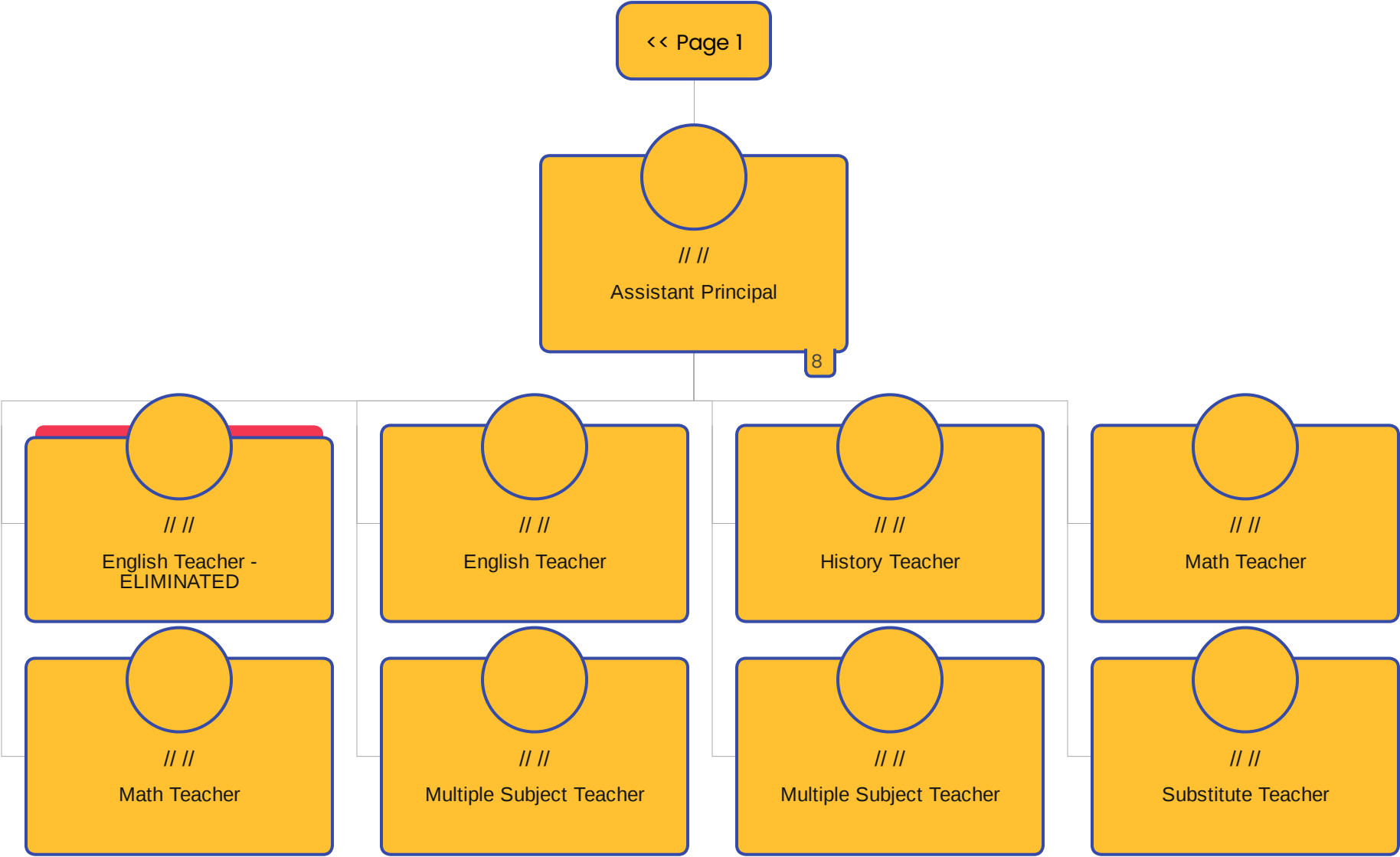
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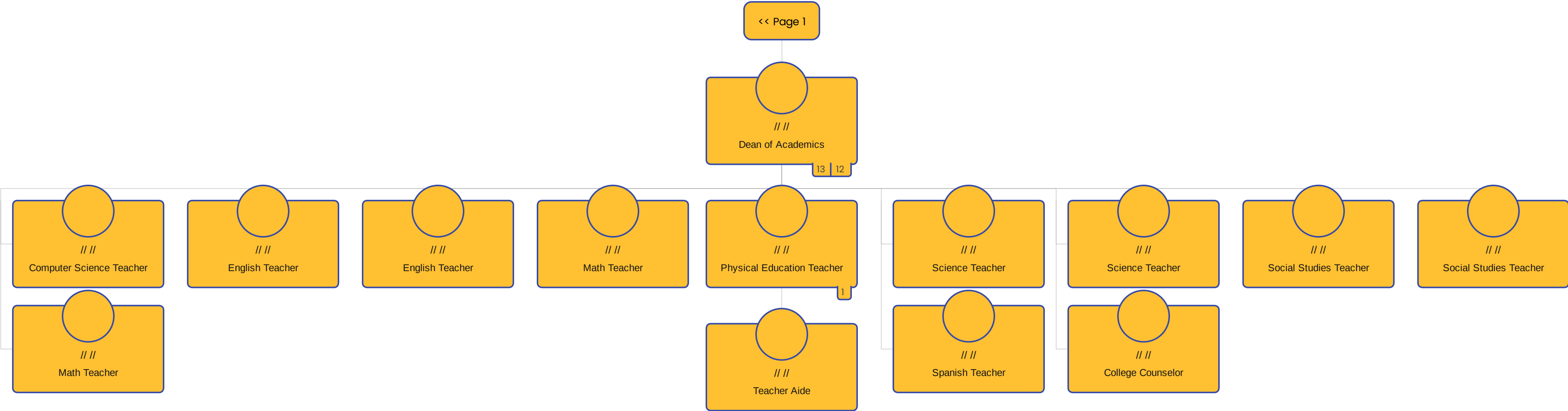


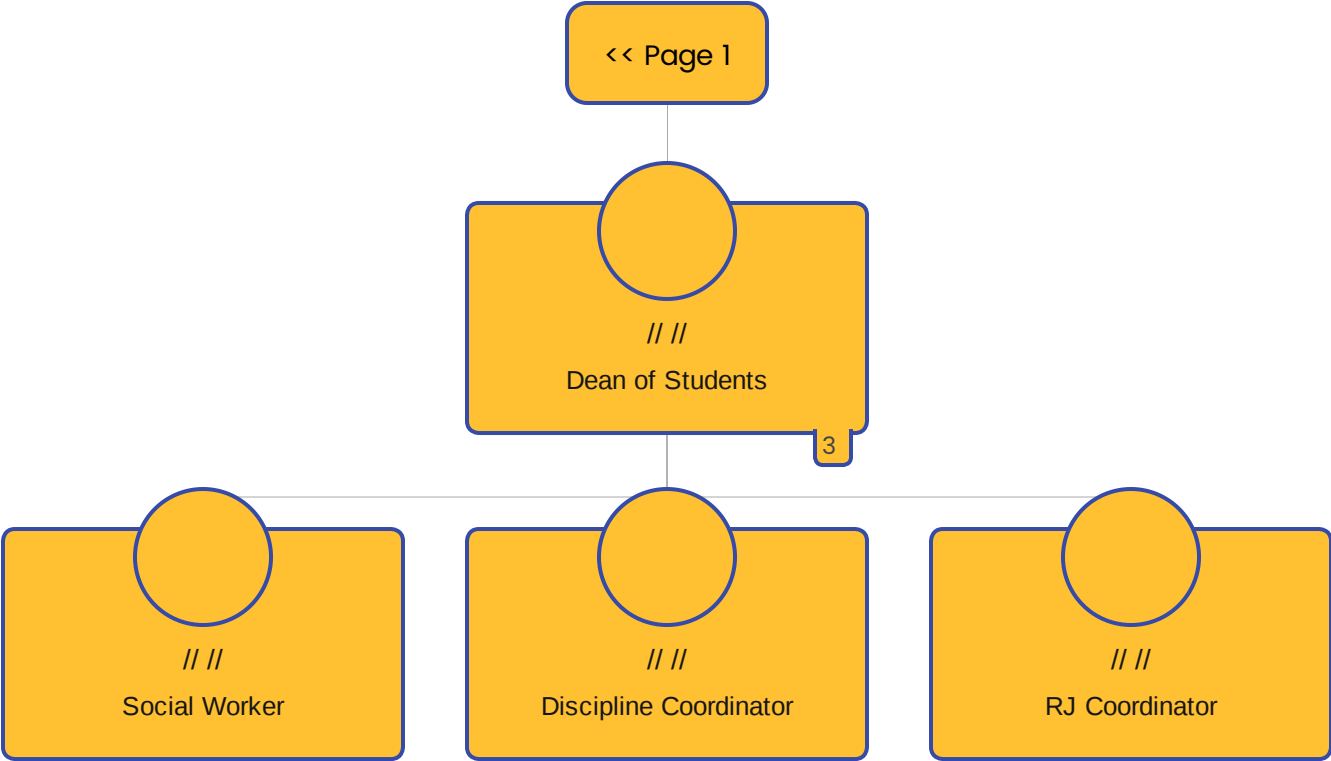


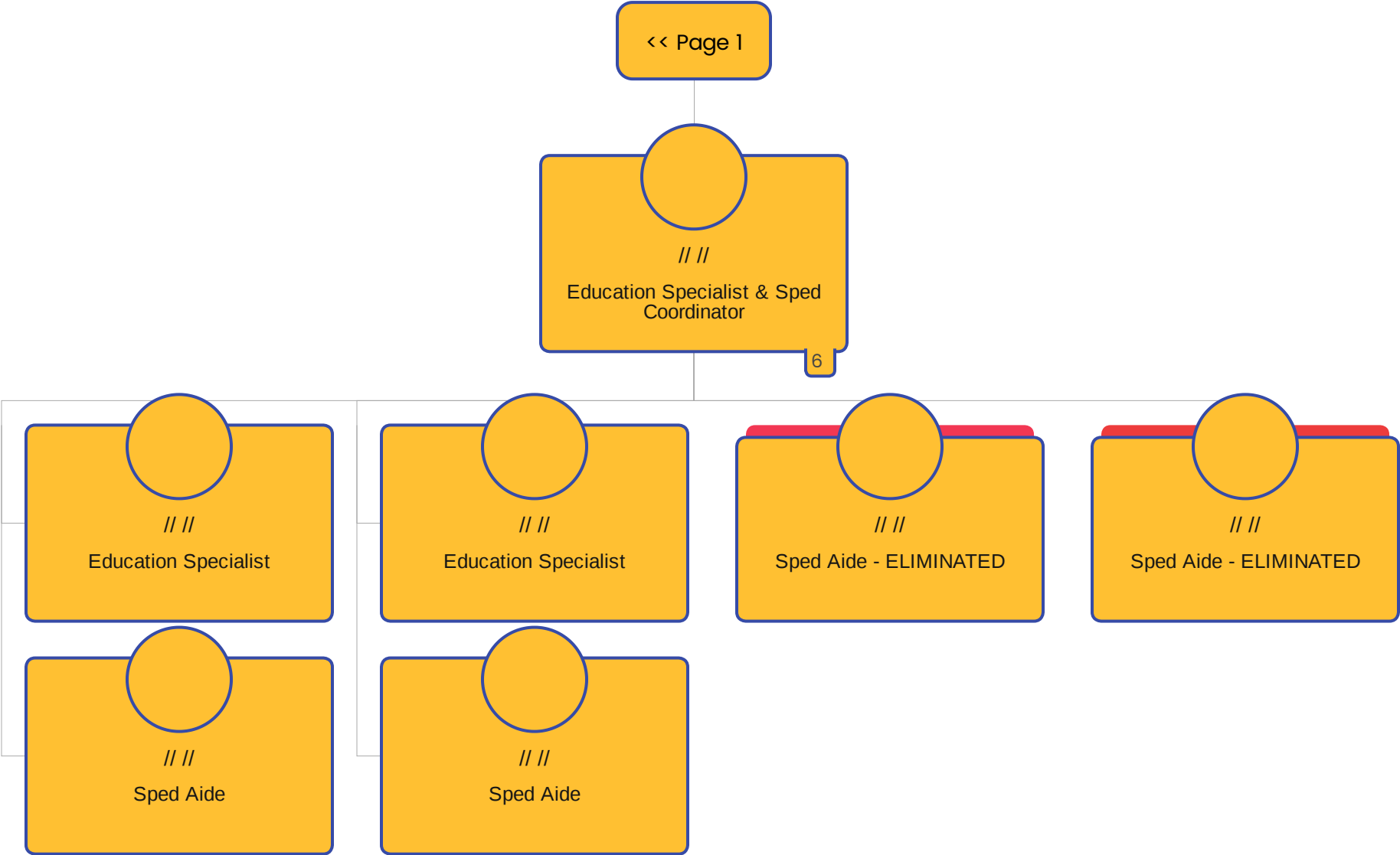


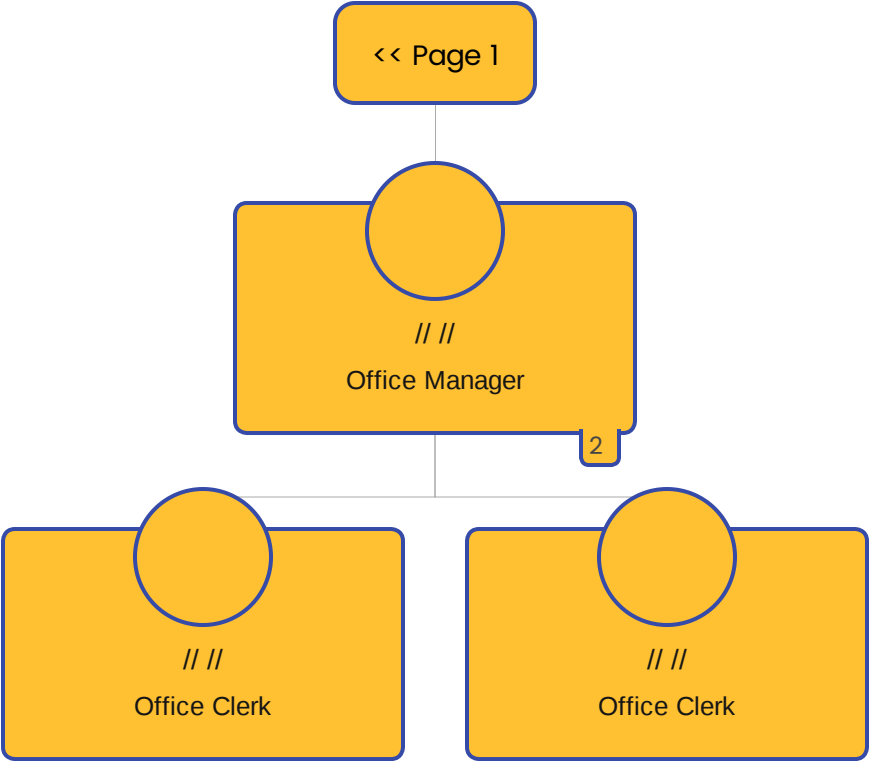


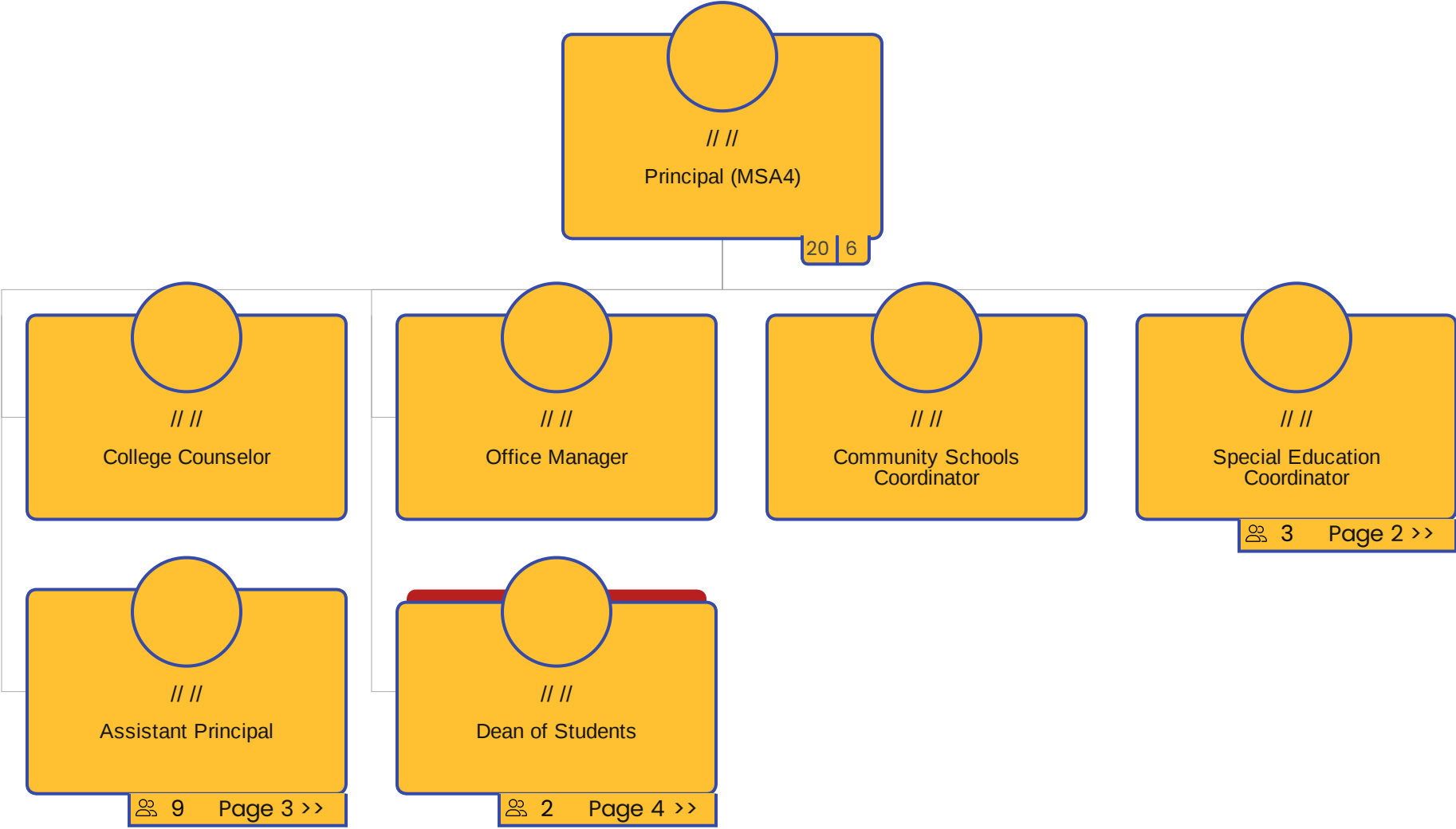


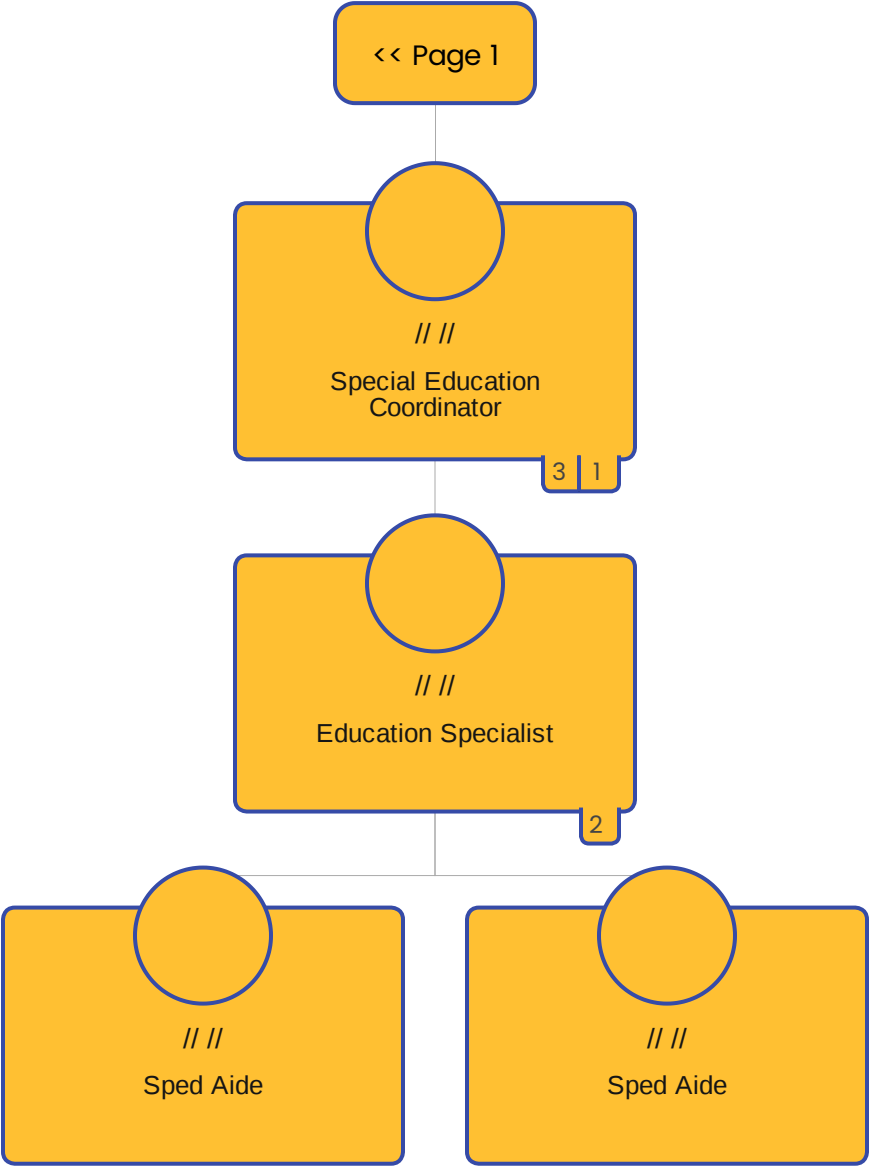


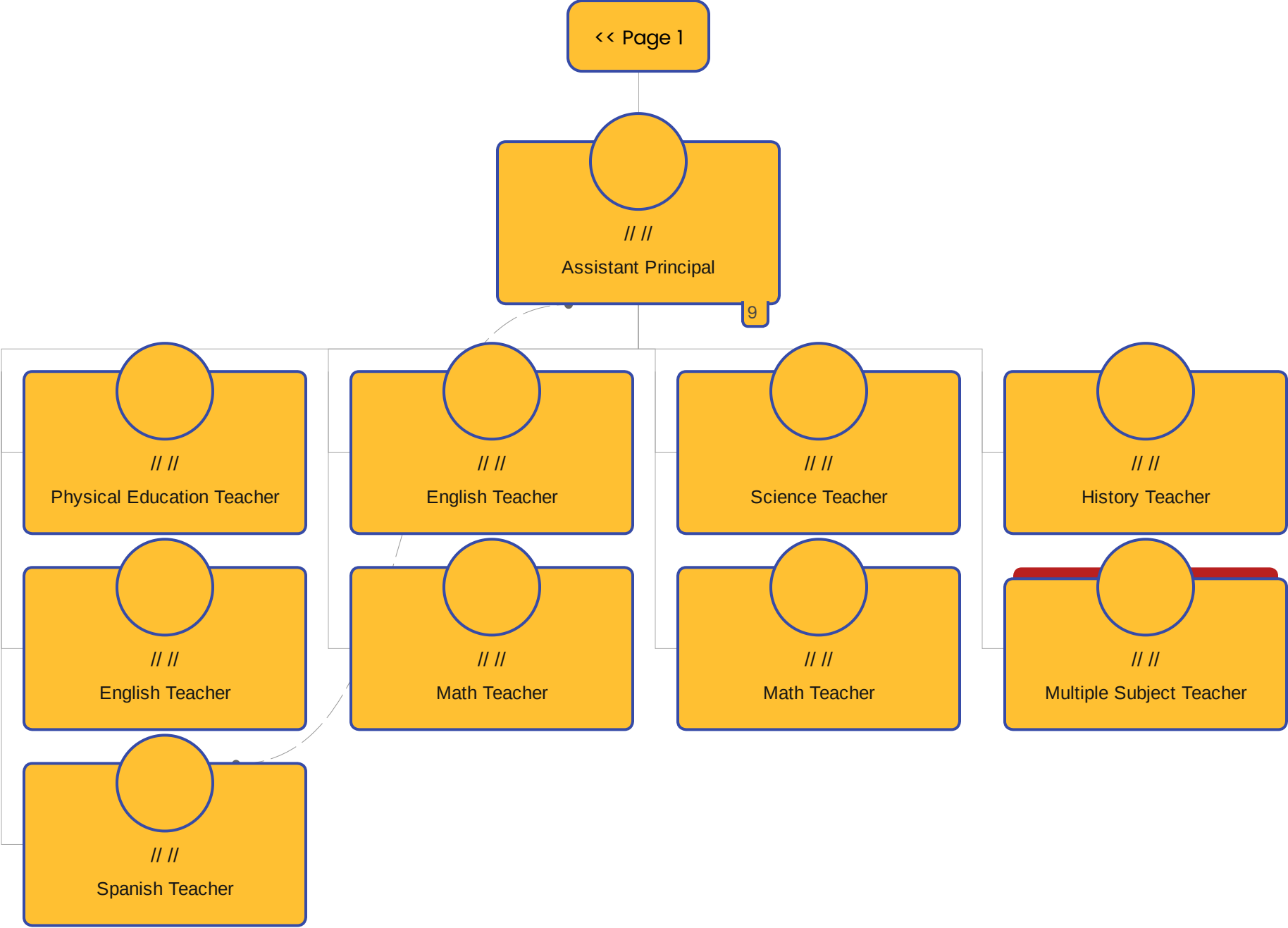


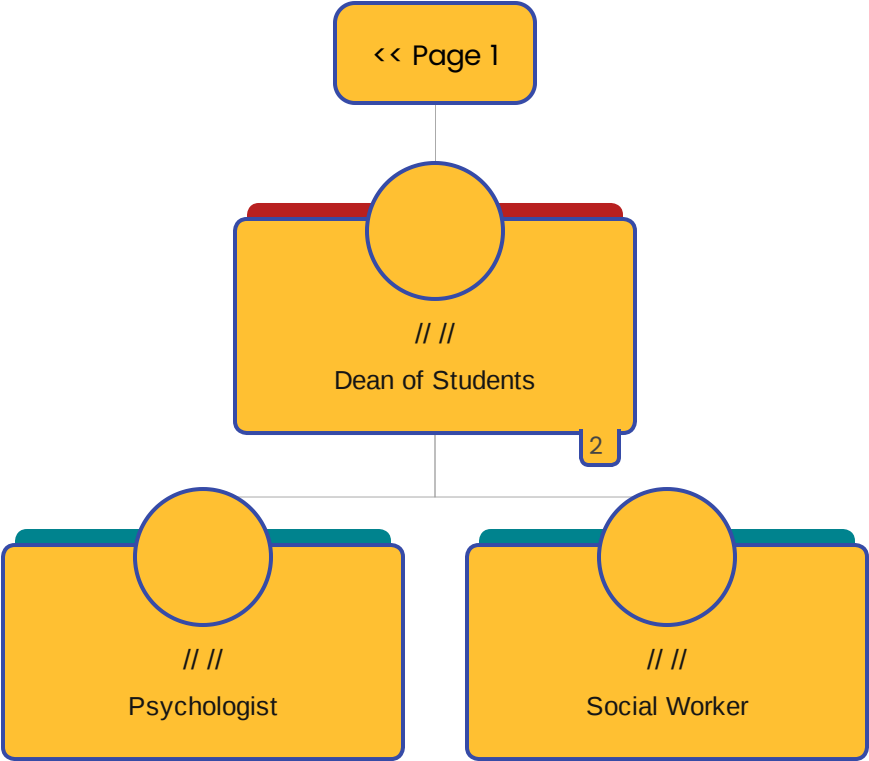


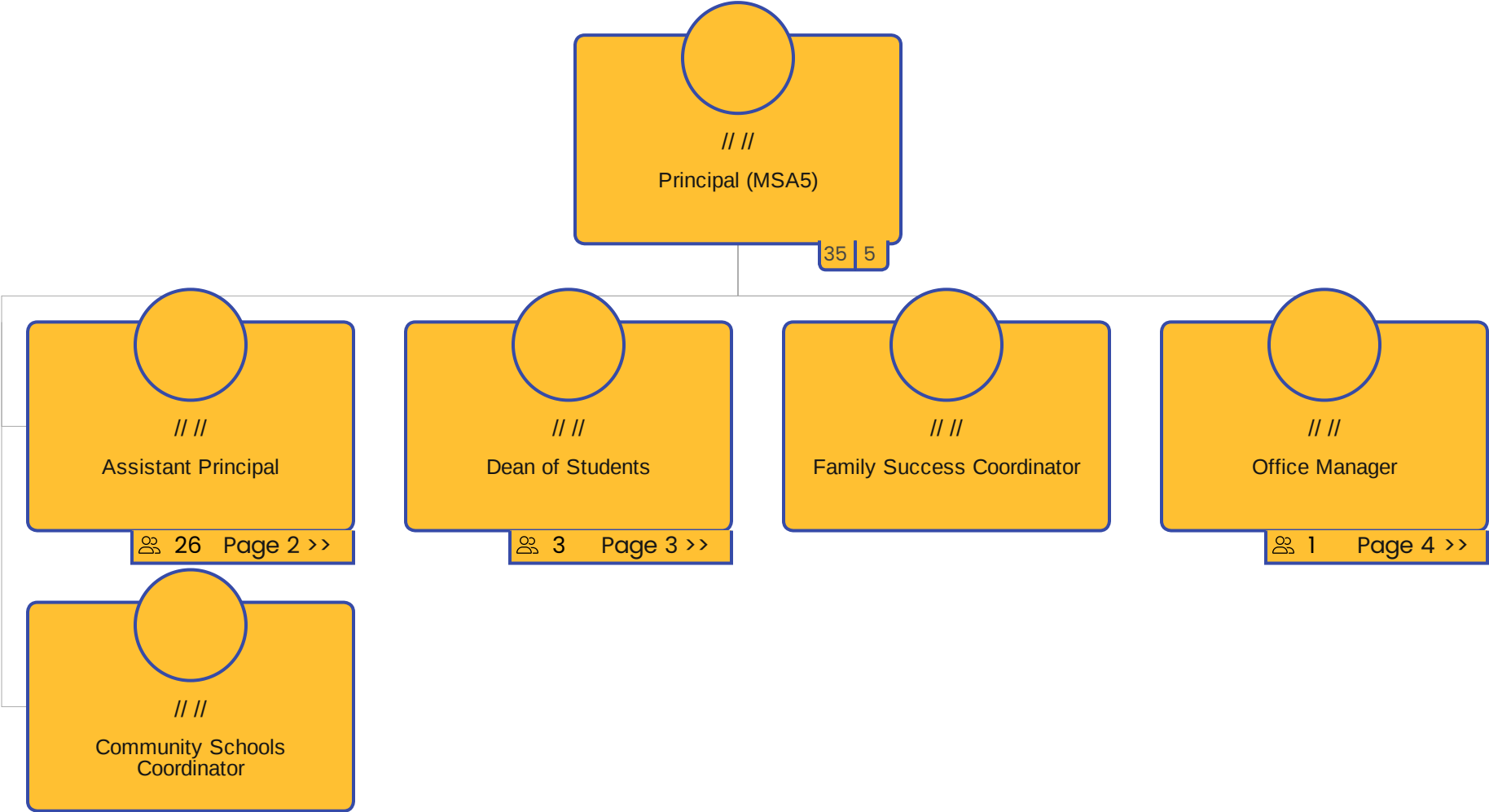


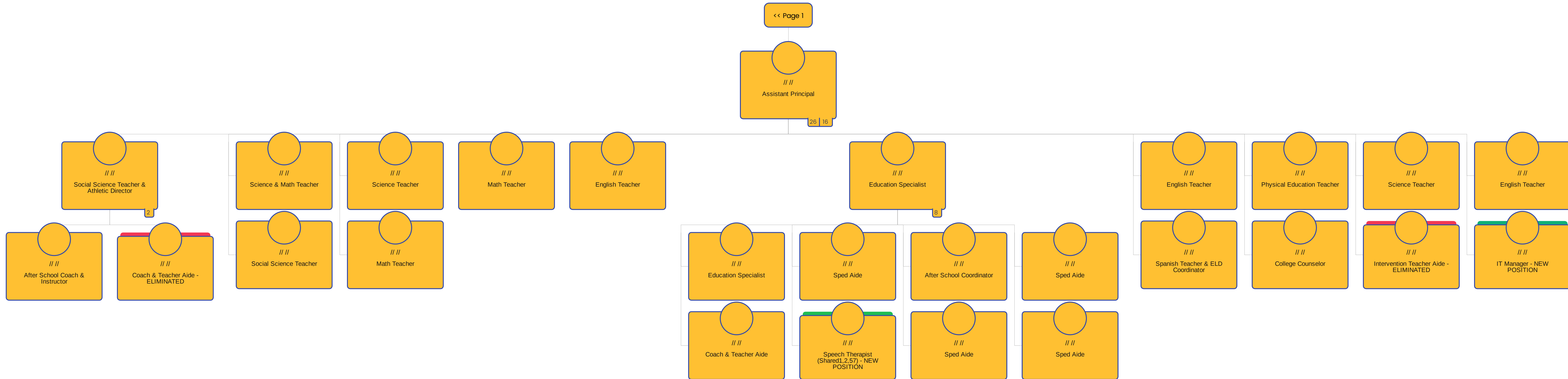


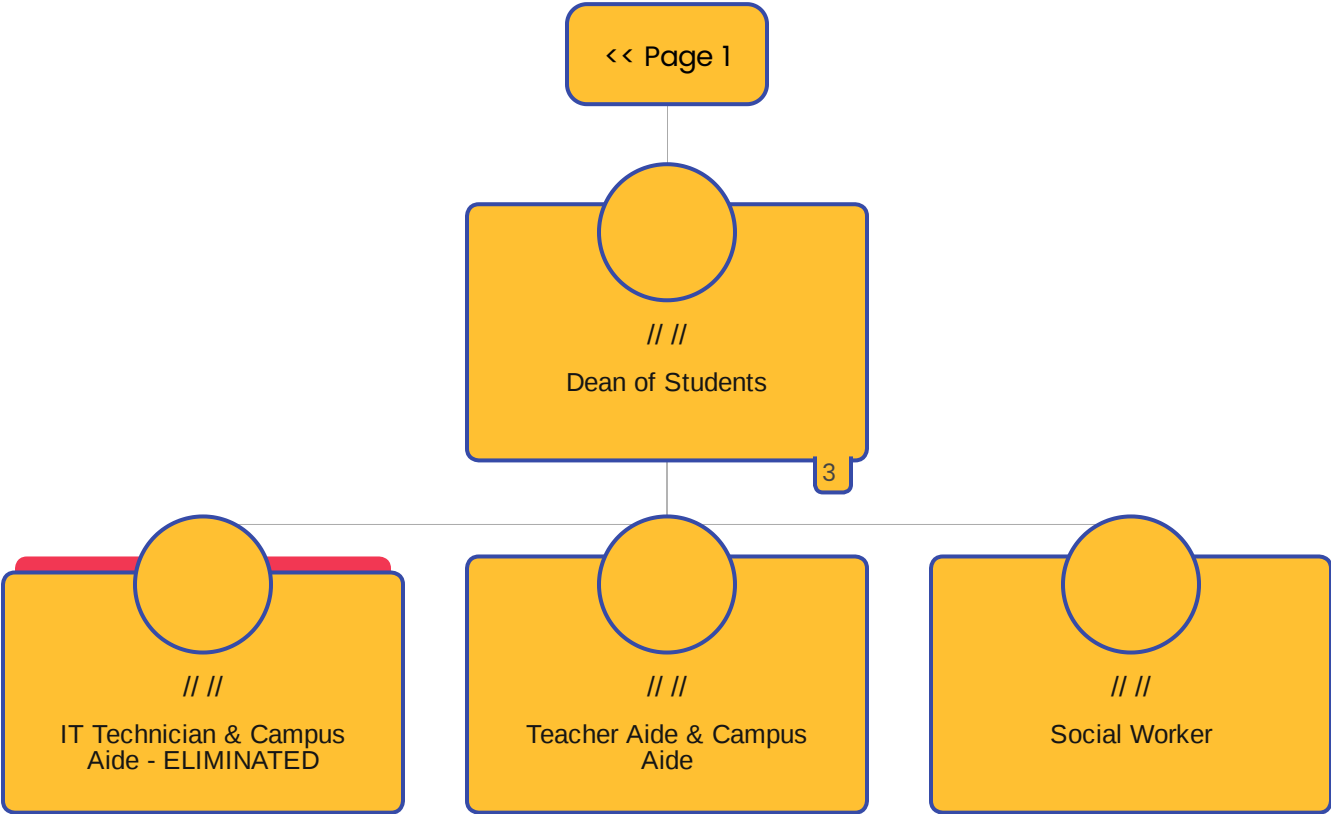


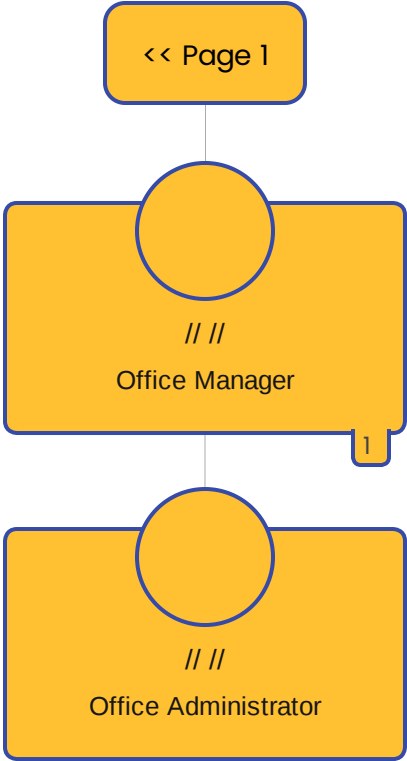


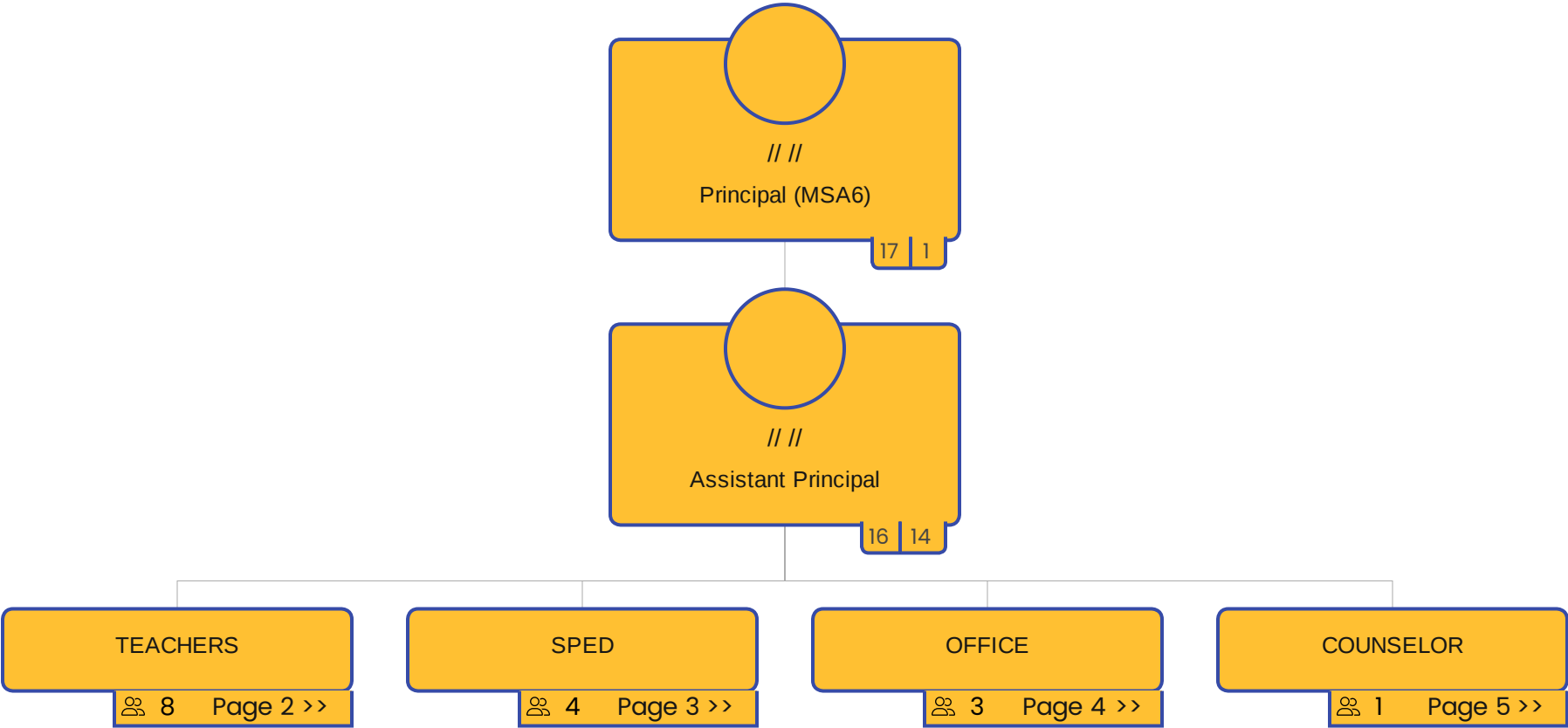


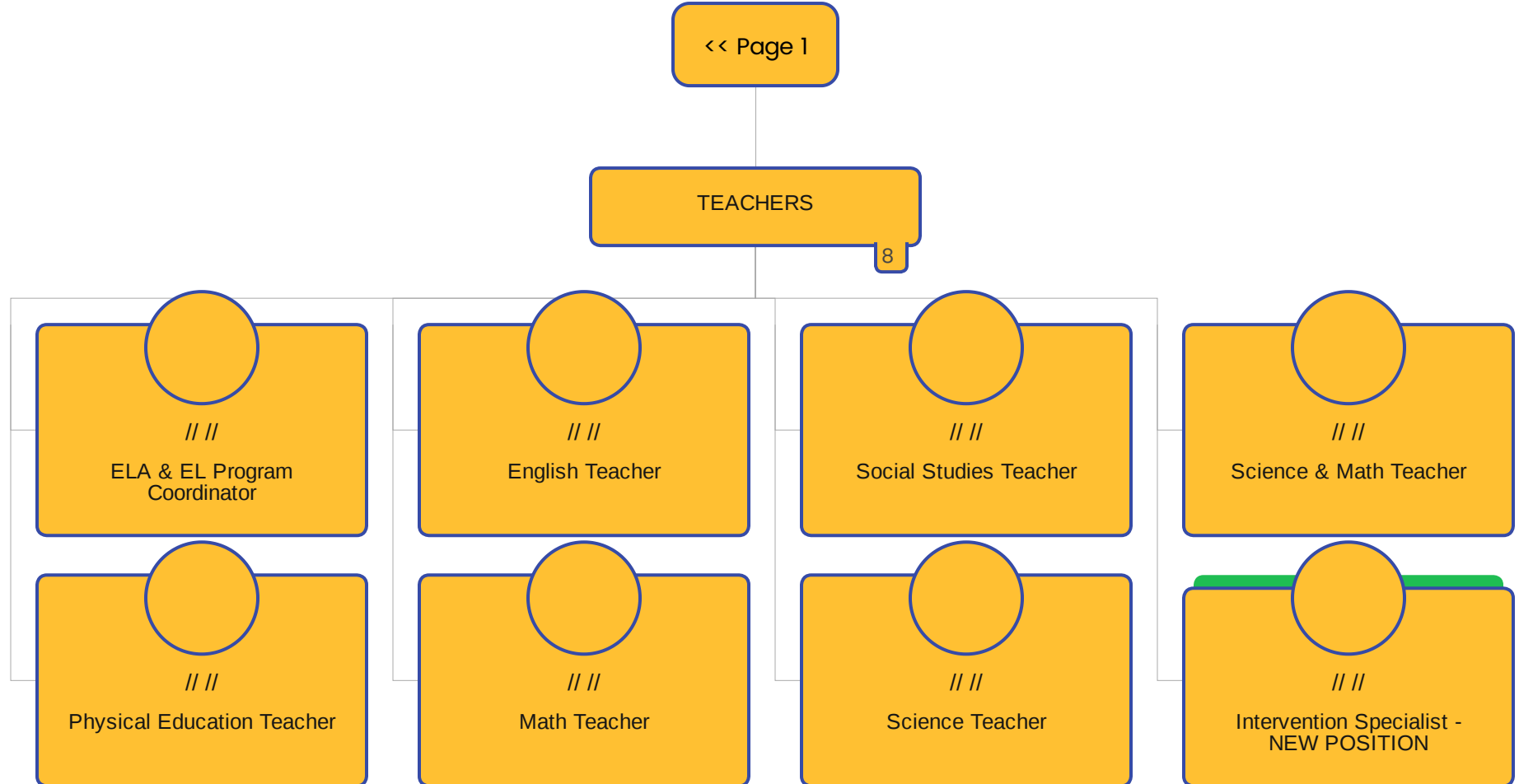


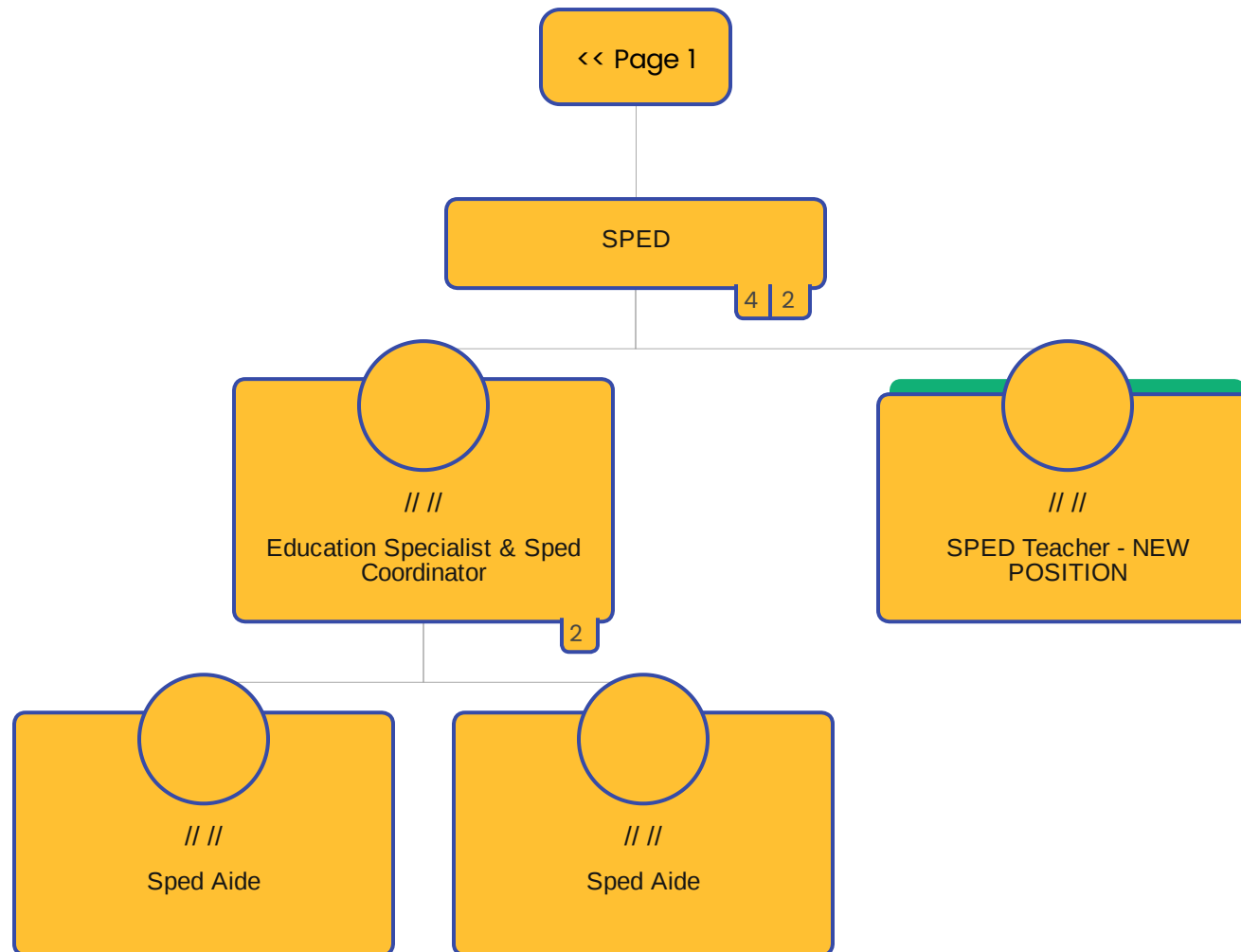


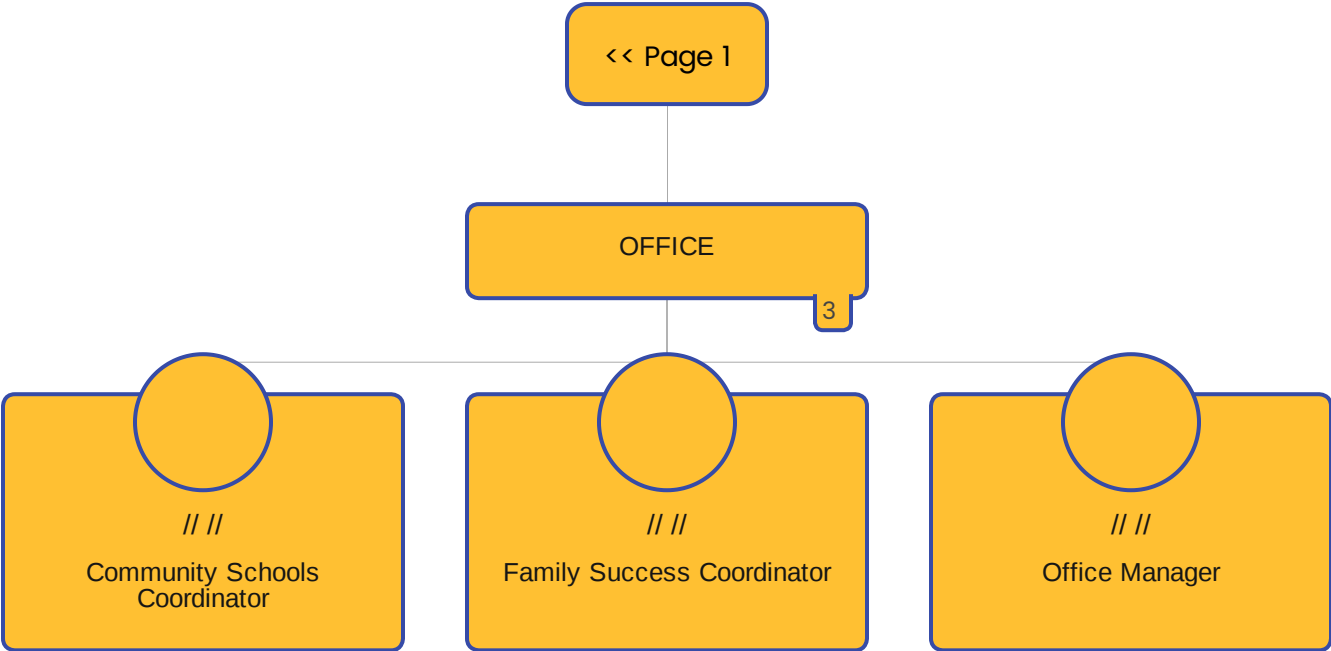


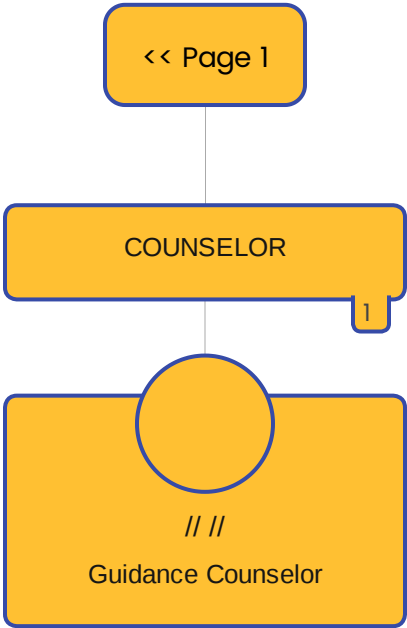


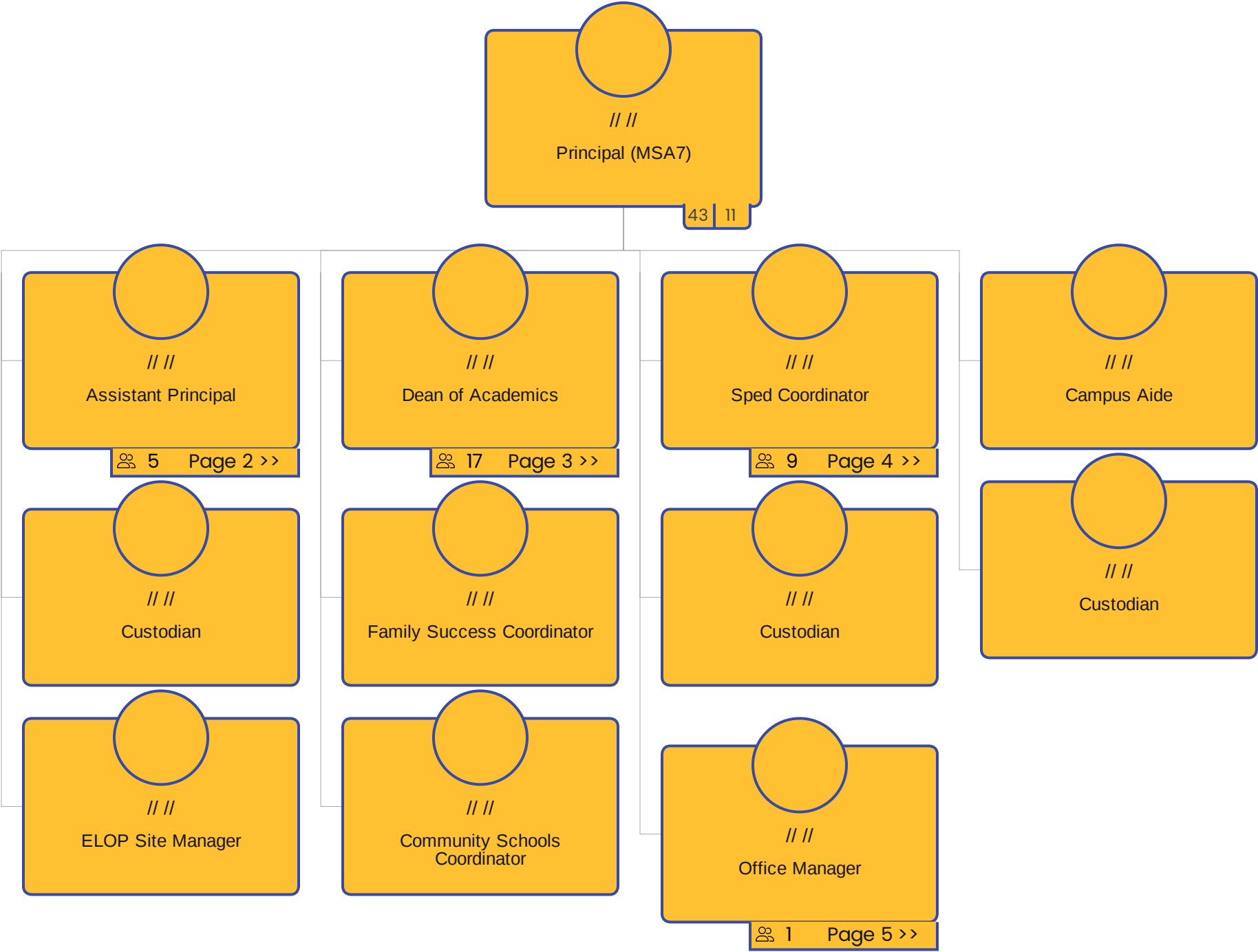


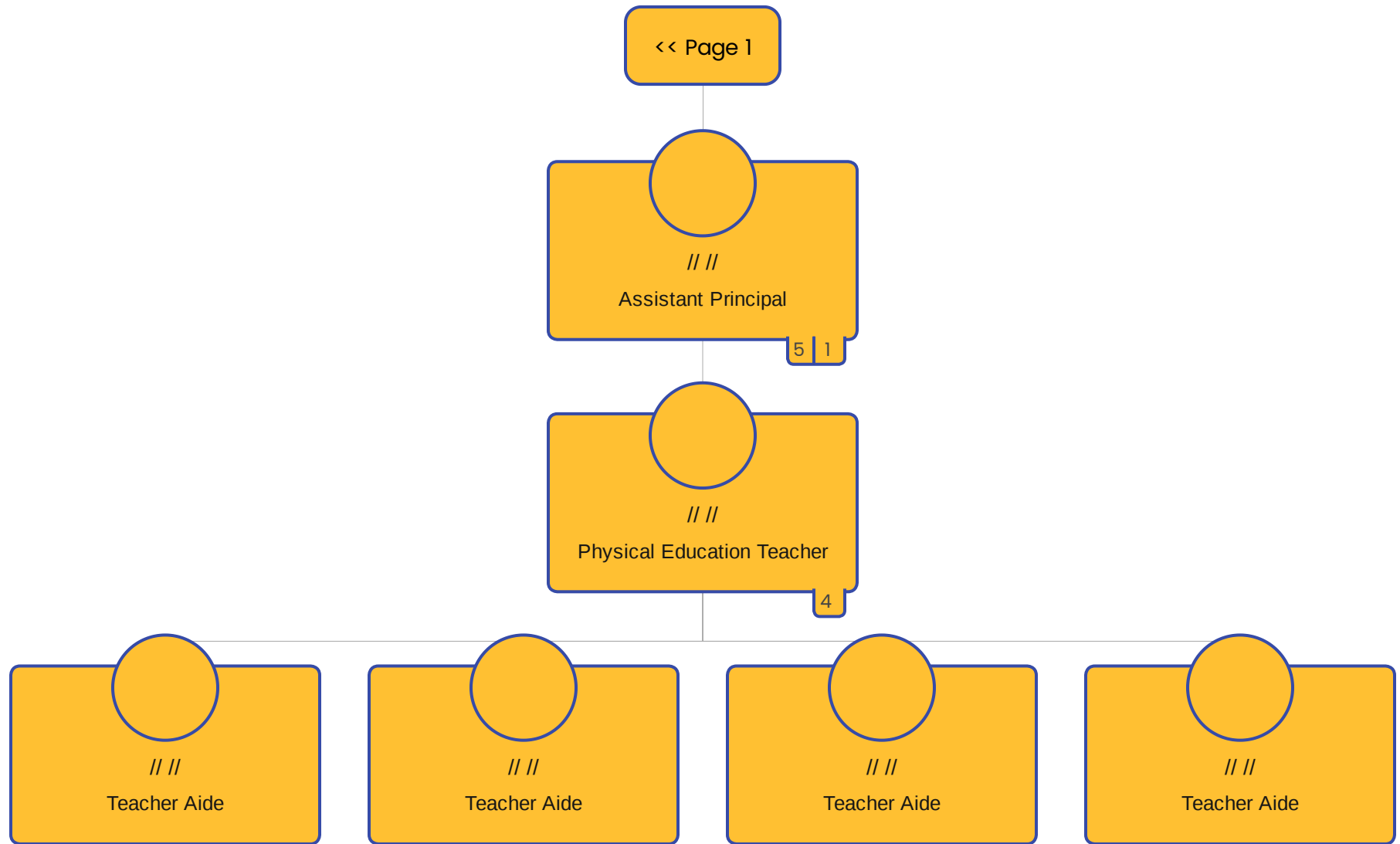


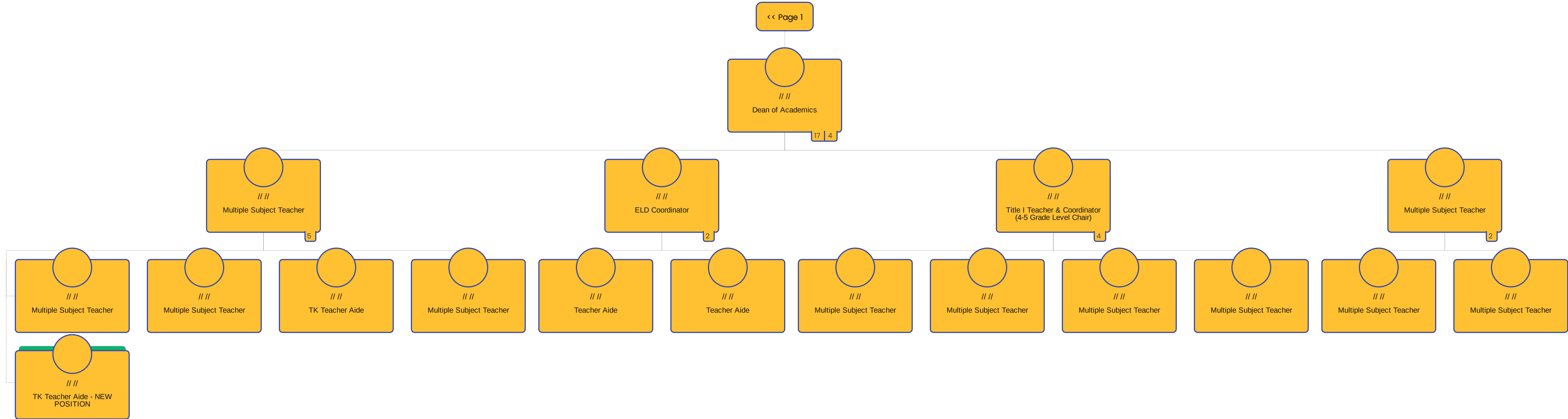


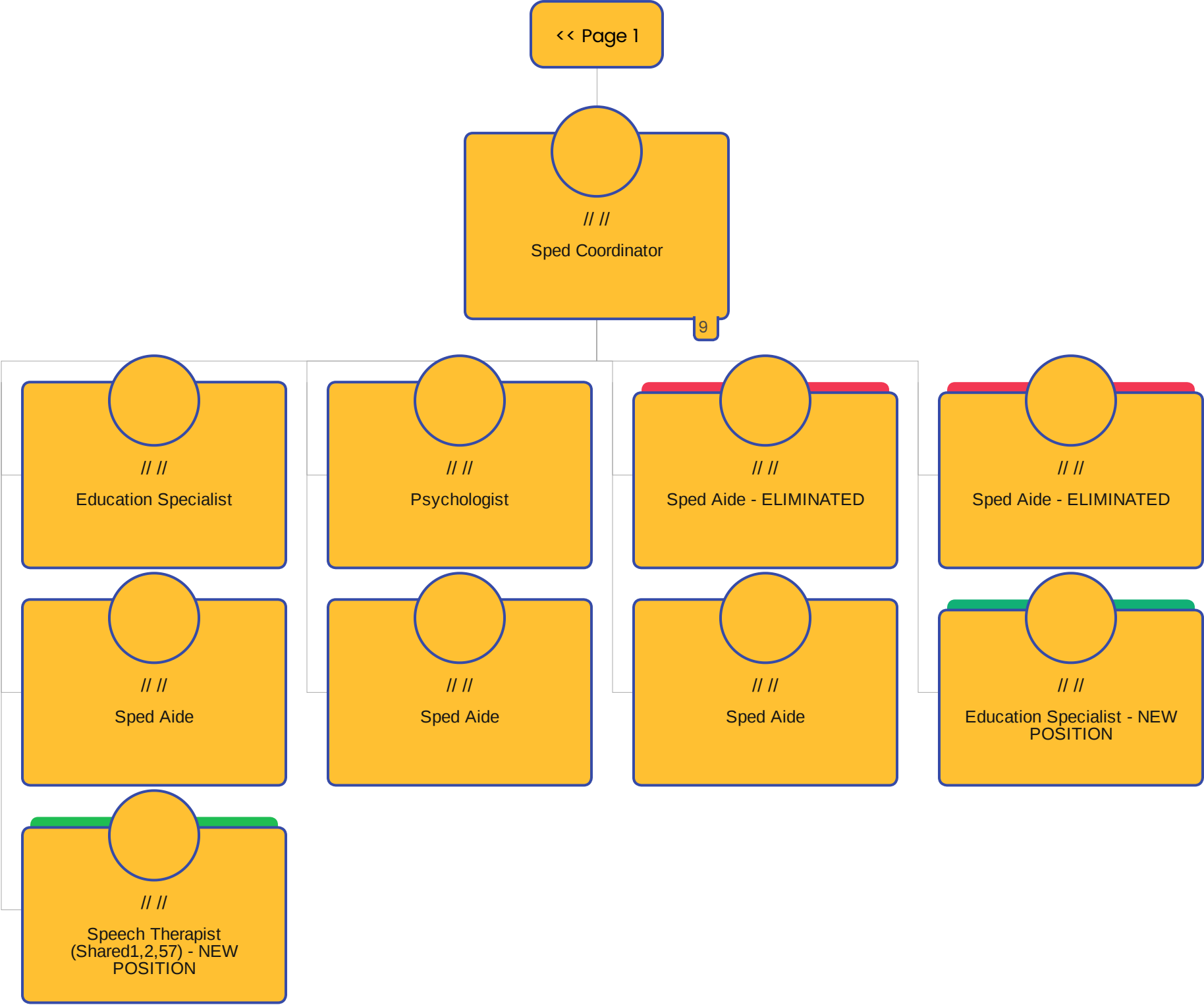


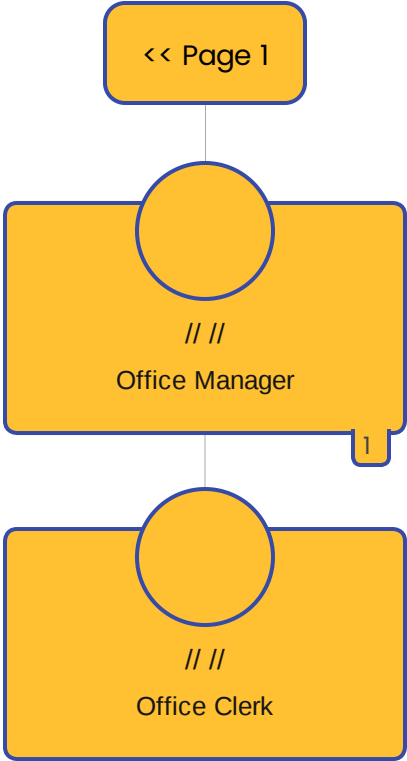


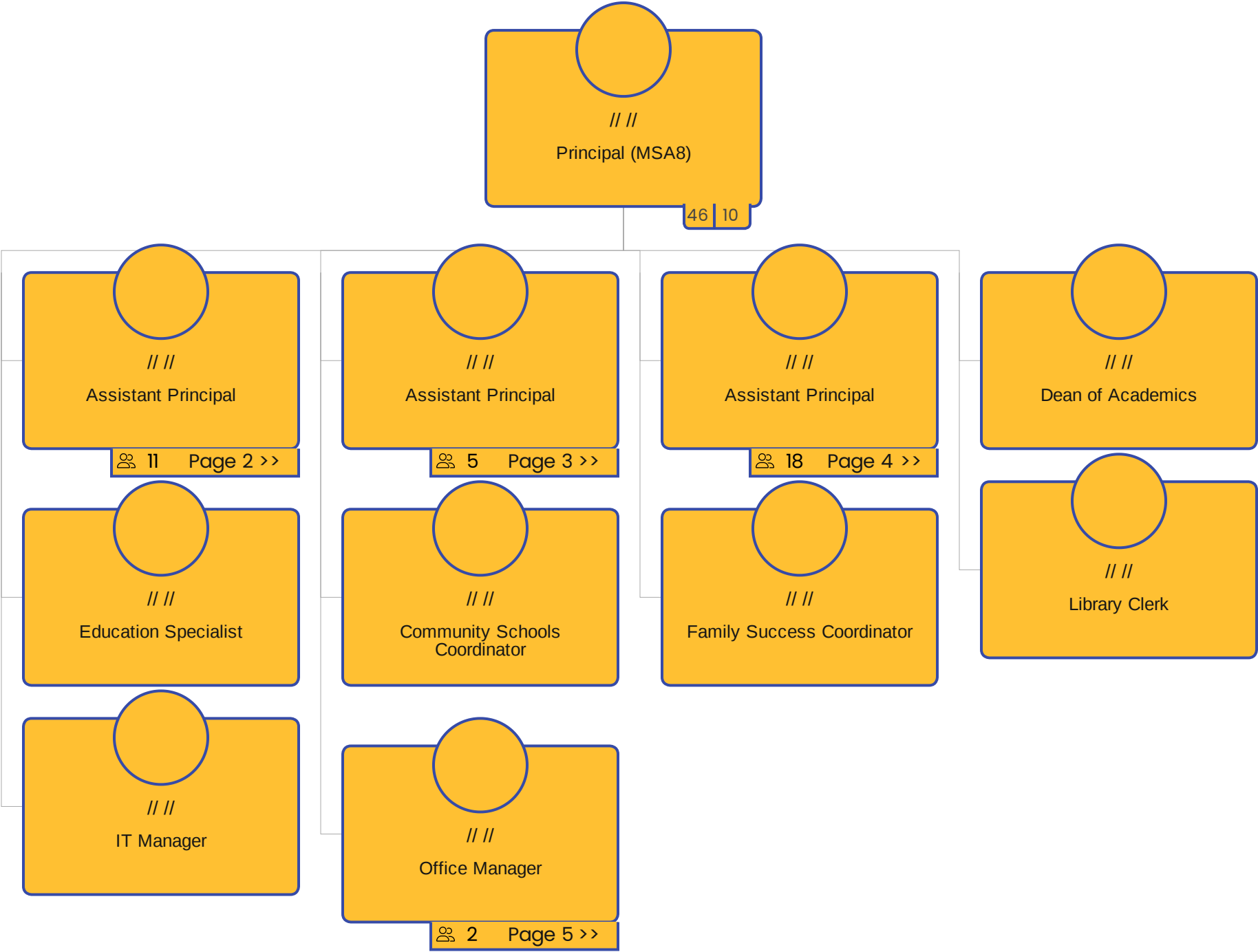


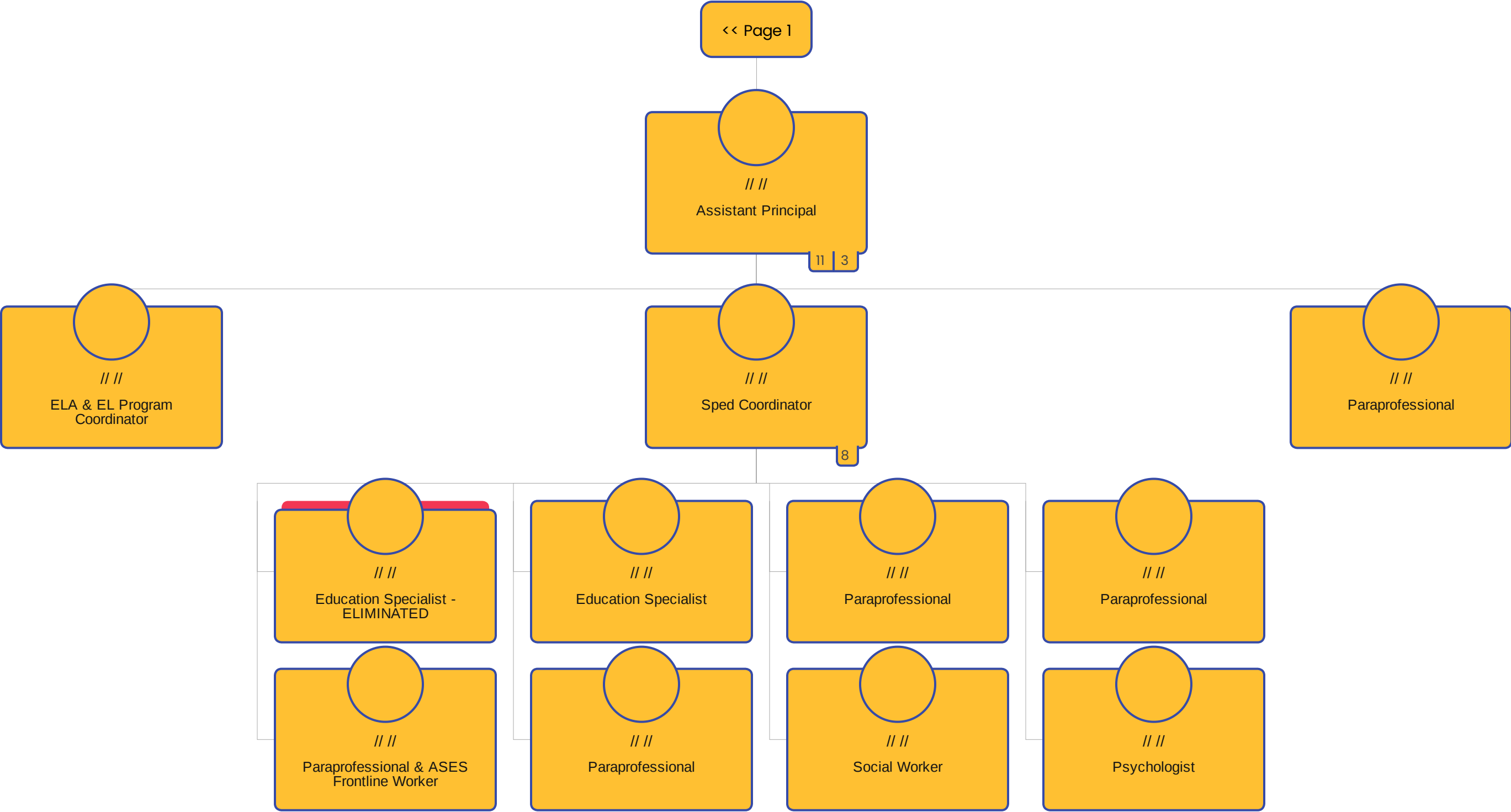


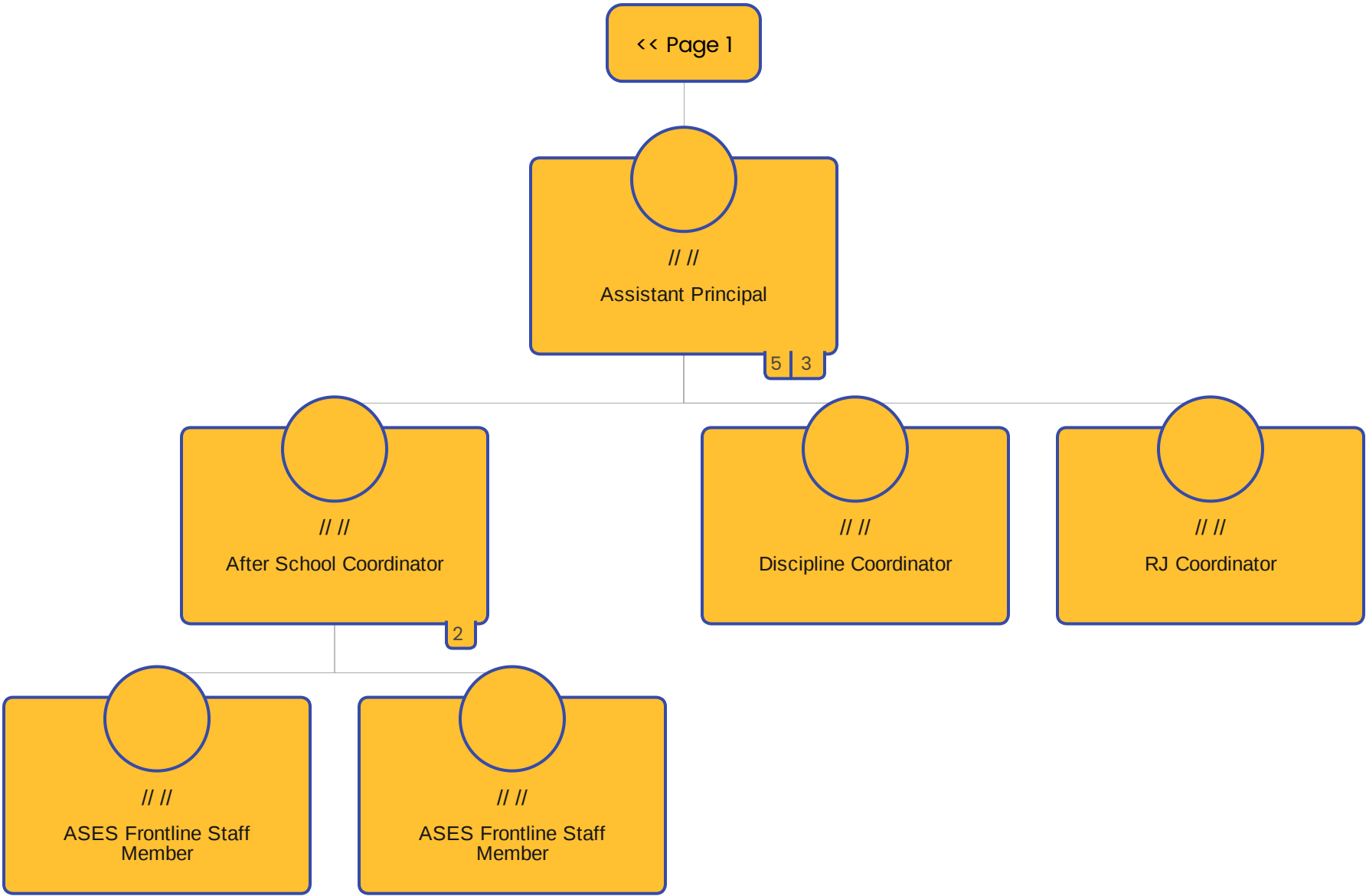


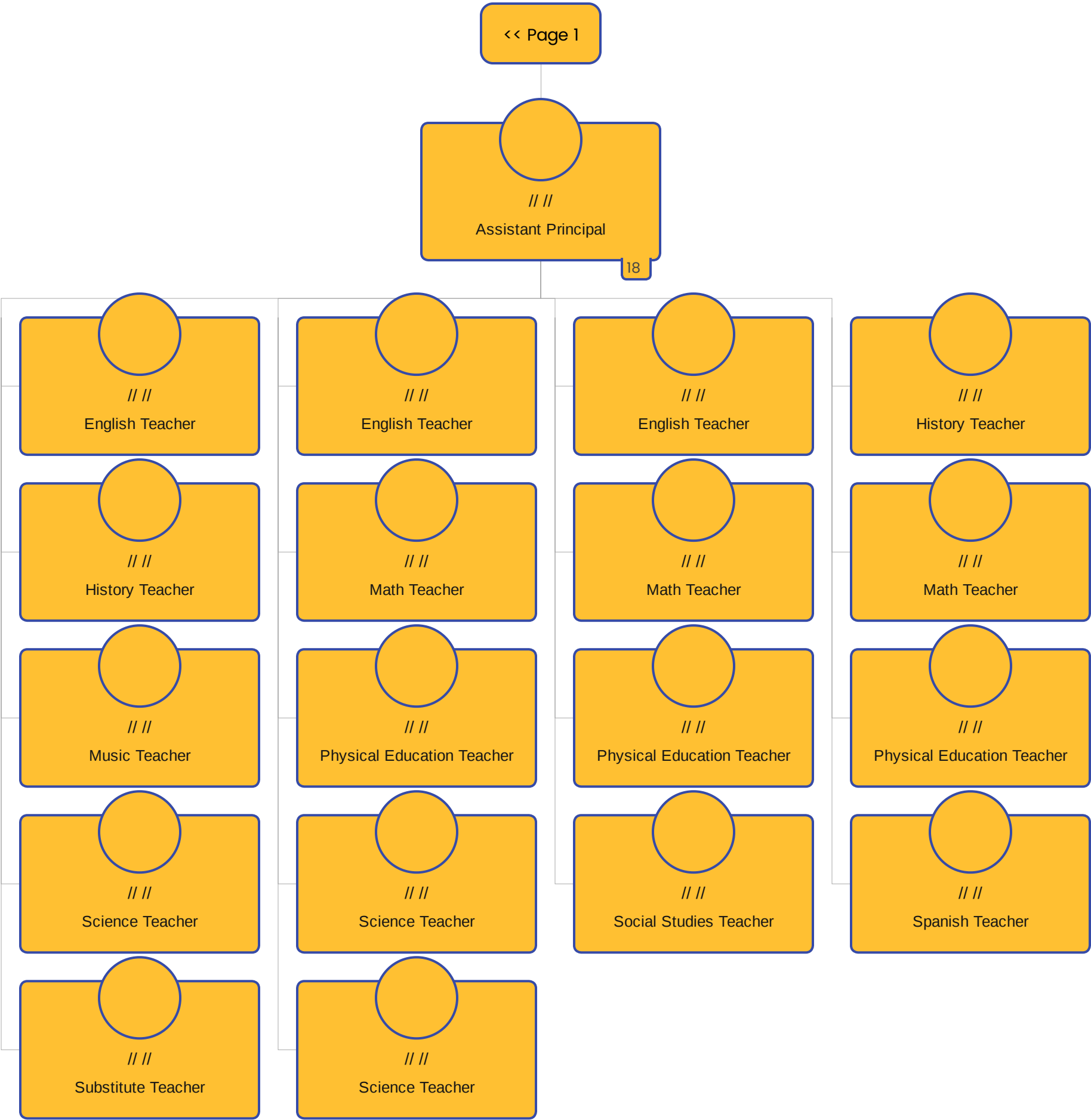


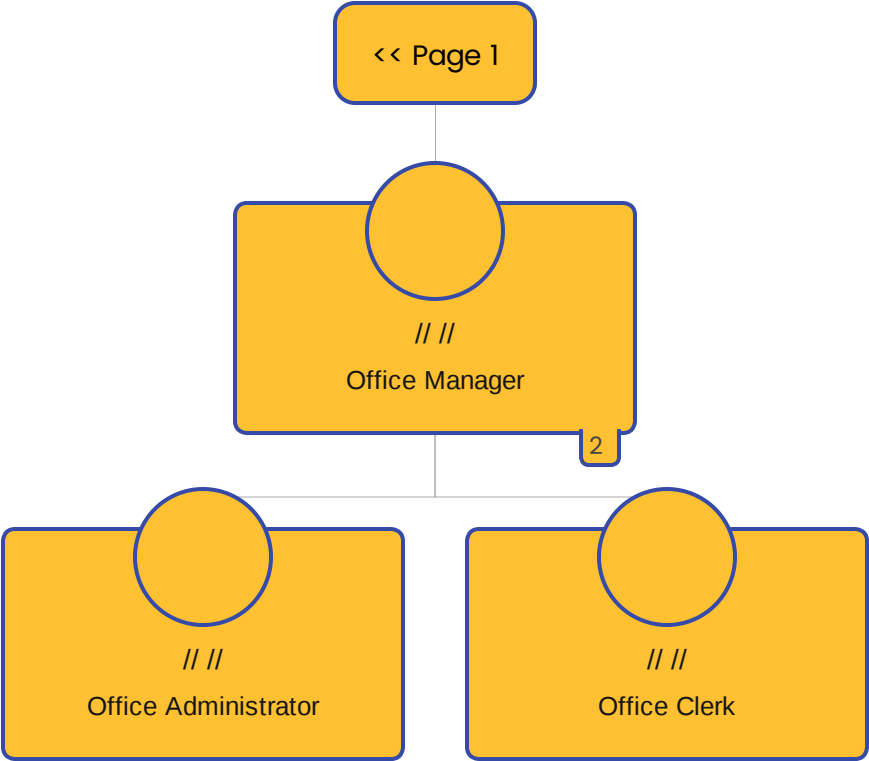


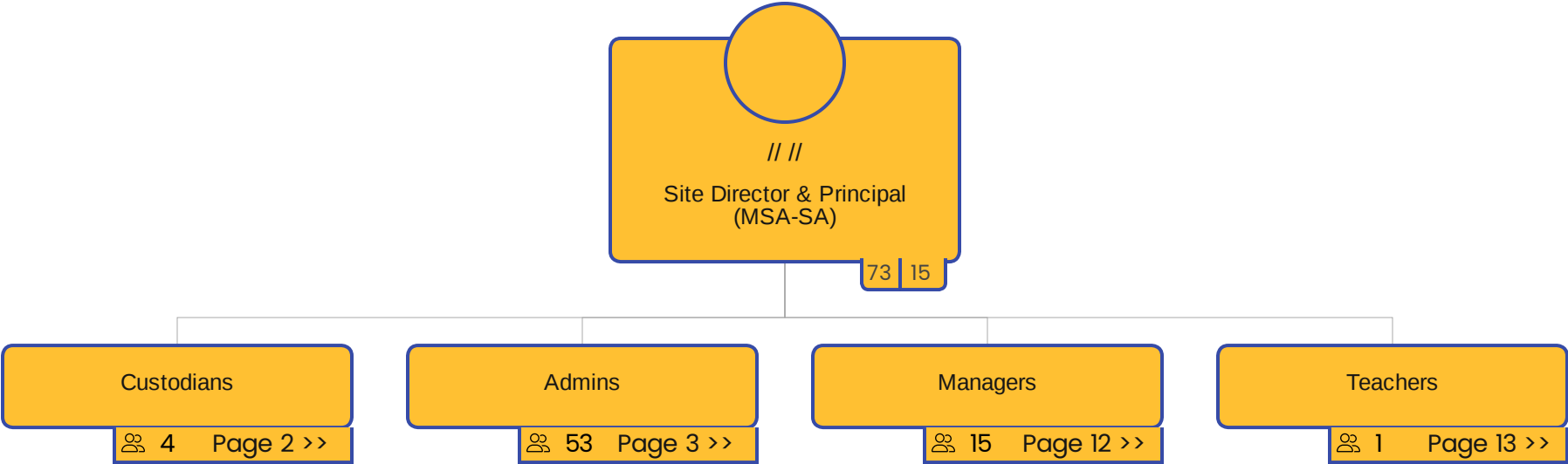


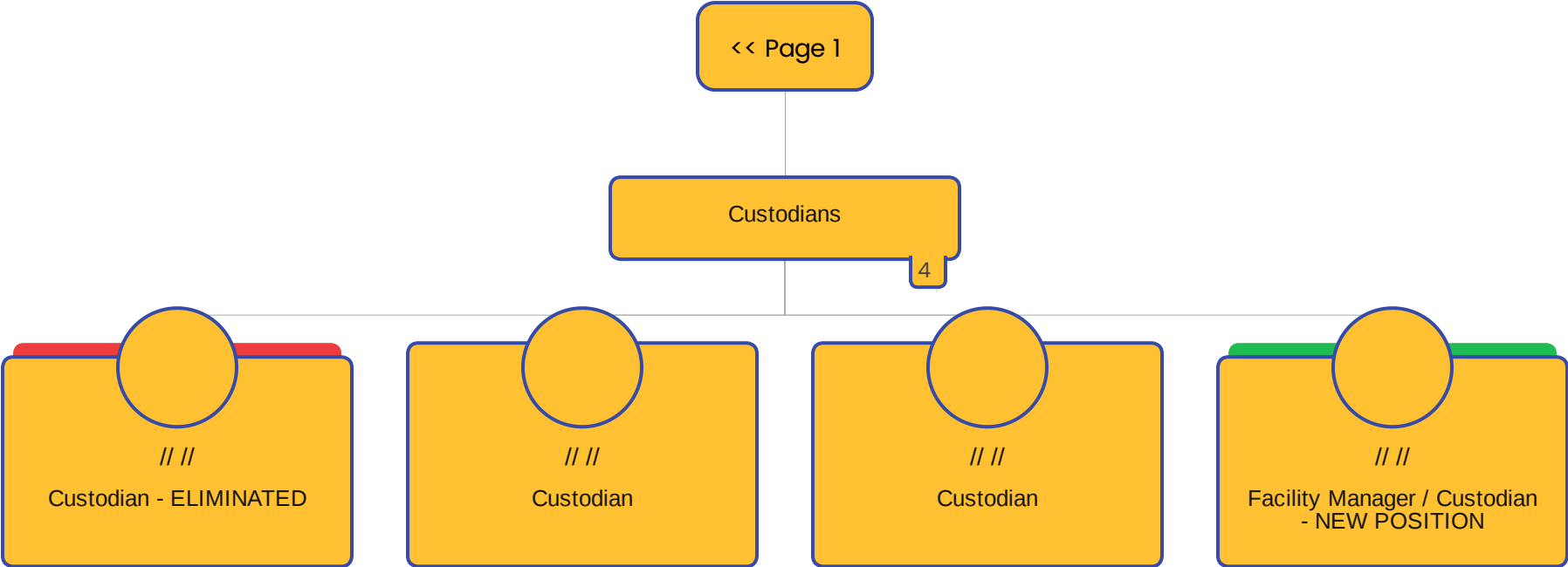


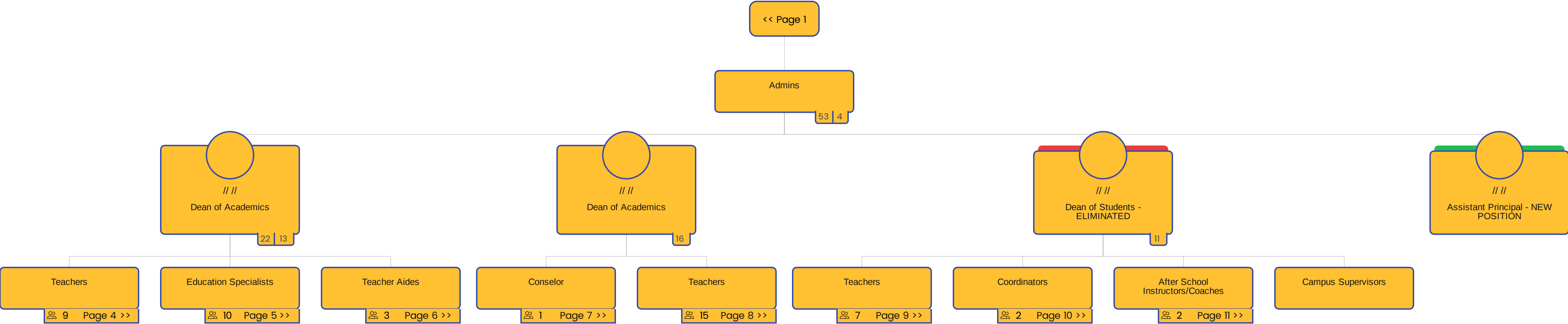


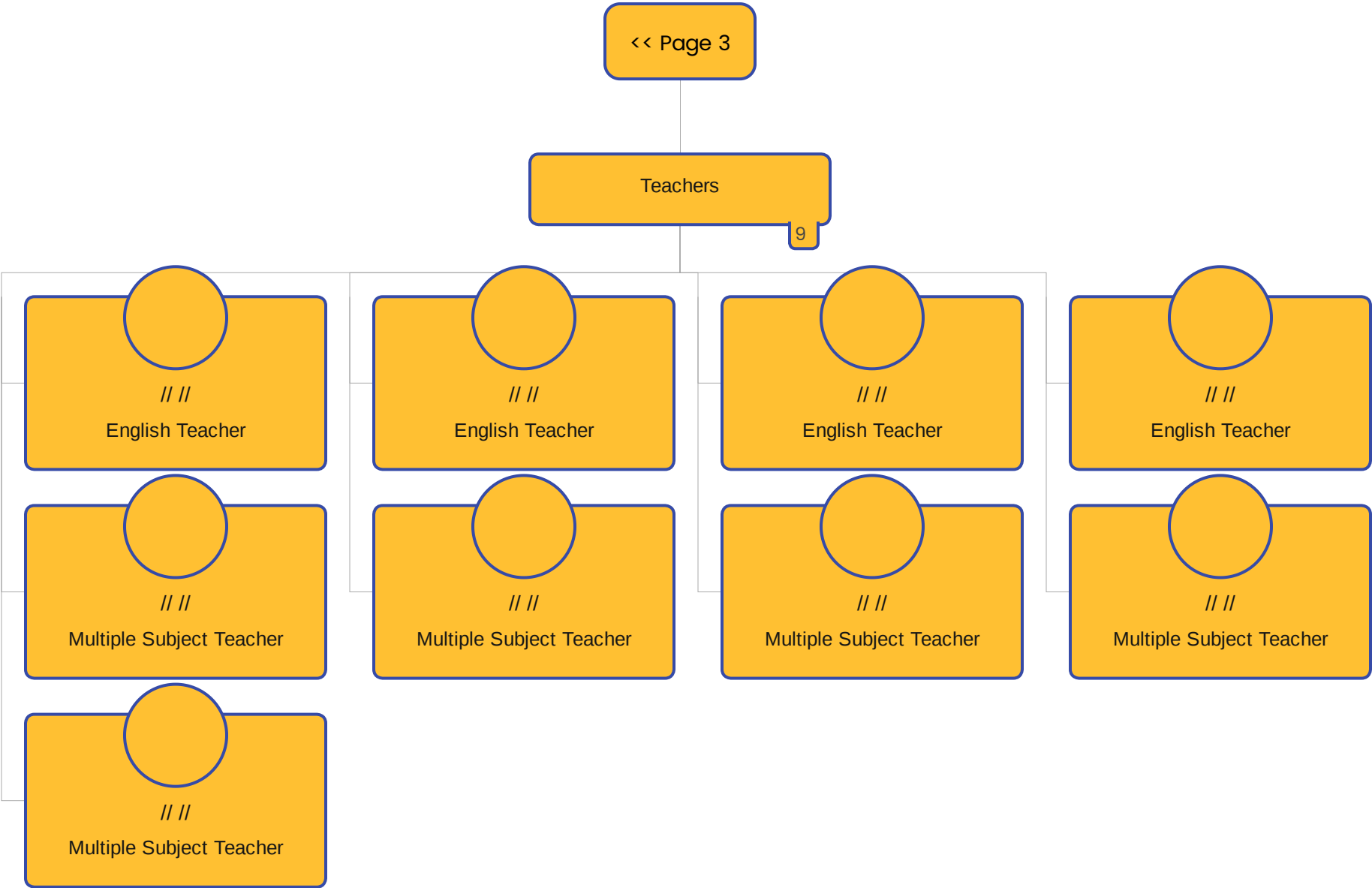


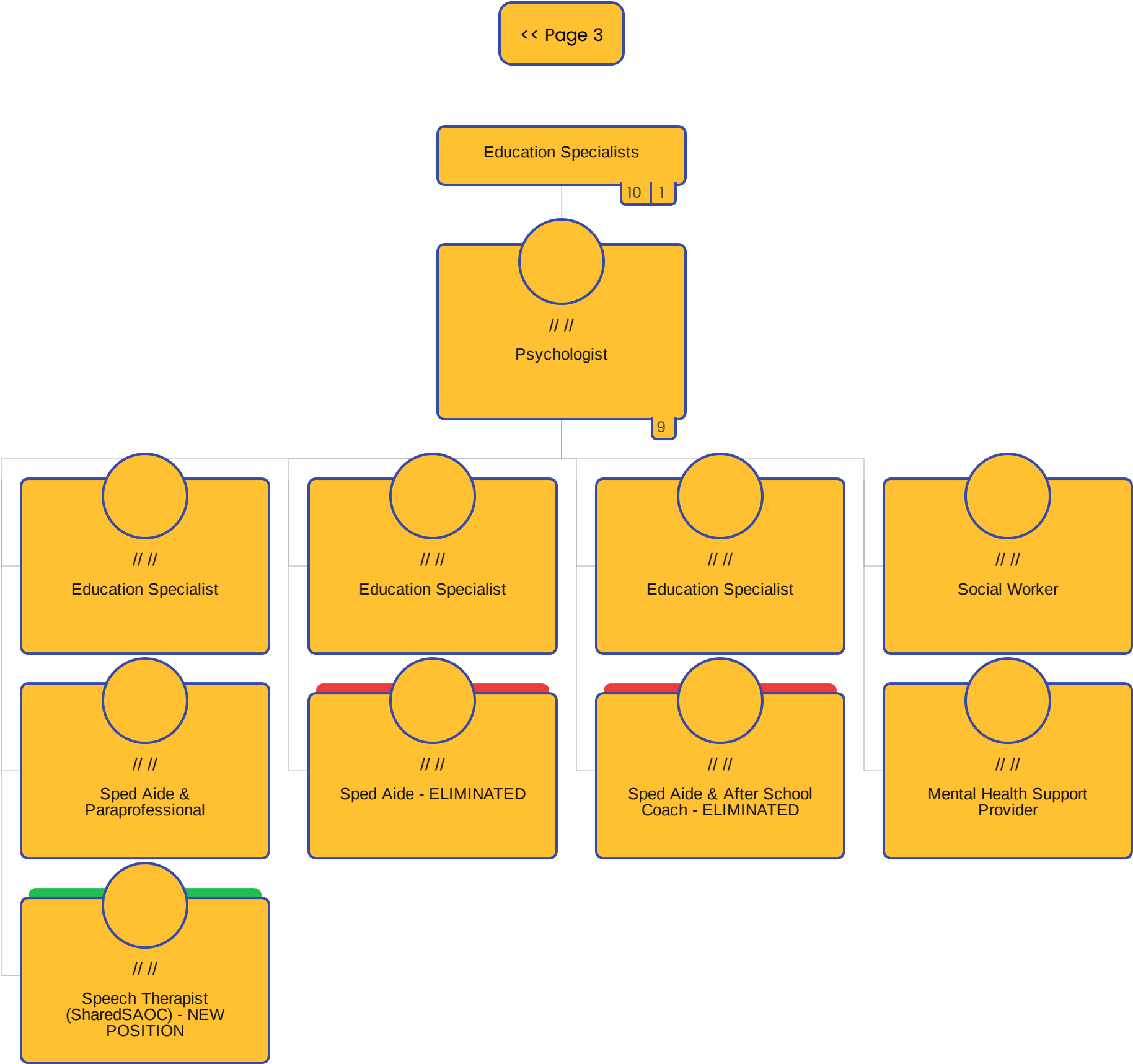


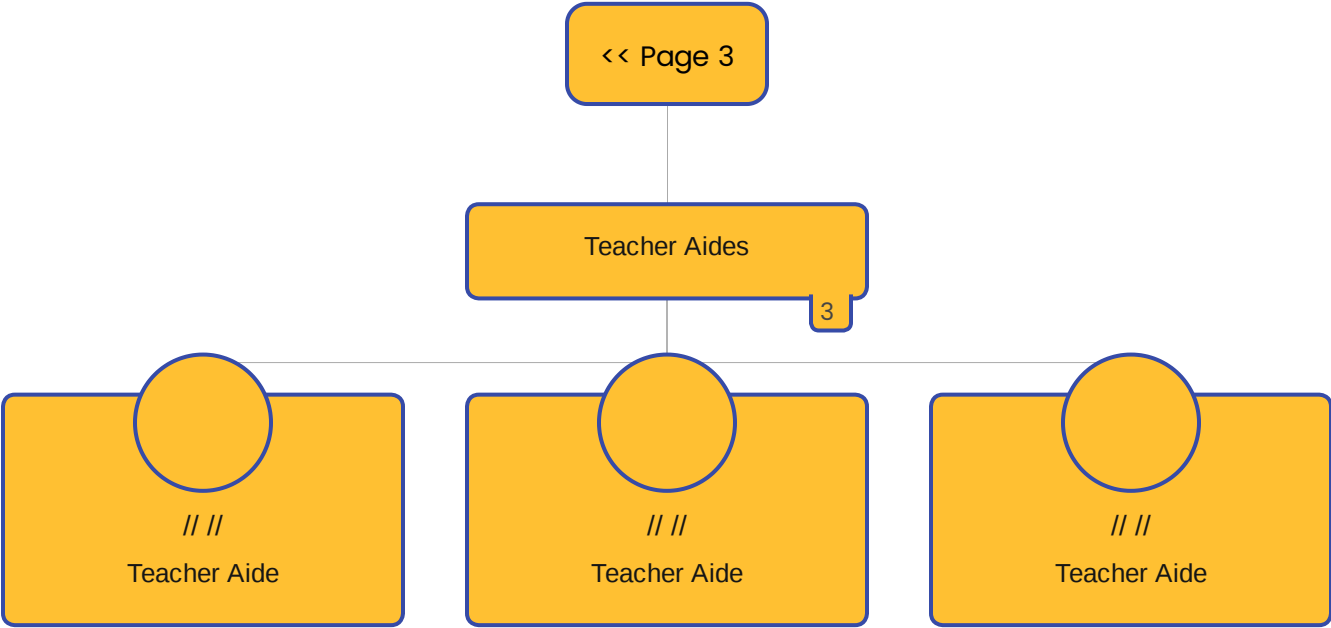


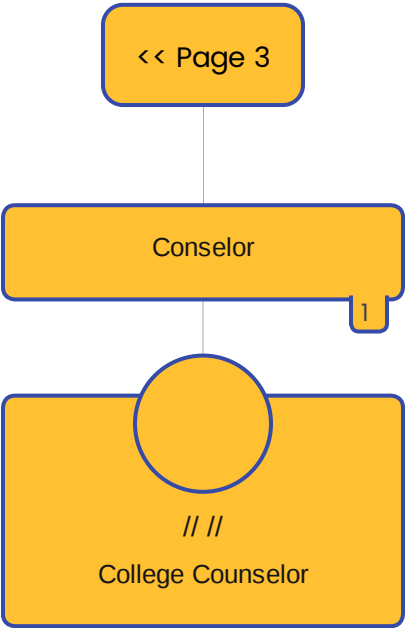


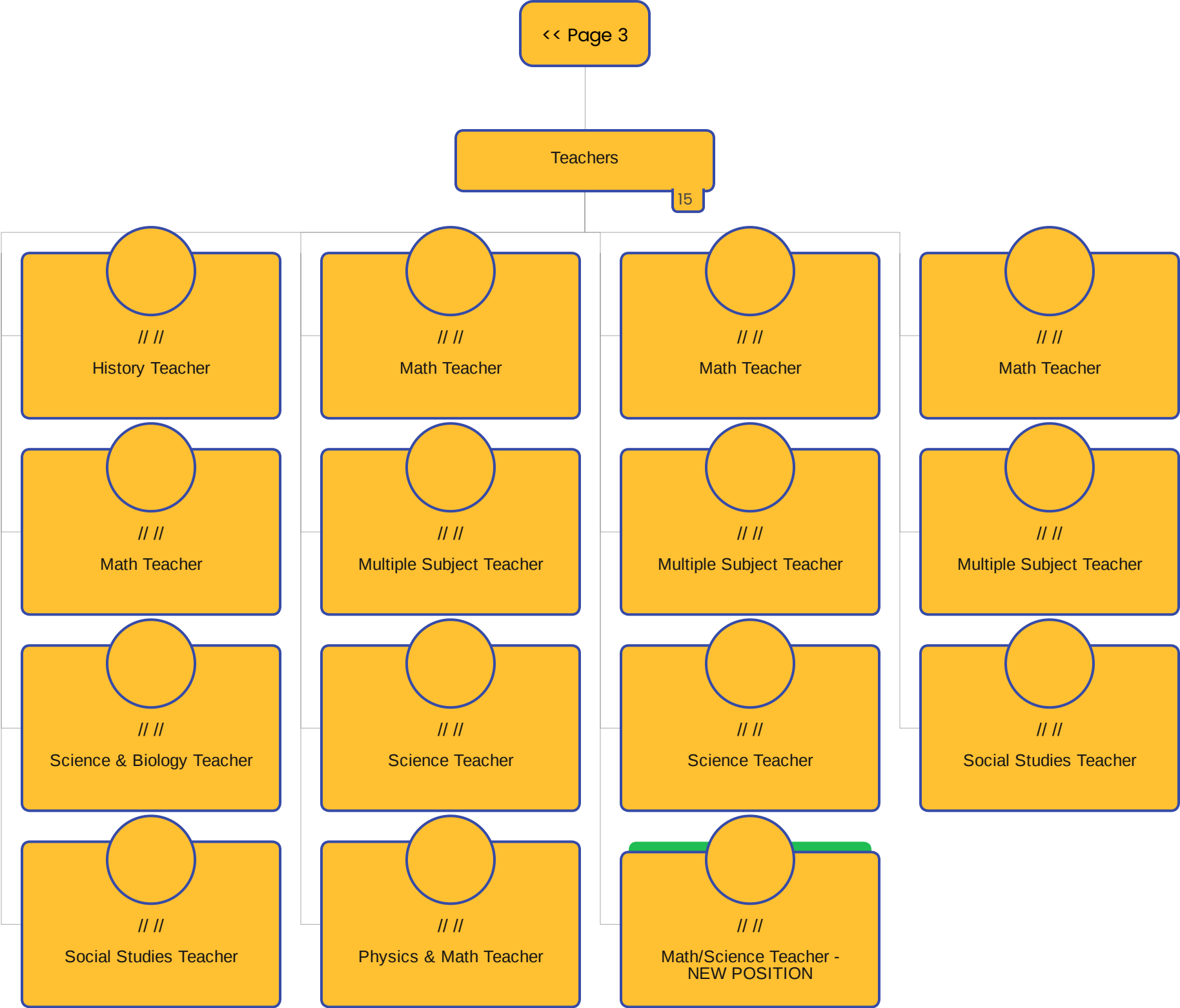


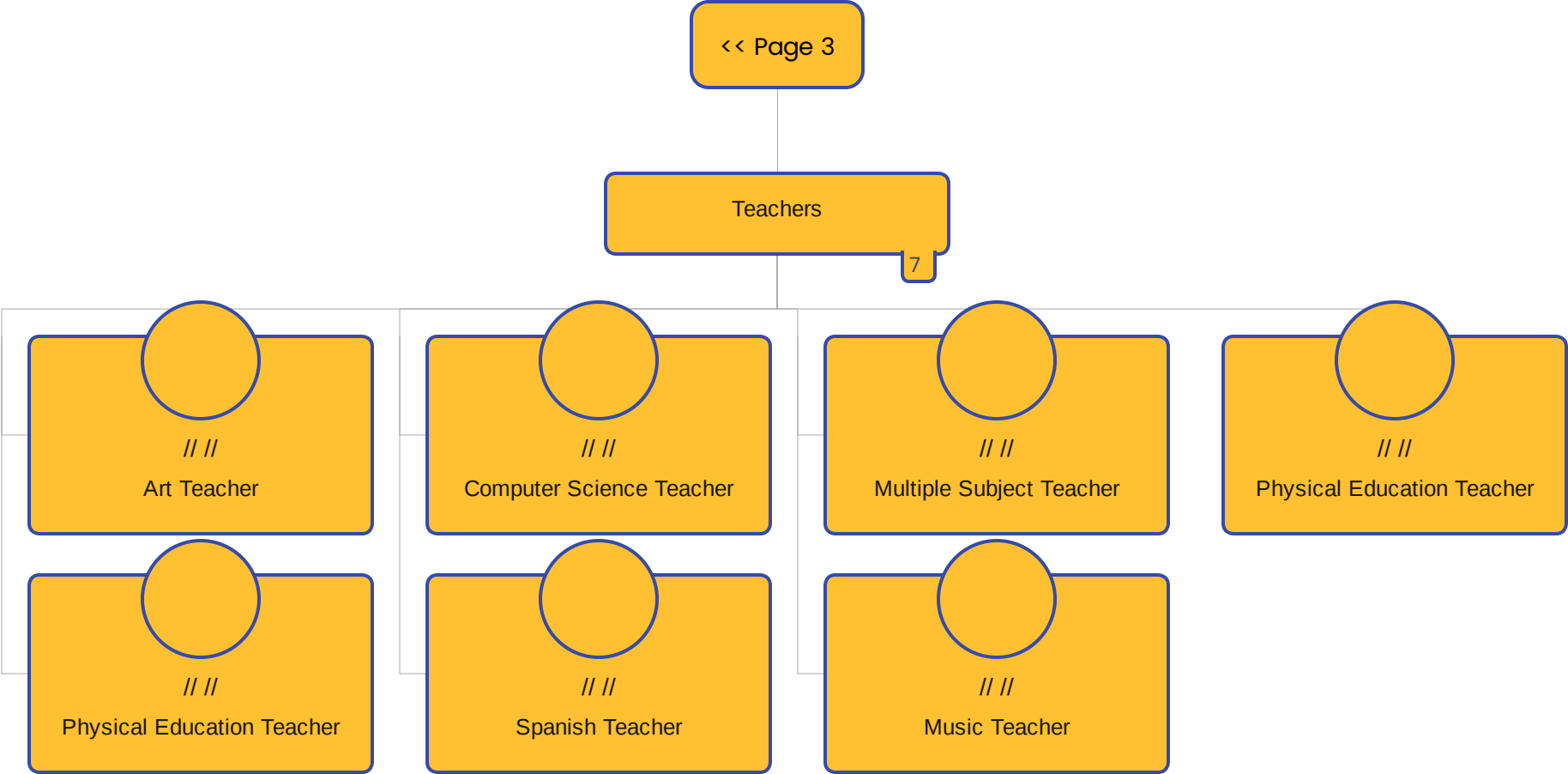


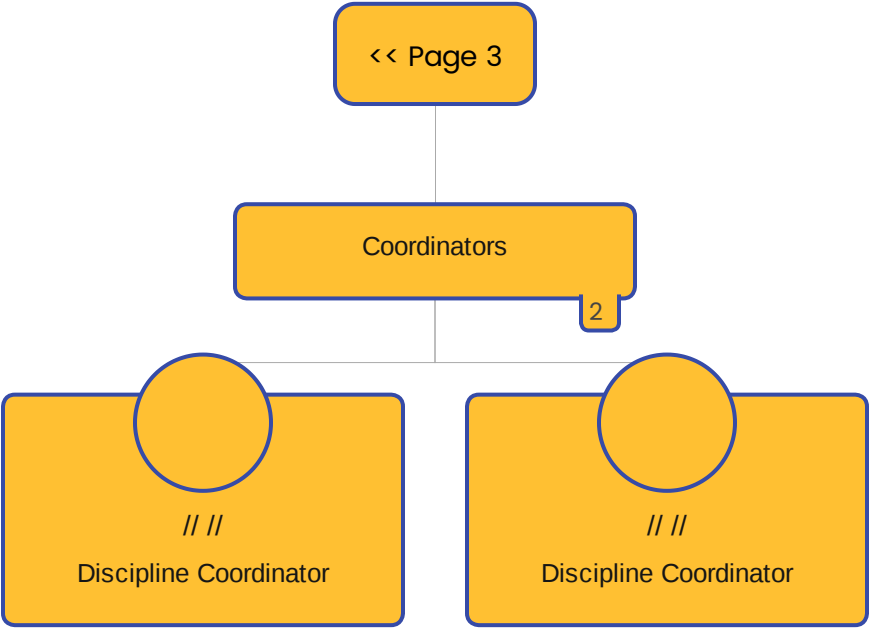


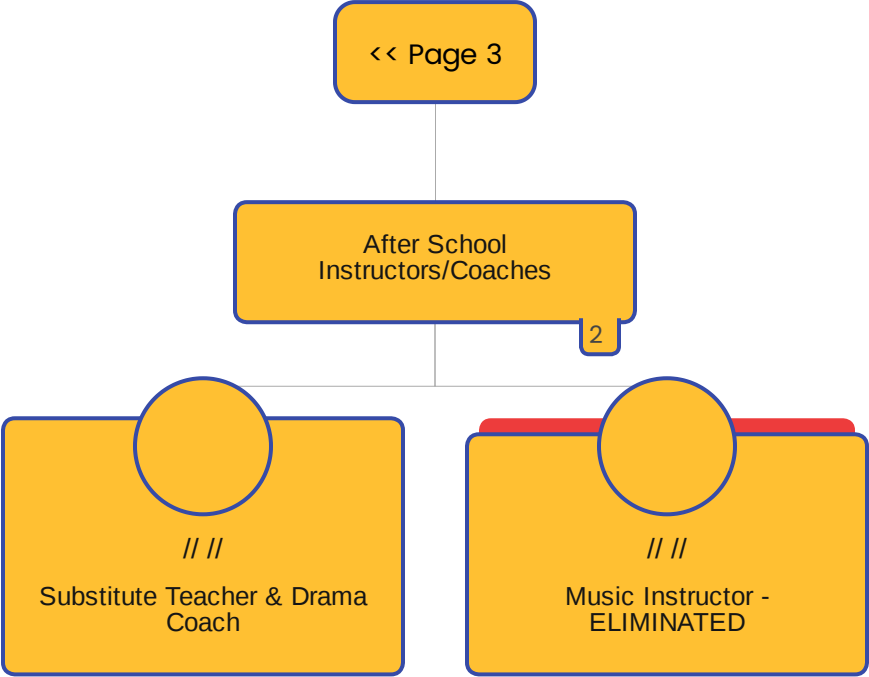


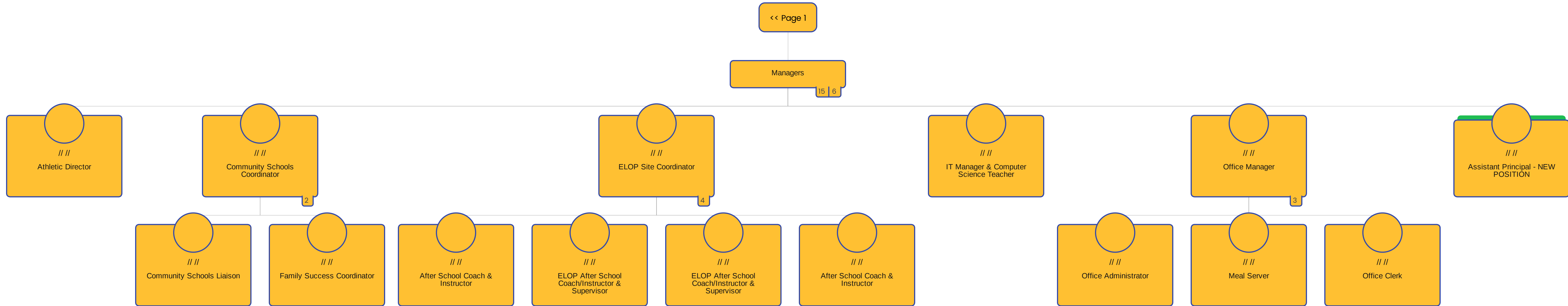


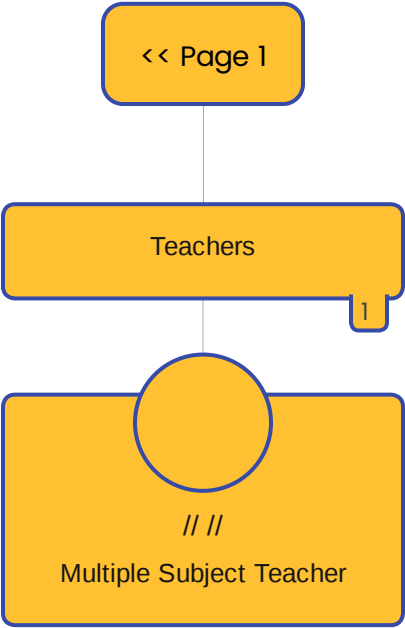


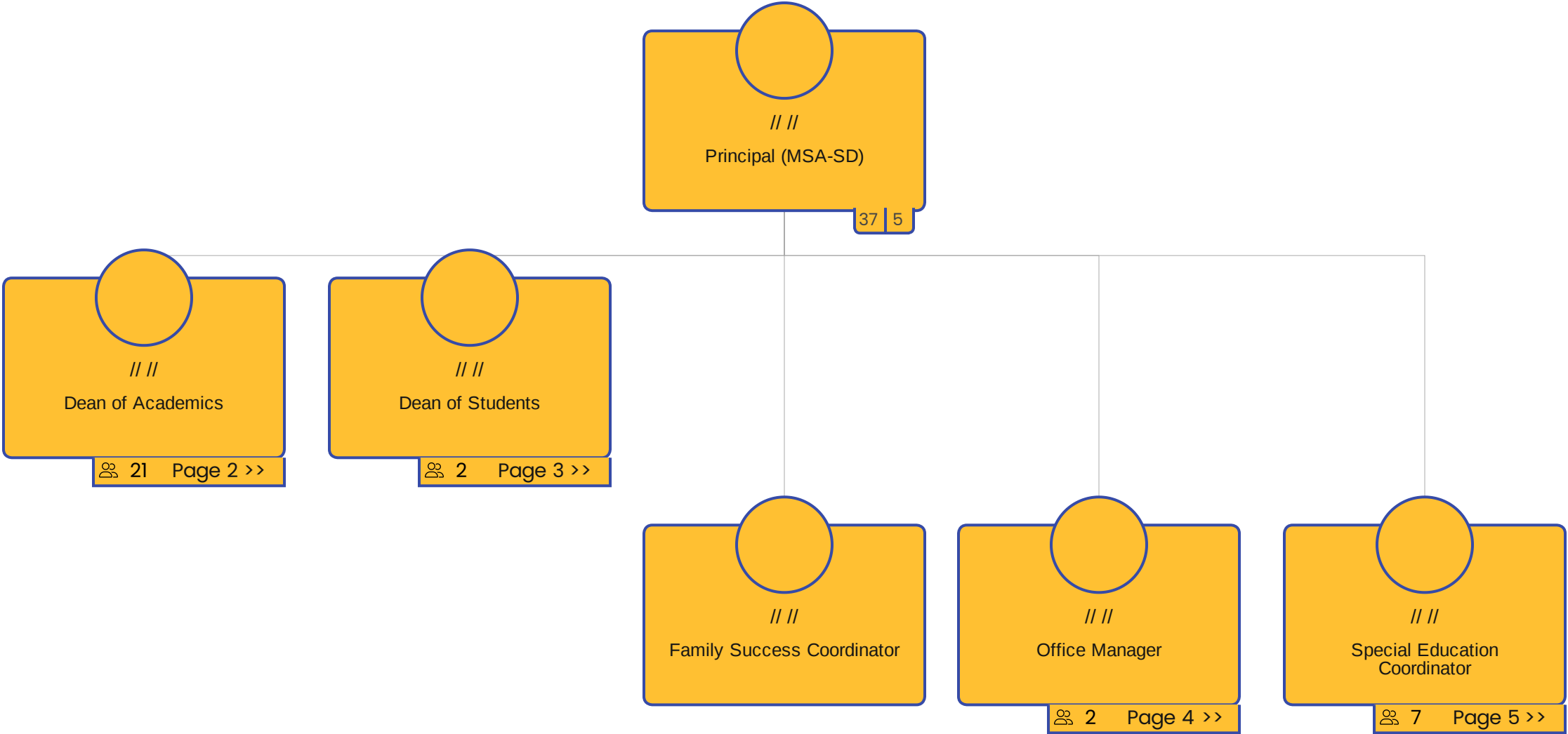


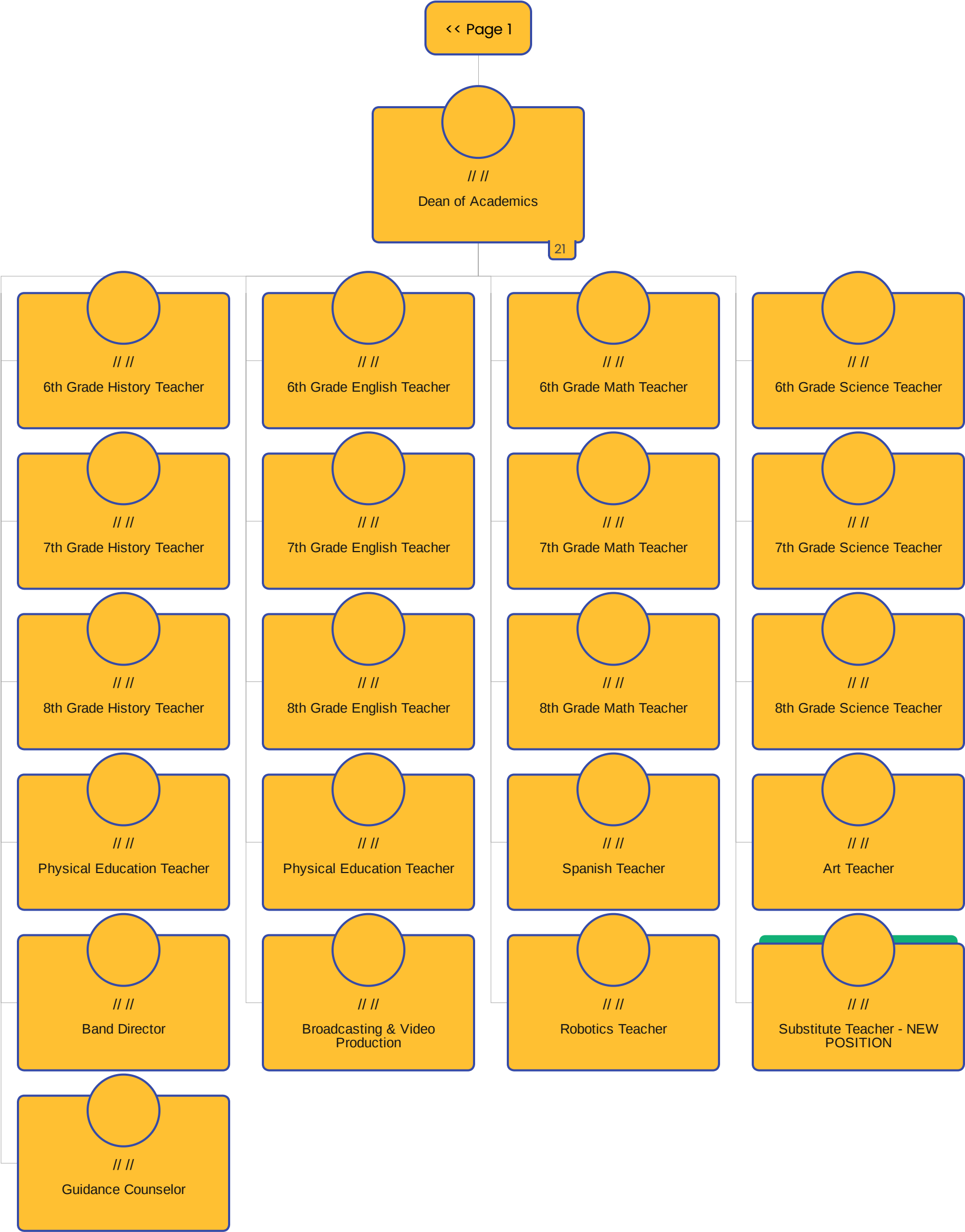


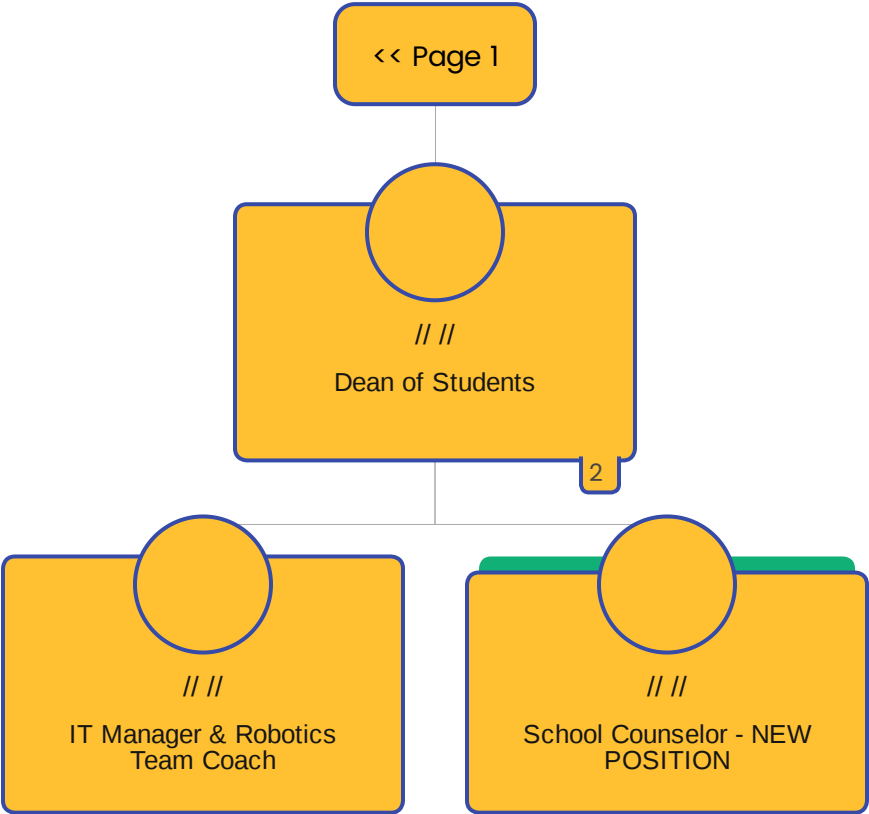


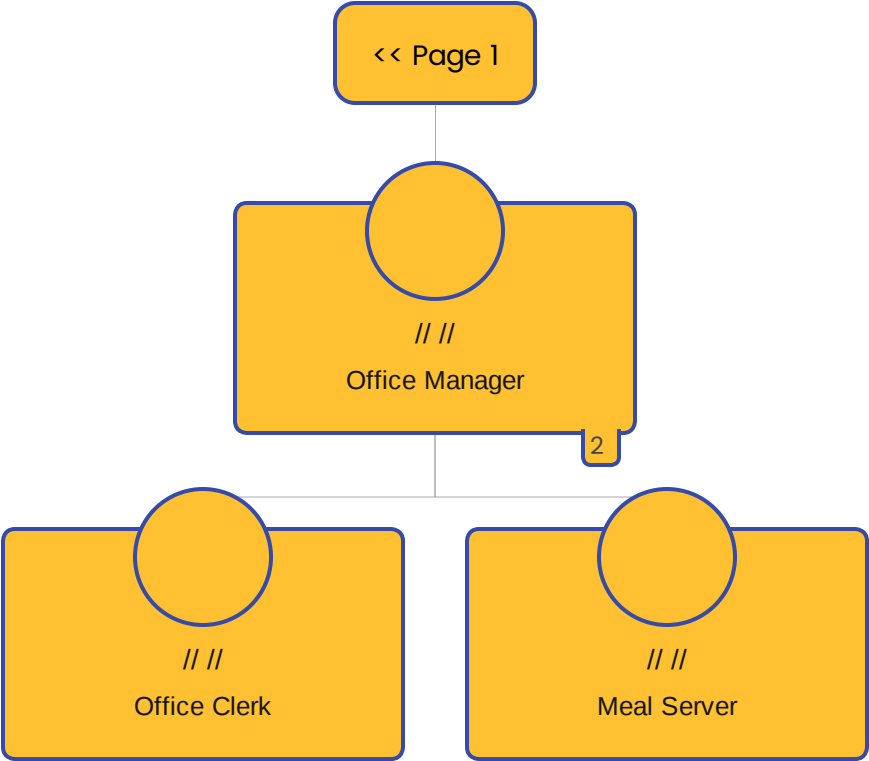


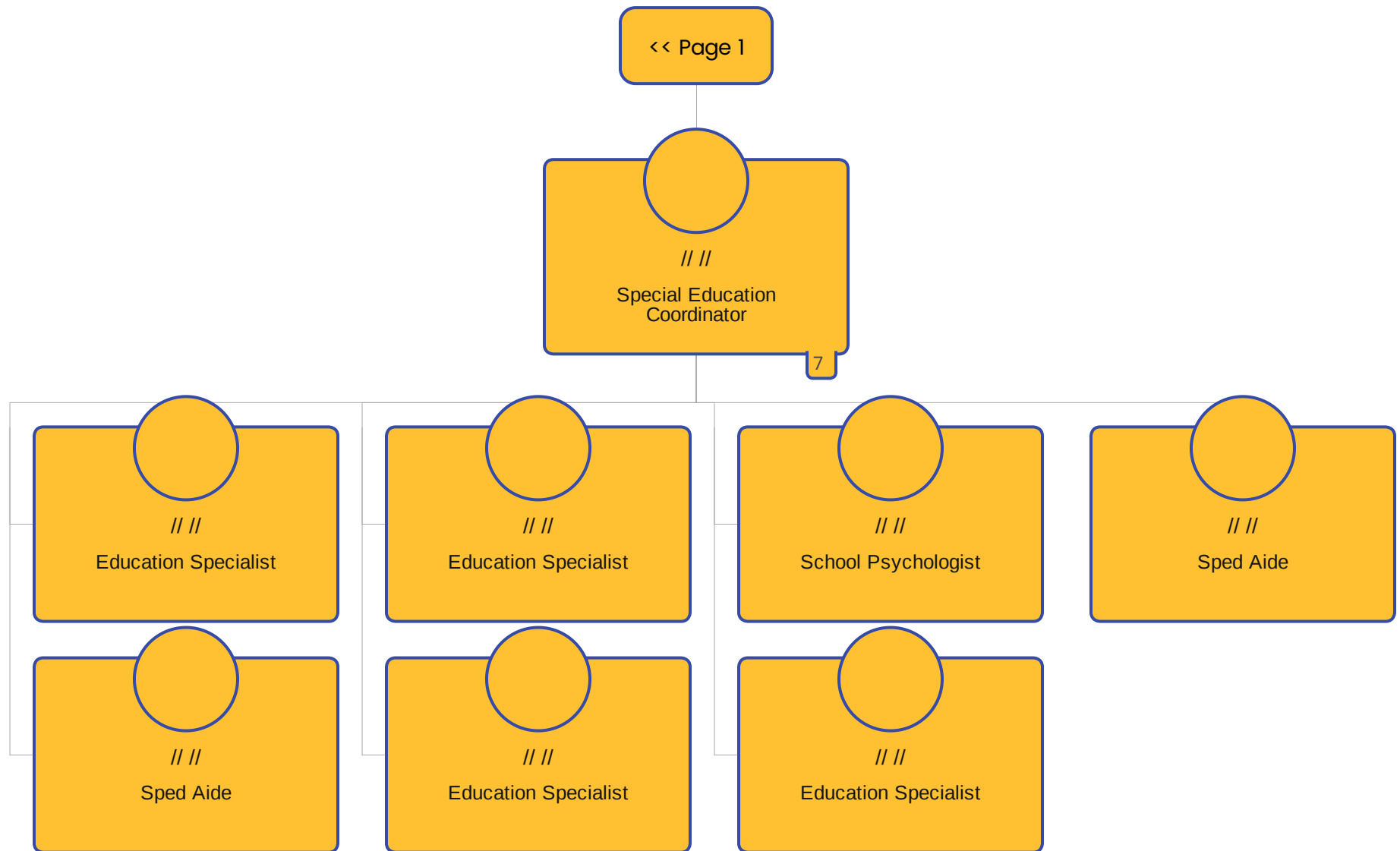












Director of STEM Programs

Position Type: Full-time Exempt- 12 months

Reports to: Chief Academic Officer and Senior Director of Educational Services

Location: Magnolia Public Schools (MPS) Home Office

Salary Range: \$95K-\$132K

Job Summary:

Magnolia Public Schools (MPS) is seeking a highly skilled and dedicated Director of STEM Programs to oversee and enhance the implementation of MPS's STEM curriculum across all school sites. Reporting to the Chief Academic Officer and the Senior Director of Educational Services, the Director will work directly with school administrators and teachers, providing classroom-based demonstrations, collaborative support, and professional development.

This position will lead and oversee the MPS STEAM Expo, Coordinate and lead the Innovations Committee for Magnolia Public Schools, and be responsible for developing an AI policy and AI framework for MPS. Additionally, the Director will manage and support the STEM-related TOSAs (Teachers on Special Assignment) within the organization.

Essential Duties and Responsibilities:

1. Program Coordination and Implementation

- Coordinate and support CMO-wide STEM initiatives through external partnerships, webinars, and professional trainers.
- Evaluate, refine, and implement STEM curriculum, resources, and instructional practices across school sites.
- Collaborate with school leaders to establish school-wide goals for STEM achievement and integration.
- Align STEM initiatives with state standards and MPS's strategic goals.

2. Instructional Support and Professional Development

- Research and share best practices in STEM instruction via coaching, demonstration lessons, workshops, and PD sessions.
- Facilitate professional development for teachers, administrators, and support staff on STEM and STEAM integration.
- Conduct school visits to provide instructional leadership and implementation support.
- Mentor and oversee STEM-focused TOSAs to ensure consistency and impact across all sites.

3. Innovation Leadership

- Lead the MPS Innovations Committee to identify and scale innovative learning approaches and digital strategies.
- Develop, implement and oversee a comprehensive AI in Education Framework for the MPS network.
- Collaborate with cross-functional teams to establish responsible AI usage policies and promote emerging technologies in learning environments.

4. STEAM Expo Oversight

- Plan, coordinate, and lead the annual MPS STEAM Expo, showcasing student innovation and interdisciplinary projects.
- Manage event logistics, vendor partnerships, marketing, and post-event evaluation.
- Promote student engagement and public visibility of STEM initiatives across MPS.

5. Data Analysis and Decision-Making

- Collect and analyze student achievement data in STEM subjects to identify trends and inform decisions.
- Provide reports and recommendations to leadership based on data analysis and instructional observation.
- Monitor progress on STEM program implementation and make adjustments to maximize impact.

6. Management and Administration

- Supervise and support STEM-related staff and TOSAs.
- Develop and maintain systems for program evaluation and progress reporting.
- Identify areas for improvement and implement effective, data-informed strategies.
- Ensure compliance with all applicable laws, codes, and policies governing instructional programs.

7. Professional Growth

- Stay current with research and trends in STEM education, instructional technology, and innovation.
- Participate in ongoing professional development and relevant conferences.
- Lead internal learning communities to promote best practices and collaboration in STEM fields.

Qualifications

Knowledge of:

- California Education Code, California Administrative Code, and MPS policies.

- Next Generation Science Standards (NGSS), Common Core State Standards (CCSS) for Mathematics, and integrated STEM frameworks.
- Instructional leadership, program evaluation, and curriculum design.
- Equity-centered practices, personalized learning, and project-based learning.
- Federal, state, and local education requirements related to instructional programs.
- Budget planning and program reporting systems.

Ability to:

- Lead complex, multi-site educational programs effectively.
- Analyze data and develop actionable strategies to improve student achievement.
- Communicate clearly and persuasively, both orally and in writing.
- Coach, develop, and manage instructional staff.
- Build positive, collaborative relationships with diverse stakeholders.
- Develop and manage program budgets, timelines, and deliverables.

Physical Abilities

- Work in an office and school setting with occasional travel between sites.
- Engage in presentations and interactive collaboration.
- Read documents and digital content.
- Operate a computer and standard office equipment.
- Possess a valid California Driver's License and be able to travel to all MPS locations.

Education and Experience

- Bachelor's degree in education, STEM-related field, or equivalent required; Master's degree preferred.
- Minimum 5 years of classroom teaching experience in grades 3–12 with a strong STEM background.
- Experience in curriculum development, instructional coaching, or school-wide program leadership.
- Administrative experience (e.g., site or district leadership) preferred.
- Demonstrated success in implementing instructional initiatives and leading cross-functional teams.
- Strong interpersonal, organizational, and communication skills.

Magnolia Public Schools

MISSION

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

VISION

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

Revised: May 2025

Senior Director of Educational Services

Reports to: Chief Academic Officer

Classification: Senior Leadership / Exempt-12 months

Salary Range: \$140K-\$155K

Position Summary

The **Senior Director of Educational Services** plays a critical leadership role in advancing Magnolia Public Schools' instructional vision and ensuring coherence and excellence across all academic programs from TK–12. Reporting to the Chief Academic Officer, this senior-level leader is responsible for developing, implementing, and continuously improving high-quality instructional services, professional development systems, and post-secondary readiness initiatives that align with state and federal mandates and MPS's mission of academic excellence and equity.

Essential Responsibilities

Instructional Leadership

- Provide strategic direction for TK–12 instructional programs across core content areas including English, Math, History, Science, Arts, Physical Education, and Electives.
- Conduct regular school visits to evaluate and support instructional effectiveness and curriculum implementation.
- Oversee teacher support systems, including induction programs, coaching, and professional growth plans.
- Strengthen emotional wellness and leadership capacity of educators through targeted development programs.
- Ensure site teams are well-prepared for authorizer and accreditation visits (e.g., WASC).
- Collaborate with Human Resources to ensure compliance with all teacher and paraprofessional credentialing requirements.

Teacher on Special Assignment (TOSA) Program

- Provide strategic oversight of the TOSA program including training, coaching, and evaluation.
- Coordinate professional development and scope & sequence planning sessions across all schools.
- Lead MPS-wide symposia and manage digital platforms for professional learning and communication.

- Guide the selection and alignment of instructional materials to California content standards and frameworks.

College & Career Readiness

- Lead the design and execution of a comprehensive TK–12 college and career readiness program.
- Supervise and guide college counselors and advisors across the MPS network.
- Develop metrics to assess the effectiveness of college/career initiatives and student post-secondary outcomes.
- Serve as the organizational liaison to post-secondary partners, higher education institutions, and workforce collaborators.
- Expand support for alumni, including event coordination, mentorship, and tracking of post-secondary progress.
- Oversee initiatives such as CTE, PSAT/SAT/ACT preparation, AP programs, and dual enrollment opportunities.

Strategic Contributions

- Ensure vertical and horizontal alignment of all instructional services with MPS's long-term academic goals.
- Lead cross-functional collaboration between school sites, the Home Office, and external partners to enhance student outcomes.
- Use data and research to inform decisions, evaluate program effectiveness, and foster a culture of continuous improvement.
- Support the development and execution of academic grant programs and their associated goals and expenditures.

Qualifications

- Proven experience leading educational services in a network, district, or CMO setting.
- Deep knowledge of K–12 instructional systems, teacher development, and college readiness programming.
- Demonstrated capacity to lead through influence, manage cross-functional teams, and operationalize strategic initiatives.

Administrative Assistant, Academic

Reports to: Chief Academic Officer

Location: Magnolia Public Schools (Home Office)

Position Type: Full-Time (12 months, 40 hours/week)

Compensation: \$28–\$33 per hour (non-exempt)

About Magnolia Public Schools

At Magnolia Public Schools (MPS), we believe in nurturing the minds and hearts of students through high-quality instruction, innovation, and care. Our schools are collaborative, mission-driven environments that prepare students for success in college, career, and life. Join a team that thrives on creativity, equity, and the pursuit of excellence.

Position Overview

We're seeking a proactive and highly organized **Administrative Assistant** to support the Chief Academic Officer and the broader Academic Team. This role is ideal for someone who is detail-oriented, thrives in fast-paced environments, and enjoys being the connective thread behind impactful educational work. You will play a key role in helping our academic services operate smoothly, enabling leaders and educators to focus on what matters most—student success.

Key Responsibilities

Operational & Administrative Support

- Coordinate calendars, schedule meetings, manage travel logistics, and support day-to-day planning for the CAO and academic team members.
- Prepare meeting agendas, capture detailed notes, and follow up on action items with a focus on clarity and accountability.
- Manage email and correspondence flows, ensuring timely communication internally and externally.
- Maintain digital and physical filing systems to support transparency and access across teams.
- Assist with materials preparation and logistics for school visits, professional development sessions, and academic events.

Academic Program Coordination

- Serve as the primary liaison for the summer school program, supporting planning, communications, and implementation.
- Support curriculum procurement and train academic leaders (e.g., Deans of Academics) on how to access instructional platforms and resources.
- Provide logistical and clerical support for authorizer oversight visits and Board Academic Committee meetings.
- Accompany academic team members to school sites to provide support during leadership meetings and PD sessions.

Team & Culture Building

- Actively contribute to an inclusive and efficient work culture where team members feel supported, seen, and valued.
- Manage catering, scheduling, and setup for monthly home office and network-wide meetings.
- Embrace innovation by learning new tools and processes that streamline workflows and promote collaboration.

Qualifications

- Bachelor's degree preferred.
- Minimum 5 years of relevant experience supporting senior leaders or teams, ideally in an educational or mission-driven environment.
- Excellent communication, organizational, and time-management skills.
- Ability to anticipate needs, take initiative, and adapt to changing priorities.
- Proficiency with Google Workspace, Zoom, and modern communication platforms.

Work Conditions

- Routine use of digital technology, including frequent keyboarding and screen time.
- Occasional lifting of light materials (under 30 lbs) and travel to local school sites.
- Rare exposure to occupational or environmental risks.

Why Join Us?

MPS values your growth, voice, and well-being. As a member of our team, you'll have the opportunity to learn, contribute, and thrive in a community that is committed to educational equity, innovation, and joyful learning.

Coversheet

Approval of Addendum to the Strategic Services Agreement with MGT Impact Solutions, LLC

Section:	V. Action Items
Item:	C. Approval of Addendum to the Strategic Services Agreement with MGT Impact Solutions, LLC
Purpose:	Vote
Submitted by:	
Related Material:	V_C_Addendum Agreement with MGT.pdf



Agenda Item:	V C: Action Item
Date:	May 22, 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, MPS Deputy Superintendent
RE:	Addendum to the Strategic Services Agreement with MGT Impact Solutions, LLC

Action Proposed:

I move that the Board approve an addendum to the existing Master Services Agreement with MGT Impact Solutions, LLC to support the development of Magnolia Public Schools 2030 Strategic Plan.

Purpose:

To secure board approval to extend MGT’s current agreement to include strategic planning services as outlined in their updated May 1, 2025 proposal, enabling the co-development of MPS’s five-year strategic plan.

Background:

In August 2024, MPS entered into a Master Services Agreement with MGT to support project management for network growth implementation. That initial engagement concluded in January 2025. The current agreement remains in effect and allows for additional scopes of work to be incorporated through addenda.

MGT has since submitted a new proposal to facilitate the development of the MPS 2030 Strategic Plan. This next phase builds upon the foundational work already completed and leverages MGT’s prior experience supporting MPS initiatives.



Analysis:

The updated proposal outlines a three-phase approach:

1. **Organizational Visioning** (May–August 2025)
2. **Strategic Plan Design** (August–October 2025)
3. **Plan Socialization and Implementation Support** (October–November 2025)

The deliverables include stakeholder engagement findings, a finalized internal-facing strategic plan, and a high-level implementation roadmap. MGT will continue to coordinate with MPS leadership and community stakeholders to ensure alignment, feasibility, and sustainability of the plan.

Impact:

The 2030 Strategic Plan will serve as the central roadmap for decision-making, prioritization, and resource alignment across the MPS network. It supports long-term growth, codification of academic excellence, and continuous improvement efforts aligned with MPS's mission and values.

Budget Implications:

Total cost of the proposed services is **not to exceed \$200,000**, including up to \$10,000 in reimbursable expenses. This expenditure is accounted for in the Home Office strategic initiatives budget for 2025-26 and aligned with planned investment in organizational development.

Exhibits:

- MGT Strategic Planning Proposal – May 1, 2025
- Draft Addendum to Master Services Agreement
- Original MSA with MGT – August 23, 2024



To: Alfredo Rubalcava, CEO and Superintendent, Magnolia Public Schools
Fr: Collin Moore, Senior Vice President, MGT
Re: Magnolia Public Schools 2030 Strategic Planning Support
Date: May 1, 2025

I. Project Overview

About MGT

MGT is a strategic partner to multiple cities, states, school districts, and local and national philanthropists in their efforts to grow the number of high-quality and independently governed schools, including both public charter schools and private schools participating in choice programs, as a central part of a strategy to transform education and life outcomes for students and families across the United States. Through this work, we have developed an approach that blends rigorous analysis and context-specific strategy development. To date, we have used this approach to support our partners' transformation to systems of autonomous schools across the country.

Project Summary and Objectives

Magnolia Public Schools is a network of 10 schools with ~3,900 students in Los Angeles, Orange County and San Diego. Since its inception in 1997, Magnolia Public Schools has been committed to constant improvement and innovation. Currently, the organization is working towards a bright future with four new Orange County TK-12 schools on the horizon - creating opportunities for ~2600 additional students to experience the high-quality, college preparatory STEAM educational experience and safe and nurturing community that Magnolia schools provide. To sustain its ongoing success, Magnolia's executive team is looking to articulate and align on a clear 5-year strategy for the organization that will help prioritize its work and resources. In support of this effort, MGT proposes a phased approach, outlined in the following sections, to support Magnolia's executive team in co-creating a clear and compelling 5-year strategy with clear sequencing and measures of success.

Across all project phases, the MGT team will provide high-quality project management including a robust project plan, regular core team check-ins, and weekly progress updates.

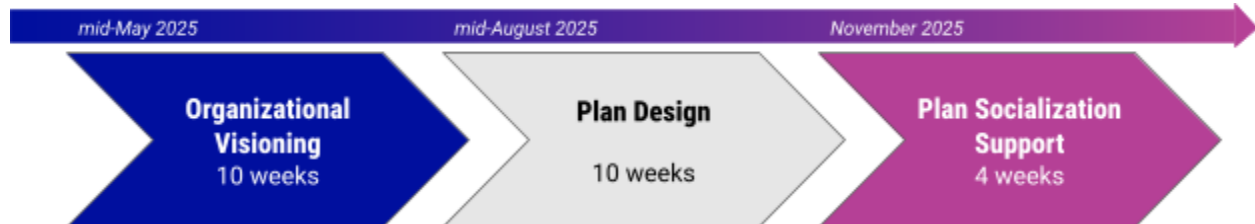
By delivering upon these workstreams, the project will track toward the following broad objectives:

- Establish a common fact base as a starting point for strategy development
- Develop a compelling 5-year strategy with clear sequencing and measures of success



- Support 5-year strategic plan socialization efforts to ensure board and staff alignment

II. Project Approach and Timeline



Our proposed approach encompasses 3 phases and would last approximately 6 months from mid-May through mid-November 2025, with a 3-week pause between June 30 and July 18 to align with Magnolia's home office summer vacation schedule. Please see below for descriptions of the major phases of this work, including key activities and deliverables.

Phase 1: Organizational Visioning (May 19 - August 15, 2025, with a 3-week pause June 30 - July 18)



Goal: Establish a common fact base and co-create strategic priorities with Magnolia's executive team informed by the current state of the organization.

Key Actions

- Hold a kick-off meeting with Magnolia's leadership to align on our guiding vision for the strategic plan, refine project plan, finalize approach, define key internal and external stakeholders, and align on desired project outcomes.
- Gather and review existing documents and data such as current and historic strategic planning documents, program descriptions, budgets, and other organizational artifacts that provide insight into current state operations such as:
 - CEO metrics and strategic plans
 - Home Office surveys and MTSS LEA self-assessment
 - WASC documents, charter petitions, and LCAP plans
 - CSGF MPS support plan and investment thesis (Spring 2024–June 2025)
 - Growth and Goals Plans (GGPs) presented to the Board
 - TeachBoost goals for instructional improvement
 - Attuned/InField instructional priorities and project management plan



- Conduct targeted engagement with students, families, and staff to collect input, identify pain points, and synthesize key themes. Engagement will include questions on the home office organizational structure. Engagement strategies will include:
 - Feedback surveys for students and families (separate)
 - Focus groups for families, teachers, and principals (separate, one per stakeholder group)
 - Interviews with staff (up to 10)

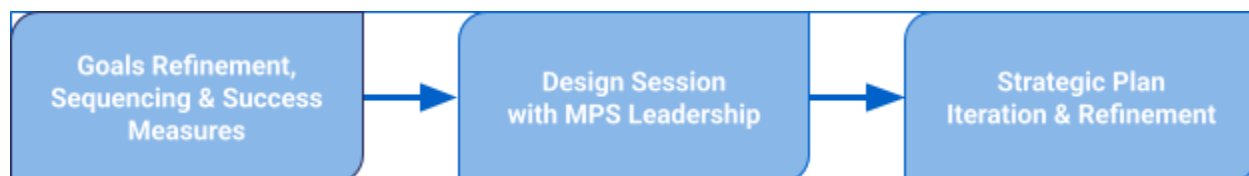
Note: The project team will work with the CEO and Deputy Superintendent to determine the best way to engage the Board, as well as to identify and activate the most appropriate project Steering Committee structure.

- Review and align on a common fact base of current state operations and co-create preliminary recommendations and strategic hypotheses with Magnolia's executive team.

Deliverables

- Project plan (incl. key meetings calendar)
- Student, family and staff engagement protocols and findings synthesis
- Fact pack on current state operations
- Synthesis from stakeholder engagement
- Summary of stakeholder feedback on home office organization
- Preliminary recommendations and strategic hypotheses

Phase 2: Plan Design (August 18 - October 24, 2025)



Goal: Develop a full, internal-facing strategic plan outlining Magnolia's core priorities along with aligned subgoals, actions, and measures of success.

Key Actions

- Prepare for and facilitate a design session with Magnolia's executive team to refine preliminary 5-year strategy
- Develop a detailed strategic plan document (PowerPoint) including the following key elements:
 - Executive summary
 - Mission and vision
 - Near- and long-term objectives/strategic priorities
 - Key initiatives and rationale behind each priority
 - Milestones and achievements to date
 - Performance measures



- Others as identified
- Present the strategic plan to Magnolia's executive team for feedback and revise and iterate on the plan.
- Engage with other key stakeholders, as needed, to build sustained buy-in for the strategic plan and solicit additional input on key initiatives in the strategic plan.

Deliverables

- Design Session facilitation materials and execution
- 2030 Strategic Plan draft (PowerPoint)

Phase 3: Plan Socialization Support (October 27 - November 21, 2025)



Goal: Finalize Magnolia's 5-year strategy and assist the Magnolia executive team in preparing for successful and sustainable strategic plan implementation.

Key Actions

- In collaboration with Magnolia, finalize the strategic plan document (PowerPoint)
- Support internal change management through communications materials, decision making rationale, co-creation and meeting facilitation, and ongoing stakeholder engagement.
- Develop a high-level implementation roadmap that includes:
 - Workstream owners
 - Key plan actions and timelines
 - Target metrics for strategic priorities
 - Regular touchpoints to revisit and adjust the plan as new information becomes available

Deliverables

- 2030 Strategic Plan (PowerPoint)
- Materials creation as needed to support stakeholder engagement and internal change
- High-Level Implementation Roadmap (Excel)
- Strategy Stepback Protocol

III. Team, Duration and Cost



From mid-May to mid-September 2025, MGT will staff a team led by Collin Moore as a Senior Advisor and Tanya Pramatarova as the Engagement Manager that will include a project manager and two consultants to complete all project activities and deliverables. The team will complete all project activities and deliverables at a total cost of \$190,000. Reasonable, approved expenses up to \$10,000 are included to account for the logistical costs associated with the in-person design session during Phase 2 of the project.



IV. Appendix: Bios for Team Leaders

Collin Moore (Senior Vice President, MGT) | Collin specializes in policy design, implementation, change management, and execution of large-scale initiatives for cities, districts, and states. Collin's background is in law, policy, and education. Collin has worked closely with leaders in state and local education agencies. Collin graduated from NYU Law School and currently lives in Seattle. He is committed to transforming the public education delivery system to provide exciting, enriching, and innovative options for all students.

Tanya Pramatarova (Director, MGT) | Tanya's experience at MGT spans a diverse set of clients and complex projects, including strategy development and implementation for a national education nonprofit, project management and coordination for a large urban school district, and academic program evaluation management for a national foundation. Tanya also led the team that partnered with MPS earlier in the academic year to provide project management oversight of all consulting support across key functions. Prior to joining MGT, Tanya was a leader in the Enrollment Services department of Denver Public Schools where she managed the execution of Denver's nationally recognized one-application, one-deadline SchoolChoice process, and before that, she was a Manager of Special Projects for the COO, leading cross-departmental long and short-term process improvement projects aimed at improving transportation service levels. Tanya started her career in management consulting, spending six years with Deloitte, where she focused on strategy and operations for retail and social impact clients. She holds a Master in Business Administration from The Kellogg School of Management at Northwestern University, a Master of Educational Leadership from The Broad Center and a Bachelor of Arts in Economics from Williams College.

**AMENDMENT NO. 1
DATED MAY 22, 2025
TO THE
MASTER SERVICES AGREEMENT
DATED AUGUST 23, 2024**

This **AMENDMENT NO. 1** (“Amendment”), made as of May 22, 2025 (“Amendment Effective Date”), is entered into by and between **Magnolia Public Schools** (“Client”), and **MGT Impact Solutions, LLC** (“MGT”), and amends the Master Services (“Agreement”), dated August 23, 2024. Upon the execution of this Amendment, the terms of this Amendment are incorporated into the Agreement in their entirety by this reference.

WHEREAS, the parties entered into the Agreement whereby MGT would perform services for a term beginning on August 23, 2024. If necessary, the Agreement could be amended at the mutual agreement of both parties by the execution of a written Amendment, to be attached and incorporated therein.

WHEREAS, the parties now wish to amend the Agreement to reflect an extension of the term, the inclusion of an additional scope of services, and the associated cost of the additional scope.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and, in the Agreement, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree to amend the Agreement as follows:

1. Extended Term

The term of the Agreement shall be extended through November 30, 2025.

2. Additional Scope and Compensation

The Agreement is hereby amended to include the Statement of Work #2 in Exhibit A-1, which details an additional scope of services and its associated fee. Exhibit A-1 is hereby incorporated into and made a part of the Agreement as if fully set forth therein.

All other terms and conditions of the Agreement will remain in full force and effect. In the event of a conflict between any term of this Amendment and the terms of the Agreement, the terms of this Amendment shall control.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed and delivered this Amendment as of the Effective Date, whereupon this Amendment shall become effective as of such Effective Date.

MGT IMPACT SOLUTIONS, LLC

MAGNOLIA PUBLIC SCHOOLS

By: _____

By: _____

Name: A. Trey Traviesa

Name: _____

Title: Chief Executive Officer

Title: _____

Date: _____

Date: _____

**EXHIBIT A-1
STATEMENT OF WORK #2**

As of May 22, 2025 (“SOW Effective Date”), MGT Impact Solutions, LLC (“MGT”) and Magnolia Public Schools (“Client”) execute this Statement of Work #2 (“SOW”) pursuant to the Master Services Agreement between the Parties dated August 23, 2024.

1. SCOPE

MGT shall provide additional services in accordance with the attached *Magnolia Public Schools 2030 Strategic Planning Support* proposal dated May 1, 2025 (the “Services”). The attached proposal is hereby incorporated by reference into this SOW.

2. PERIOD OF PERFORMANCE

The term of this SOW begins on the SOW Effective Date and terminates November 30, 2025.

3. COMPENSATION AND REIMBURSEABLE EXPENSES

The total fee for the Services described above shall not exceed \$200,000. This fee is inclusive of up to \$10,000 in reimbursable expenses. MGT shall invoice the Client monthly. Payment shall be due within thirty (30) days of Client’s receipt of invoice.

MGT IMPACT SOLUTIONS, LLC

MAGNOLIA PUBLIC SCHOOLS

By: _____

By: _____

Name: A. Trey Traviesa

Name: _____

Title: Chief Executive Officer

Title: _____

Date: _____

Date: _____



To: Alfredo Rubalcava, CEO and Superintendent, Magnolia Public Schools
Fr: Collin Moore, Senior Vice President, MGT
Re: Magnolia Public Schools 2030 Strategic Planning Support
Date: May 1, 2025
STRICTLY CONFIDENTIAL DRAFT

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About MGT

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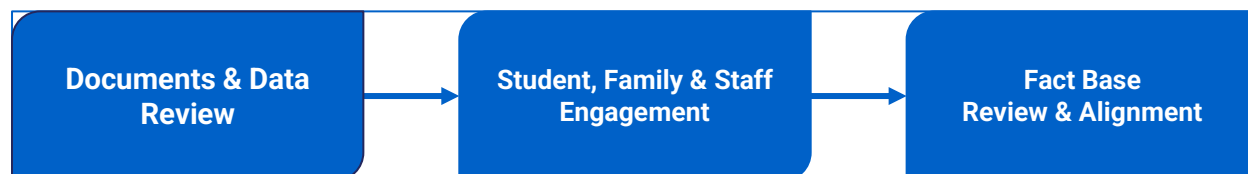
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MASTER SERVICES AGREEMENT

THIS MASTER SERVICES AGREEMENT (“Agreement”) is entered into as of August 23, 2024 (“Effective Date”) between MGT Impact Solutions, LLC (“MGT”), with offices located at 4320 West Kennedy Blvd, Tampa, FL 33609, and Magnolia Public Schools (“Client”), located at 250 E. 1st. Street, Suite 1500, Los Angeles, CA 90012 collectively referred to herein as the “Parties”.

WHEREAS, MGT offers global technological, educational, organizational and staffing consulting solutions services to the public and private sectors;

WHEREAS, Client anticipates a need within its organization for MGT’s services; and

WHEREAS, the Parties intend for this Agreement to serve as the governing, contractual basis of MGT’s provision of future project-level services to Client.

NOW, THEREFORE, for and in consideration of the mutual covenants and agreements contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. THIS AGREEMENT AND STATEMENTS OF WORK. The Parties enter into this Agreement to set forth the general terms and conditions that will govern MGT’s provision of services to Client. Such services will be subsequently agreed upon by the Parties in individual Statements of Work (“SOW”).

Each SOW will state all details required for the proper provision of project-level services, including scope, pricing, period of performance, and other required information (“Services”) each an Exhibit A, Statement of Work, attached hereto and incorporated into the Agreement. Unless otherwise stated in an SOW, all Services shall be performed remotely. Each SOW will require signature by both parties to be effective.

2. CONTRACT DOCUMENTS AND ORDER OF PRECEDENCE. The contract documents consist of this Agreement and all exhibits, attachments, amendments, and SOWs subsequently executed by the Parties and all exhibits, attachments, amendments, and other documents made a part of the SOW (“Contract Documents”). Upon signature by the Parties, all SOWs executed during the Term shall be considered incorporated into and made a part of this Agreement.

In the event of a conflict among the terms and conditions in this Agreement and any SOW, unless that SOW expressly states the intention for the SOW to control with regard to the conflicting term or condition, then this Agreement shall control. Any terms or conditions contained in documents issued by Client other than the Contract Documents, including purchase orders, shall be voidable at MGT’s discretion.

3. TERM. The term of this Agreement shall commence on the Effective Date and will continue for a period of one (1) year or until terminated in accordance with this Agreement. This Agreement will automatically renew for additional one (1) year terms unless terminated by either party at least thirty (30) days prior to the expiration date.

4. TERMINATION. This Agreement or any individual SOW may be terminated with cause by either party: (a) if the other party materially breaches the terms of this Agreement and fails to cure the breach within thirty (30) calendar days following written notice specifying the breach, or (b) immediately upon written notice if the other party fails to comply with applicable law or regulation.



5. INSURANCE. During the Term of this Agreement and any SOW, MGT will maintain the minimum insurance coverages below. MGT shall provide Certificates of Insurance to Client upon request and as required under SOWs.

a.	Commercial General Liability	\$1,000,000 per occurrence \$2,000,000 annual aggregate
c.	Business Automobile Liability	\$1,000,000 combined single-limit, non-owned and hired. (MGT does not own autos)
d.	Umbrella/Excess Liability	\$10,000,000 per occurrence & aggregate, follows form
e.	Worker's Compensation	Per Statute
f.	Employer's Liability	\$1,000,000 each accident
f.	Professional Liability	\$6,000,000 aggregate

6. INDEMNIFICATION. To the extent permitted by law, each Party shall fully defend, indemnify and hold harmless the other Party and its officers, directors, employees, agents, representatives, successors and assigns (collectively, "Indemnified Parties") from any and all claims, demands, causes of actions, costs, expenses, liability, losses, or damages including attorney's fees and expenses ("Claims"), whether in law or in equity, for bodily injury, death or property damage arising out of, relating to or caused by, in whole or part, the negligence, errors, omissions or willful misconduct of the indemnifying party or its officials, officers, employees, subcontractors, consultants or agents, relating to or connected with performance under this Agreement, unless Claims are caused wholly by the sole negligence or willful misconduct of the Indemnified Parties.

A Party's indemnity obligations under this Section are contingent upon the indemnified party: a) promptly notifying indemnifying party of each claim; provided, however, that the indemnified Parties failure to give prompt notice to the indemnifying party of any such claim shall not relieve the indemnified party of any obligation under this Section except and to the extent that such failure materially prejudices the indemnifying party's ability to defend against such claim; b) providing the indemnifying party with sole control over the defense and/or settlement thereof, provided however, that indemnifying party shall not settle any claim that includes an admission of wrongdoing by indemnified parties or otherwise adversely affects indemnified parties' interests without prior consent; and c) at the indemnifying party's request and expense, providing full information and reasonable assistance to the indemnifying party with respect to such claim.

7. LIMITATION OF LIABILITY. MGT shall not be held liable for factors outside of its reasonable control, including losses or damages as a result of Client's provision of inaccurate data, or changing laws, regulations, political conditions.

TO THE EXTENT PERMITTED BY LAW AND EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOSS OF PROFITS, REVENUE, DATA OR DATA USE, OR LOSS OR INTERRUPTION OF BUSINESS, ARISING OUT OF ANY OF THE TERMS OR CONDITIONS OF THIS AGREEMENT OR WITH RESPECT TO ITS PERFORMANCE HEREUNDER, WHETHER ARISING OUT OF BREACH OF CONTRACT, BREACH OF WARRANTY, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, STRICT LIABILITY OR ANY OTHER THEORY. THE FOREGOING LIMITATION OF LIABILITY AND EXCLUSION OF DAMAGES APPLIES EVEN IF A PARTY HAD OR SHOULD HAVE HAD KNOWLEDGE OF THE POSSIBILITY OF SUCH DAMAGES.

To the extent permitted by law, except for actions or claims resulting from MGT's gross negligence or



intentional or willful misconduct, MGT's total aggregate liability to Client shall be limited to the amount of compensation paid by Client to MGT under this Agreement in the twelve (12) months prior to the action giving rise to liability.

8. GOVERNING LAW, JURISDICTION AND CONSENT TO SUIT. This Agreement shall be governed by and construed and interpreted in accordance with the laws of the state of Florida, irrespective of the choice of laws principles of the state of Florida, as to all matters including validity, construction, effect, enforceability, performance, and remedies. Client submits itself and its property in any legal action or proceeding relating to this Agreement to the exclusive jurisdiction of any state or federal court within Hillsborough County, Florida and Client hereby accepts venue in each such court.

9. DISPUTE RESOLUTION PROCEDURE. In the event of a dispute, controversy or claim by and between the Parties arising out of matters related to this Agreement, the Parties will first attempt in good faith to resolve through negotiation any such dispute, controversy, or claim. Either party may initiate negotiations by providing written notice to the other party setting forth the subject of the dispute and the relief requested. The recipient of such notice will respond in writing within five (5) business days with a statement of its position on, and recommended solution to, the dispute. If the dispute is not resolved by this exchange of correspondence, then senior management representatives of each party with full settlement authority will meet at a mutually agreeable time and place within fifteen (15) business days of the date of the initial notice to exchange relevant information and perspectives and to attempt to resolve the dispute.

If the dispute is not resolved by negotiation, either party may commence mediation by written request to the other party. The Parties will cooperate in selecting a mediator and in scheduling the mediation proceedings. The mediation shall take place in Tampa, Florida. The Parties will participate in the mediation in good faith and will share equally in its costs. All offers, promises, conduct and statements, whether oral or written, made in the course of the mediation by either of the parties, their agents, employees, experts or attorneys, or by the mediator, are confidential, privileged and inadmissible for any purpose, including impeachment, in any litigation or other proceeding involving the parties; provided, however, that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the mediation.

Either party may seek equitable relief prior to the mediation to preserve the *status quo* pending the completion of that process. Except for such an action to obtain equitable relief, neither party shall commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, at which time suit may be brought in any court of competent jurisdiction. The prevailing party shall be entitled to an award of all reasonable costs, expenses, and attorneys' fees. In addition, should the dispute under this Agreement involve the failure to pay fees, and the matter is not resolved through negotiation or mediation, Client shall pay all costs of collection, including, but not limited to, MGT's legal fees and costs should MGT prevail.

10. CONFIDENTIALITY. Each party shall maintain in confidence and protect from unauthorized disclosure all information exchanged between the Parties that is reasonably understood under the circumstances to be confidential, whether disclosed orally, in writing or marked as confidential ("Confidential Information").

The receiving party shall make all reasonable efforts to protect Confidential Information from disclosure to unauthorized third parties. Confidential Information may be disclosed to third parties with a need-to-know under the circumstances and who are bound by confidentiality obligations no less restrictive than those herein. Neither party shall use such Confidential Information except in performance of the Services. MGT may, however, disclose Client's name and the general nature of MGT's work for Client sales



proposals.

The above obligations of confidentiality shall not apply to the extent that the receiving party can show that the relevant information (a) was at the time of receipt already in the receiving party's possession; (b) is, or becomes in the future, public knowledge through no fault or omission of the receiving party; (c) was received from a third-party having the right to disclose; or (d) is required to be disclosed by law.

11. FORCE MAJEURE. Neither party shall be liable or considered at fault for any delay (except for payment) resulting from circumstances beyond the party's reasonable control, including but not limited to fire, flood, earthquake, elements of nature, epidemics, global pandemics, quarantines, acts of God, acts of war, labor disputes, and supply chain disruptions ("Excusable Delays"). The delayed party shall notify the other party in writing upon the discovery of any significant Excusable Delay. During an Excusable Delay, the delayed party shall use reasonable efforts to mitigate costs and damages and to resume performance under this Agreement.

The Parties recognize that MGT's ability to timely perform under a SOW is contingent upon Client's timely provision of any agreed-upon data, personnel access, or other requirements. If Client's failure to provide to such data, access or other requirements causes significant delays to MGT's progression of Services, and MGT incurs losses or damages as a result, then the Parties shall negotiate and execute a SOW amendment for an equitable adjustment to the schedule and for additional costs. MGT shall provide all substantiating documentation of costs reasonably requested by Client in consideration for any equitable adjustment. Excusable Delays shall not give rise to an equitable adjustment.

12. FEES AND PAYMENT. Unless otherwise set forth in a SOW, all correct invoices submitted by MGT to Client shall be due and payable upon receipt. If Client disputes an invoice or portion thereof in good faith, then Client shall pay any undisputed portion and provide MGT with written notice of the dispute, in reasonable detail, and the Parties shall promptly meet to resolve such dispute. MGT reserves the right to impose an interest charge equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable by law in respect of any invoice which is outstanding for more than thirty (30) days. MGT may stop work after sixty (60) days of Client's non-payment of undisputed invoiced amounts.

13. MODIFICATION. This Agreement and any SOW shall only be modified by written amendment signed by the Parties. All signed amendments shall be deemed incorporated into this Agreement by reference.

14. NON-SOLICITATION. During the term of this Agreement and for a period of two (2) years following termination or expiration, neither party shall knowingly, directly or indirectly, solicit nor encourage the solicitation of any person who is, or was within a 12-month period prior to such solicitation, an employee of the other party or its affiliates that became known to the other party as a result of this Agreement, except with the prior written consent of the other party. This provision shall not restrict the right of either party to solicit by public advertisement.

15. ASSIGNMENT. Neither party may assign any rights nor delegate any duties or obligations under this Agreement without the express written consent of the other party. Notwithstanding the foregoing, MGT, or its permitted successive assignees or transferees, may assign or transfer this Agreement or delegate any rights or obligations hereunder without consent: (i) to any entity controlled by, or under common control with, MGT, or its permitted successive assignees or transferees; or (ii) in connection with a merger, reorganization, transfer, sale of assets or change of control or ownership of MGT, or its permitted successive assignees or transferees.

16. INDEPENDENT CONTRACTOR. It is expressly understood that at all times, while rendering



the Services, MGT is acting as an independent contractor and not as an officer, agent, or employee of the Client. MGT shall not be required to keep specific work hours (except in the case of specific hours required under employee leasing contracts), equipment, or a specific office, and shall use independent means and methods for performing the Services. For all purposes, including Medicare, Social Security taxes, the Federal Unemployment Act ("FUTA"), income tax withholding, worker's compensation, and unemployment insurance, MGT, its personnel and contractors will be treated and deemed independent contractors and not employees of Client.

17. NON-DISCRIMINATION/EQUAL EMPLOYMENT PRACTICES. Neither party shall unlawfully discriminate or permit discrimination against any person or group of persons in any matter prohibited by federal, state, or local laws. During the performance of this Agreement, neither party or their employees, agents, or subcontractors, if any, shall discriminate against any employee or applicant for employment because of age, marital status, religion, gender, sexual orientation, gender identity, race, creed, color, national or ethnic origin, medical conditions, physical disability, or any other classifications protected by local, state, or federal laws or regulations. The parties further agree to be bound by applicable state and federal rules governing equal employment opportunity and non-discrimination.

18. NOTICES. All legal notices required by this Agreement are deemed to have been given when notices are both (1) delivered by email to the email address below, and (2) following such email delivery, a mailed copy of the notice is delivered to the mailing address below.

To MGT:

Name: MGT Impact Solutions, LLC
 ATTN: Legal Notice/Contracts
 Address: 4320 West Kennedy Blvd.
 Tampa, FL 33609
 Email: contracts@mgt.us

To Client:

Name: Magnolia Public Schools
 ATTN: _____
 Address: 250 E. 1st. Street, Suite 1500,
 Los Angeles, CA 90012
 Email: _____

If the email address and mailing address is incomplete for a party, then notice shall be mailed to the address on the first page of this Agreement.

19. SEVERABILITY. If any provision of this Agreement shall be declared illegal or invalid for any reason, said illegality or invalidity shall not affect the remaining provisions hereof, but such illegal or invalid provision shall be fully severable, and this Agreement shall be interpreted and enforced as if such illegal or invalid provision had never been included herein.

20. COUNTERPARTS AND EXECUTION. This Agreement and any SOW may be executed in counterparts, each of which when so executed shall be deemed an original and all of which together shall constitute one and the same instrument. The counterparts may be executed by electronic signature and delivered by scanned signature or other electronic means by any of the parties to any other party and the receiving party may rely on the receipt of this Agreement so executed and delivered as if the original had been received.

21. SURVIVAL. The sections Term, Termination, Insurance, Indemnification, Limitation of Liability, Governing Law, Jurisdiction, Consent to Suit, Dispute Resolution Procedure, Confidentiality, and Non-Solicitation, of this Agreement and the payment obligations described in any SOW shall survive the termination or expiration of the Agreement or SOW.

22. ENTIRE AGREEMENT. This Agreement and all exhibits constitute the entire and only



agreement between the Parties. Each party acknowledges that in entering into this Agreement it has not relied on any representation or undertaking, whether oral or in writing, except for those expressly stated herein. Any purchase order provided by the Client will be limited by, and subject to, the terms and conditions of this Agreement.

23. **NON-EXCLUSIVITY.** This Agreement is non-exclusive, and both Parties remain free to enter into similar agreements with third parties. During the term of this Agreement, MGT may perform Services for any other clients, persons, or companies as MGT sees fit, so long as the performance of such Services does not interfere with MGT's performance of obligations under this Agreement, and do not create a conflict of interest.

24. **THIRD PARTY BENEFICIARIES.** Except as specifically set forth herein, nothing in this Agreement is intended or shall be construed to confer upon any person or entity, other than the parties hereto and their successors or assigns, any rights or remedies under or by reason of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Master Services Agreement.

MGT IMPACT SOLUTIONS, LLC

MAGNOLIA PUBLIC SCHOOLS

Name: A.Trey Traviesa
Title: CEO
Date:

Name:
Title:
Date:



EXHIBIT A STATEMENT OF WORK

As of August 23, 2024 (“Effective Date”), **MGT Impact Solutions, LLC (“MGT”)** and **Magnolia Public Schools (“Client”)** execute this Statement of Work (“SOW”) pursuant to the Master Services Agreement between the Parties dated August 23, 2024 (“Agreement”).

1. SCOPE

MGT will provide Phase 1 services in accordance with the proposal dated July 23, 2024. Phase 2 shall be provided upon Client’s authorization.

2. PERIOD OF PERFORMANCE

The term of this Statement of Work begins on the Effective Date and terminates January 31, 2025.

3. COMPENSATION AND REIMBURSABLE EXPENSES

The fee for the Services described above is up to \$220,000. MGT shall invoice a fee of \$40,000 per month.

MGT IMPACT SOLUTIONS, LLC

MAGNOLIA PUBLIC SCHOOLS

Name: A. Trey Treaviesa
Title: CEO
Date:

Name:
Title:
Date:



To: Alfredo Rubalcava, CEO and Superintendent, Magnolia Public Schools
Fr: Collin Moore, Vice President, Kitamba/MGT
Re: Magnolia Public Schools Growth Implementation Project Management Support
Date: July 23, 2024
STRICTLY CONFIDENTIAL DRAFT

I. Project Overview

About Kitamba / MGT

Kitamba/MGT is a strategic partner to multiple cities, states, school districts, and local and national philanthropists in their efforts to grow the number of high-quality and independently governed schools, including public charter schools, as a central part of a strategy to transform education and life outcomes for students and families across the United States. Through this work, **we have developed an approach that blends rigorous analysis and context-specific strategy implementation.** To date, we have used this approach to support our partners' transformation to systems of autonomous schools across the country.

Project Summary and Objectives

Magnolia Public Schools is a network of 10 schools with ~3,900 students in Los Angeles, Orange County and San Diego. By SY28-29, they seek to expand their footprint: expanding to serve 1,300 additional students on private sites in LA, opening 4 total schools in OC with a total enrollment of ~2670, and expanding to serve elementary school students in San Diego. The organization has a **clear vision for growth** and **has secured external expertise and consulting support for key functions** (i.e., talent, academics, operations, finance, and advocacy) to achieve its objectives in Orange County. Now, the organization seeks a project management partner to cohere these efforts and track progress, identify risks, and escalate and mitigate issues.

The project will track toward the following broad objectives:

- Establish a robust project management function for Magnolia's growth efforts.
- Develop the tools and resources necessary to align functions and consultants to achieve performance metrics for successful growth implementation, including but not limited to:
 - **Performance Metrics #1:** Creation of a 5-year financial model by December 2024



- **Performance Metrics #2:** Codification of TK-12 academic model by December 2024
- Kitamba will also ensure incorporation of additional performance metrics as they arise into the project management process
- Ensure a seamless transition of the project management function to Magnolia staff upon the completion of this scope.

II. Project Approach and Timeline

Kitamba-MGT will support Magnolia Public Schools across two phases: **Phase I from August 2024 through October 2024**, and **Phase II from November 2024 through mid-January 2025** acting as a strategic project management hub for Magnolia's growth efforts. **This contract will be structured with an "up to" amount; Magnolia and Kitamba-MGT will revisit and confirm Magnolia's needs in October 2024 to determine if Phase II of support will be required.**

The project team will perform the following activities:

Activities

- Establish a **Project Management Office (PMO) for Magnolia's growth efforts.**
 - Cohere all functional efforts towards shared goals.
 - Serve as a "one stop shop" for growth initiatives by sequencing and driving engagement with the relevant functional leads and managing consultants.
 - Create an integrated project plan identifying workstreams, tasks, owners, and milestones across key functional areas including Talent, Academics, Operations, Finance, and Advocacy.
 - Establish and execute a meeting structure and cadence for project management updates, risk and issue management, and tracking of next steps and key decisions.
- Coordinate **internal and external stakeholder engagement.**
 - Provide a synthesized view of progress against goals to key stakeholders including the leadership team, Magnolia's board, and key funders.
 - Contribute to agendas, presentations, and materials to support engagement.
- **Transition project management responsibilities** seamlessly by the end of the project engagement.
 - Develop a project management playbook and tools



- Partner with an identified member of the Magnolia team to onboard and train them, using an "I do, we do, you do" gradual release of responsibility strategy.

Deliverables

- Integrated cross-functional project plan
- Risk, issues, and key decisions log
- Meeting sequence, agendas, minutes, and synthesis with external vendors
- Meeting sequence, agendas, minutes, and synthesis with Magnolia leadership
- Project management playbook and tools

III. Team, Duration and Cost

From August to January 2025, Kitamba will staff a team that includes an Engagement Manager, Project Manager and two Consultants to complete all project activities and deliverables. The proposed project cost is \$40,000 per month for a total not-to-exceed \$220,000.

This contract will be structured with an “up to” amount. Magnolia and Kitamba-MGT will revisit and confirm Magnolia’s needs in October 2024 to determine if Phase II of support will be required.

Phase	Cost
Phase I - 3 months, August - October 2024	\$120,000
Phase II - 2.5 months, November - mid-January 2025	\$100,000
Total	Up to \$220,000

Coversheet

Approval of Contract with Local Roofs for the Magnolia Science Academy-1 Middle School Roof Replacement Project

Section: V. Action Items
Item: D. Approval of Contract with Local Roofs for the Magnolia Science Academy-1 Middle School Roof Replacement Project
Purpose: Vote
Submitted by:
Related Material: V_D_Contract with Local Roofs for MSA-1 Project.pdf



Agenda Item:	V D: Action Item
Date:	May 22, 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 Facilities Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of contract with Local Roofs LLC for the MSA-1 Middle School Roof Replacement Project at 18238 Sherman Way Reseda, CA 91335

Action Proposed:

MPS staff recommends that the Board approve the selection of Local Roofs LLC to replace the roof at the Magnolia Science Academy-1 Middle School campus located at 18238 Sherman Way, Reseda, CA 91335 (the “Project”) for a total fee of \$729,660.23 (inclusive of an allowance of \$228,447.68). Additionally, MPS staff recommends including a 10% contingency of \$72,966.02 to address unforeseen expenses that may arise during the project, bringing the total project authorization to \$802,626.25. MPS staff further requests authorization to negotiate and execute a professional services contract with Local Roofs LLC in a form deemed appropriate and in the best interests of MPS.

Purpose:

The purpose of this proposed action is to approve the selection of Local Roofs LLC to replace the MSA1’s Middle School Campus Roof at 18238 Sherman Way.

Background:

On March 7, 2025, MPS issued a Request for Proposals (RFP) for services to replace the aging roof at MSA-1. Five proposals were received from Local Roofs LLC, L&L Roofing, Southland Roofing, ADCO Roofing, and Western States Roofing. A selection committee, comprising facilities and administrative staff, conducted a thorough evaluation of the proposals based on multiple criteria, including cost, scope, experience, schedule adherence, and quality of response.



After extensive review and due diligence, MPS staff determined that Local Roofs LLC is the best fit for the project.

This decision was based on, but not limited to, the following factors:

Competitive Pricing: Local Roofs' total cost of \$729,660.23 is competitive, particularly given its comprehensive scope, which includes HVAC coordination, the removal of four (8) old HVAC units and replacement with new ones, and additional safety enhancements.

Breadth of Experience: Local Roofs demonstrated extensive experience in managing complex roofing projects for educational facilities, ensuring minimal disruption to school operations.

Quality of RFP Response: The proposal was detailed, transparent, and tailored to MSA-1's specific needs, including a robust contingency plan for unforeseen issues.

Attention to Schedule and Budget: Local Roofs committed to completing the project during the summer of 2025, aligning with the school's operational calendar, and provided a clear budget with allowances for potential additional costs

Staff also checked their references, they did not encounter any unreasonable change orders, they performed the roof job well, their customer care was also outstanding afterwards.

Local Roofs provided an allowance based on their investigation of the existing roof. The other vendors did not provide an allowance. When asked, all they said was that they would only be able to provide pricing once the existing roof was removed, they only included the roof replacement in their proposal.

Contractor	Total Cost	Allowance
Local Roofs	\$729,660.23	\$228,447.68
L&L Roofing	\$770,900.00	None
Southland Roofing	\$778,400.00	None
ADCO Roofing	\$792,000.00	None
Western States	\$735,887.00	None



Add the comparison BFE

The Local Roofs LLC's response to the RFP is attached as **Exhibit A**

Analysis & Impact:

Since opening in 2002, MSA-1 at 18238 Sherman Way, Reseda, CA 91335, has relied on temporary repairs to address persistent roof leaks. The most recent rain in February 2025 resulted in over 20 leaks, disrupting classrooms and posing safety risks to students and staff. These ongoing issues underscore the urgent need for a full roof replacement to ensure a safe, dry, and conducive learning environment.

Failure to address the roof replacement promptly could lead to further deterioration, increased repair costs, and potential closures during inclement weather, negatively affecting student learning and school operations.

Budget Implications:

The proposed authorization includes the contract amount of \$729,660 plus a ten percent contingency of \$72,966 totaling \$802,626. MPS staff will monitor expenditures closely, utilizing progress payments and AIA contract terms to ensure fiscal accountability. The project will be funded using MSA-1's reserve funds, ensuring no impact on operational budgets or educational programs.

Exhibits:

Exhibit A- Local Roof's Proposal

Local Roofs Logo

March 28, 2025

Local Roofs, LLC

Proposal for the Roof Replacement at 18238 Sherman Way, Reseda CA 91335

for

Magnolia Public Schools (MPS)

Magnolia Science Academy 1 (MSA-1)

Local Roofs, LLC submits the following proposal for the replacement of the room at MSA-1

4.1 Vendor Qualifications and Experience

4.1.1 Vendor Description

LOCAL ROOFS' COMPANY HISTORY

LocalRoofs, LLC formed in 2022 from the acquisition of three existing companies:

Conrad Roofing 35+ years

Statewide Roofing 30+ years

Skyline Roofing 25+ years

All companies did both residential and commercial properties and were well established in the LA and Ventura marketplace.

LocalRoofs is building a Commercial, Residential and Public Schools Repair and Replace Support Services Company and planning on growing its share of geography to include Northern and all of Southern California.

Ownership also operates Conejo Services (HVAC, Plumbing, Electrical), founded in 1979, with the current leadership taking charge in 2005. Today, Conejo Services has over 20 years of experience with that same leadership serving the Conejo Valley and surrounding areas.

Local Roofs is a certified applicator and authorized contractor of the Versico Roofing Systems, the new roofing system proposed for MSA-1.



BUILDING VALUE

March 27, 2025

Local Roofs, LLC
2550 Azurite Circle
Newbury Park, CA 91320
US

Project: Magnolia Public Schools

To Whom It May Concern:

This letter is to confirm that Local Roofs, LLC in Newbury Park, CA is a Versico Authorized Contractor.

If you should have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Kolshinski', written in a cursive style.

Tim Kolshinski

P.O. Box 1289 • Carlisle, PA 17013 • toll free / 800.992.7663 • www.versico.com



BUILDING VALUE

March 27, 2025

Zamora Roofing Inc
9109 Blackley St.
Temple City, CA 91780
US

Project: Magnolia Public Schools

To Whom It May Concern:

This letter is to confirm that Zamora Roofing Inc in Temple City, CA is a Versico Authorized Contractor.

If you should have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Kolshinski", written in a cursive style.

Tim Kolshinski

P.O. Box 1289 • Carlisle, PA 17013 • toll free / 800.992.7663 • www.versico.com

The following are three references for Local Roofs, LLC:

Customer	Phone	Contact	Type of System	Date of Installation & Lifetime Services
Yale Management Services Inc.	818-710-9115	Greg Hurst	Mostly Modified Torch Systems and Repairs	12/20/2022 to present (\$670K Lifetime services by Local Roofs)
Green Meadow Estates HOA c/o Gold Coast Assoc. Mgmt.	(760) 881-6605	Audrey (HOA President)	Clay Tile and Modified Torch Flats	12/14/2022 to present (\$439K Lifetime services & under contract by Local Roofs)
The Management Trust	805-496-5514 Ext 1626	Kerri Brown	Tile, Shingles, and Torchdown Systems	2/2024 to present (\$225K Lifetime services by Local Roofs)

4.1.1.1 Proposed Subcontractors

Local Roofs proposes to use two high quality subcontractors for the completion of this work:

Conejo Services, California State License Board Number: 536465

A sister company of Local Roof, LLC with the same ownership. This Company specializes in residential and commercial HVAC, Electrical, and Plumbing work and is well established and respected withing the Southern California area. If approved by MPS, Conejo Services will perform the disconnection of the existing roof top HVAC equipment, removal and replacement of the designated HVAC units, and if requested by MPS, the optional additional four HVAC units due for replacement, but not required for a complete and usable new roof. Upon completion of the new roof installation, Conejo Services will reconnect the existing roof top HVAC units and replace the old units with new HVAC units as required.

Zamora Roofing, Inc, California State License Board Number: 1092214

A roofing contractor who has done 21 contracts with Local Roofs totaling \$2.5 million in the last year. Zamora Roofing, Inc is fully certified to install Versico Roofing Systems, and is Local Roof's go-to contractor when the highest quality, reasonably priced roofing work is required. Zamora Roofing, Inc has been an authorized installer for the Versico Roofing Systems for over 8 years. Zamora Roofing, INC will demolish the existing roof and install the new roof under the direct supervision of the Local Roofs on-site Supervising Foreman and in full accordance with the manufacturer's requirements.

4.1.2 Qualifications and Experience of Key Personnel

Daniel Aldama, an employee of Local Roofs, LLC, with over 10 years of commercial roofing experience, will be the on-site Supervising Foreman supervising all aspects of the project and serve as the principal point of contact for MPS or its designated agents.

4.1.3 Insurance

Local Roofs holds the following insurance and will name MPS as an additional insured after MPS issues a notice of intent to award a contract to Local Roofs and before work begins.



CAJOVAL-02

NNIE

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

3/26/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 San Diego-Alliant Insurance Services, Inc. 701 B St 6th Fl San Diego, CA 92101		CONTACT Nekiesha Hale, CRIS PHONE (A/C, No, Ext): (619) 910-1649 FAX (A/C, No): E-MAIL Address: nekiesha.hale@alliant.com	
INSURED Local Roofs LLC 2550 Azurite Circle Newbury Park, CA 91320		INSURER(S) AFFORDING COVERAGE	
		INSURER A: Accelerant Specialty Insurance Company 16890	
		INSURER B: Vantage Risk Specialty Insurance Company 16275	
		INSURER C: State National Insurance Company, Inc. 12831	
		INSURER D: AXIS Surplus Insurance Company 26620	
		INSURER E: INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X	X	S0012GL00177200	5/11/2024	5/11/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 EBL AGGREGATE \$ 1,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			P03XC0000041311	5/11/2024	5/11/2025	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	X CWC71949-1564	1/1/2025	1/1/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Pollution Liability			CP005254-03-2025	3/1/2025	3/1/2026	Each Claim/Occ 1,000,000
D	Pollution Liability			CP005254-03-2025	3/1/2025	3/1/2026	Aggregate Limit 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Tremco Roofing & Building Maintenance, its parents, subsidiaries and affiliates are named as Additional Insured and coverage is Primary and Non-Contributory as respects to the General Liability. Waiver of Subrogation applies to the General Liability and Workers Compensation.

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)

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4.1.4 Litigation/Disputes

Local Roofs, LLC has no litigation or disputes with current or former clients but has had workers compensation claims for minor injuries to its workers. These minor injuries were not enough to prevent Local Roofs, LLC from Prequalifying to perform work for LAUSD under their stringent Safety Program. In addition, Local Roofs has had an occasional instance for non-payment on residential properties LocalRoofs filed a Mechanic's Lien to assist in collecting the payment due.

4.2 Cost

Roof removal and replacement

This cost proposal will include the firm fixed price for the elements of scope defined and all associated work that can be reasonably foreseen based on the existing conditions observed during the site visits by Local Roofs and Conejo Services. This includes the complete removal of the existing roof and replacing it with a new roof guaranteed for 20 years.

It does not include the cost for correcting roof settlements to prevent ponding, re-sloping the roof to channel stormwater runoff towards the existing roof drains, replacing any damaged roof plywood sheets, modifying curbs for existing skylights to achieve the appropriate height above the new final roof surface elevation, and installing walking pads beyond what is required by the manufactures to provide the 20-year warranty.

The request for qualifications/proposals identified a requirement for the proposer to perform a moisture scan to assist in identifying potential roof structure damage under the existing roof. During the site walk Local Roofs and the MPS representative agreed that this scan would be ineffective in providing an accurate estimate of the actual additional required work hidden by the existing roof material and agreed the entire existing roof material needed to be removed and replaced. This quote does not include performing the moisture scan. Once the existing roofing material is removed the extent the following hidden requirements can be identified. Local Roofs proposes to complete the additional required work for the following unit prices.

Includes a 15% mark-up of the direct costs:

Filling in sagging roof low spots to prevent ponding	\$345.00/ SQ
Sloping runoff to drains (range depends on thickness required)	\$287.50-460/SQ

Building new curbs for existing skylights	\$253/unit
Replacing water damaged plywood for roof decking 4' x 8' x ½ "	\$115/sheet
Installing additional walking pads to HVAC units	\$1,274.14/60 LF

This proposal also does not include the cost of any required mold or hazardous material remediation or structural enhancements to the roof structural members required as a result of the permitting process. If these requirements are identified during the course of construction, and MPS elects to have Local Roofs perform the corrective action through its roofing contract, the additional work will be added to the contract through the AIA document change order process.

Because the final cost of the permit will depend on any additional structural work that may be required, Local Roofs proposes that Local Roofs pulls the permit and is reimbursed by MPS for the actual cost of the permit(S) of the roofing and HVAC proposed work , plus a 5% processing fee.Specific Scope and Cost of the Roof Material Replacement

The specific work to be performed to remove and replace the roof is described on pages 11 & 12 of this proposal.

The specific materials and JB Wholesale Roofing's quote of \$77,908.05 for these materials are listed on pages 13 & 14 of this proposal. Local Roofs' proposal will add a markup of 5% for administration and handling of this material for a total roofing material cost of \$81,803.45.

The direct cost of labor for removing and replacing the roofing material is \$80,000. Local Roofs proposal for the total cost of labor for removing and replacing the roofing material is the direct cost plus a mark up of 40 percent to management, supervision, administration, profit and overhead for a total labor cost of \$112000

HVAC Costs

The HVAC costs will include all associated work to disconnect and de-energize all 30 units identified by the numbering system on page 15 of this proposal, remove 5 units as defined in the specific scope of HVAC work on pages 16 & 17 of this proposal, replace 4 of those 5 removed units, and reconnect and energize all remaining 29 units. The specific scope of work and associated cost of the base HVAC work, \$208,006, is summarized in the proposal from the Subcontractor, Conejo Services on pages 16 & 17 of this proposal. Local Roofs normally proposes

a coordination mark-up of 15% for subcontractors, but because this subcontractor is the sister company of Local Roofs, this proposal includes a coordination mark-up of 5% for a total proposal for the base HVAC work of this project of \$218,406.30.

Note: If the existing air flow is not currently balanced, the reinstallation of existing HVAC units plus the replacement of 4 to 8 existing units with new HVAC units will not in of itself, correct the air balance. Should additional HVAC air balancing be required as part of this contract, the scope and cost shall be added pursuant to the AIA documents covering change orders.

Optional HVAC Replacement cost proposal

During the HVAC site walk MPS staff requested Local Roofs provide as part of this proposal the cost to replace an additional 4 units beyond their useful life, identified in the Conejo Services proposal on pages 18 & 19 of this proposal. The proposed cost of Conejo Services for these optional HVAC units is \$59,956.00. Local Roofs proposal includes a coordination mark-up of 5% for a total proposal of \$62,953,80 for the 4 optional HVAC units.

SUMMARY OF COST PROPOSAL

Base Scope Cost

Total cost of Roofing material removal and replacement	\$193,803.45
---	---------------------

Total material roofing material costs	\$81,803.45.
---------------------------------------	--------------

Total labor cost for new roofing material	\$112,000
---	-----------

Total cost of HVAC original scope	\$218,406.30
--	---------------------

Total cost of Roofing <u>and</u> HVAC TOTAL project	\$412,209.75
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Optional HVAC Scope Cost

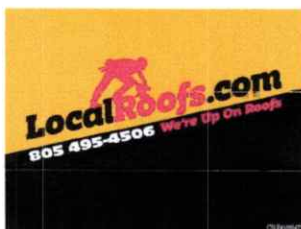
Cost of replacing 4 additional HVAC units	\$62,953,80
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Potential additional costs to be completed for a unit price

Filling in sagging roof low spots to prevent ponding	\$345.00/ SQ
Sloping runoff to drains (range depends on thickness required)	\$287.50-460/SQ
Building new curbs for existing skylights	\$253/unit
Replacing water damaged plywood for roof decking 4' x 8' x ½ "	\$115/sheet
Installing additional walking pads to HVAC units	\$1,274.14/60 LF

Other potential scope for which costs are to be addressed by the AIA change order process

- Hazardous materials and/or mold abatement
- Structural modifications required by the permit process
- Air Flow Balancing



Local Roofs, LLC
 2550 Azurite Circle
 Newbury Park, CA 91320
 805-495-4506
 CSLB License #1095477

BILL TO

Magnolia Public Schools
 250 1st Street #1500
 Los Angeles, CA 90012 USA

ESTIMATE
45148030

ESTIMATE DATE
 Mar 20, 2025

Home Improvement Contract
 License #1095477

JOB ADDRESS

Magnolia Public Schools
 18238 Sherman Way
 Reseda, CA 91335 USA

Job: 44992021

Technician: Greg Huber

Registration #: 149890 SP

Technician: Daniel Aldama

SERVICE	DESCRIPTION	QTY
1	Commercial - New Install Mechanically Fasten 60 mil TPO: <ul style="list-style-type: none"> Clean and prep existing roof for TPO installation by clearing roof of debris. Remove existing roofing materials and dispose of waste. Install 2 layers of Atlas FR10 slip sheet Install 60mil Versico TPO over flat roof Heat weld and mechanically attach 60mil TPO roofing material to the flat roof per manufacturer's specifications. Utilize bonding adhesive to attach TPO material to parapet walls Install new boot flashings according to the membrane Paint and seal all pipes and vents a similar color as the roof for a cohesive look. All products will be installed to manufacturers specifications 	187.00
2	Install New 8" Coping Metal: <ul style="list-style-type: none"> Remove/replace coping metal (Quantity in feet) Location of standard Coping is the front of the building. All products will be installed to manufacturers specifications 	113.00
3	Install New 8" Coping Metal: Upgrade to Custom Curved 9 in. Special order Coping Location is front the rear of the building 23ft on the left rear, complete rear and right side. <ul style="list-style-type: none"> Remove/replace coping metal (Quantity in feet) All products will be installed to manufacturers specifications 	285.00

4	<p>2" ISO Board Mechanically Fastened TPO Upgrade:</p> <p>Install 2 in. thick ISO to increase R-value between inside and outside of home along the roof.</p> <p>Unit of measurement: Per sheet</p> <p>For flat roofs</p> <p>All products will be installed to manufacturers specifications</p>	520.0
5	<p>Estimate:</p> <p>Install Walk Pad at the roof hatch Per 20 Year NDL Requirement.</p>	1.00
6	<p>Estimate:</p> <p>1/4" 4'x8' USG SECUROCK Roof Boards to be installed on the entire roof on top of the 2in" ISO Board per Manufacture Specifications. Total Sheets: 525</p>	1.00
7	<p>20 year NDL warranty provided by Versico</p>	187.00



JB WHOLESALE - CHATSWORTH
21524 NORDHOFF ST.
CHATSWORTH, CA 91311
FAX: (818)-998-7895
Phone: (818)-998-0440

QUOTE**0042381408**

Account: S034322 0001
Branch: JBCHA
Phone: (818)-536-4720
Fax: ()- -

Bill To: LOCAL ROOFS LLC
DBA: LOCALROOFS.COM
2550 AZURITE CIR
NEWBURY PARK, CA 91320

Ship To: LOCAL ROOFS LLC
18238 Sherman Way
LOS ANGELES, CA 91335

Page 1 of 2

PO: 18238 Sherman Wa		Ref:		Job:		
Exp Delv Date: 03/25/25		Sales E KOPUSHYAN		Type: WHSE		
Activation Date: 03/25/25		Agents		Quoted For:		
Close Date: 04/24/25		E KOPUSHYAN		Quoted By: EK701381		
Ship Via:						
ITEM	DESCRIPTION	QTY	UOM	PRICE	UOM	AMOUNT
	**** PRICE SUBJECT TO CHANGE WITHOUT NOTICE ****					
VERP6010100WH	10' X 100' VERSICO .060 PVC REIN STD WHITE VERSIFLEX, REINFORCED, STANDARD, REPLACED 323151	19	RL	1,271.73	RL	24,162.87
USG221850	1/4" 4' X 8' USG SECUROCK UL GLASS-MAT ROOF BOARD ULTRA-LIGHT, 42 PC/PAL	585	PC	24.36	PC	14,250.60
VERI248	2" 4' X 8' VERSICO FLAT ISO 24 PC/PAL	525	PC	32.00	PC	16,800.00
VER336152	HAZMAT 41# VERSICO CAV-GRIP PVC STANDARD ADHESIVE	2	CTN	615.00	CTN	1,230.00
VERCGH12	12' VERSICO CAV-GRIP HOSE	1	EA	85.00	EA	85.00
VERCGSG	VERSICO CAV-GRIP SPRAY GUN ADJUSTABLE	1	EA	173.40	EA	173.40
VERP40TJCWH	4.5" VERSICO PVC T-JOINT COVER WHITE VERSIFLEX, 100 EA/CTN	300	EA	1.01	EA	303.00
VERPUC	VERSICO PVC UNIV CORNERS WHITE VERSIFLEX, UNIVERSAL, 20 EA/CTN	100	EA	11.65	EA	1,165.00
VERF12158IT	1-5/8" #12 1000/BX VERSICO INSULTITE FASTENER INSULATION	4	BX	111.10	BX	444.40
VER3SIP	3" 1000/BX VERSICO HPV STEEL INSULATION PLATE 60 BX/PAL	4	BX	260.60	BX	1,042.40
VERF152HPVX	2" #15 1000/BX VERSICO HPVX FASTENER VERSIWELD, VERSIFLEX	4	BX	167.15	BX	668.60
VER238HPVXSP	2-3/8" 1000/BX VERSICO TPO/PVC HPVX STEEL PLATE	4	BX	421.85	BX	1,687.40
VERTBA	1" X .050 X 10' 500/LF VERSICO ALUM TERMINATION BAR ALUMINUM, 6" OC, 50 EA/CTN	100	EA	16.70	EA	1,670.00

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**QUOTE****0042381408**

Page 2 of 2

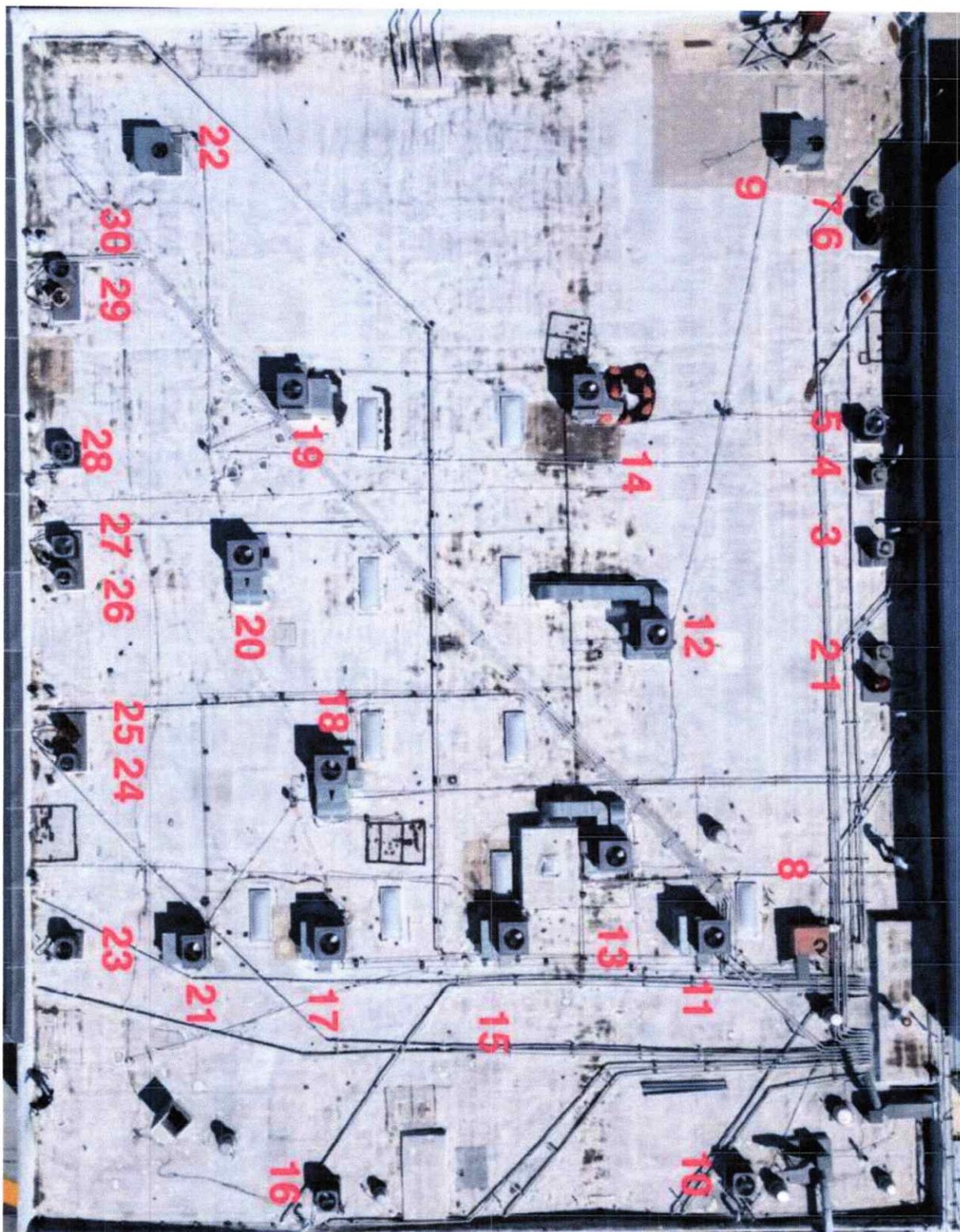
ITEM	DESCRIPTION	QTY	UOM	PRICE	UOM	AMOUNT
VERETG500WCOM	HAZMAT 10.3 OZ VERSICO TPO G-500 WATER CUT OFF MASTIC VERSIGARD, 25 TB/CTN	50	EA	8.95	EA	447.50
VERUSTIC	10.1 OZ VERSICO UNIV SINGLE PLY SEAL WHITE LVOC VERSIWELD, UNIVERSAL SEALANT, 24 TB/CTN	48	TB	9.40	TB	451.20
VERPF602450NRWHG	.060 24" X 50' VERSICO PVC NR FLASHING WHITE/GRAY VERSIFLEX, NON-REINFORCED	10	RL	458.72	RL	4,587.20
VERP60SWG	.060 6" X 100' VERSICO PVC OVERLAY STRIP WHITE/GRAY VERSIFLEX, 2 RL/CTN	6	RL	210.00	RL	1,260.00
VERP3660WWRGR	36" X 60' VERSICO PVC WALKWAY PAD ROLL GRAY VERSIFLEX *****80MIL WALKPAD****	1	EA	607.95	EA	607.95
CAR326160	HAZMAT 1 GAL CARLISLE TPO/PVC MEMBRANE CLEANER LVOC CA & UT REQUIREMENT ONLY, 2 1G/CTN, 90 CTN/PAL	8	1G	52.46	1G	419.68
	Subtotal					71,456.20
	DELIVERY CHARGE					155.00
	Sales Tax			9.5%		6,803.07
<p>Confidential quote The quantities listed on this quote are estimates and subject to change based upon full carton/pallet purchase quantities. All quotes are valid for 30 days only.</p> <p>ALL ORDERS ARE SUBJECT TO CREDIT APPROVAL PRIOR TO SHIPMENT ALL ORDERS ARE SUBJECT TO STANDARD TERMS UNLESS OTHERWISE APPROVED. QUOTES ARE VALID FOR 30 DAYS FROM CREATION DATE UNLESS OTHERWISE NOTED IN WRITING BY MANAGEMENT. WE WILL NOT BE RESPONSIBLE FOR VEHICLE DAMAGE WHEN FORKLIFT LOADING IS REQUESTED IN THE WILL CALL AREA. Signature _____ Date _____ With my signature above I understand that all special/custom Order products are not returnable. Returnable and resalable Products are subject to a 20% restock charge. Note that Certain sales may require a deposit.</p>						

Payment Terms:

4% 2ND 15TH, NET 30TH

Total:**\$78,414.27**

Printed: 03/27/25 08:59:46





Conejo Valley Heating & Air Conditioning, Inc.
 DBA Conejo Heating, Air, Plumbing and Electrical
 2639 Lavery Crt #7, Newbury Park, CA 91320
 Phone (805) 499-0448 Fax (805) 499-5837
 ConejoServices.com CSLB # 536465
 State Farm General Liability Insurance #92-LR-0973-4 G
 TWIW Insurance (workers comp) #ATW00001 1-00

BILL TO

Magnolia Public Schools
 250 1st Street #1500
 Los Angeles, CA 90012 USA

ESTIMATE	ESTIMATE DATE
204951660	Mar 25, 2025

JOB ADDRESS

Magnolia Public Schools
 18238 Sherman Way
 Reseda, CA 91335 USA

Job: 204878062**ESTIMATE DETAILS**

Removal and re-installation of multiple systems/units for roof work. : Remove of units on roof that are not being replaced and set aside off of roof. There is gated area near parking lot where units can be stored.

SERVICE	DESCRIPTION	QTY	PRICE	TOTAL
1	<p>Phase 1:</p> <ul style="list-style-type: none"> -Remove of existing 12 package units and 17 condensers that are on the roof and set aside in approved space for storage on the ground. 4 of the 17 condensers will be disposed of as the are being replaced. (#1,6,25,29 on diagram) -Crane will provided. -Remove and dispose of 1 old package that will no longer be used (Unit #8). -All electrical conduit and disconnects will be left in place. -Disconnect and dispose of all air plenums. -All curb caps will left in place. Roofers to determine if these need to replaced. -Disconnect of 7 exhaust fans and store onsite. <p>Phase 2. Come back at later date to re-install which will include:</p> <ul style="list-style-type: none"> -Crane to lift units back on roof. -Install new supply and return air plenums and seal for package units. -Re-connect existing high and low voltage electrical. -Start units up and check for proper operation and refrigerant charge. Includes refrigerant as needed. -Add new filter line dryers to all condensers. -Re-connect exhaust fans. <p>Includes 30 day labor warranty</p>	1.00	\$147,250.00	\$147,250.00

Conejo cannot guarantee lifespan of any existing equipment, and also valves on older units as the seals tend to dry and leak over time.

2 Heat pump system Installations 4.00 \$15,189.00 \$60,756.00

INCLUDES:

- Remove the old air handlers and a/c units for units marked #1,6,25,29 on diagram.
- Units will be disposed off-site.
- Crane will be provided for removal and re-installation.
- Use existing thermostats.
- Install 4 new Daikin 1 speed air handlers.
- Custom fabricated supply plenum all seams to be sealed and insulated with R-6.
- Re-connect to existing electrical supply.
- Any air imbalances currently existing in the duct system may still be present after a new unit is installed.
- Seal air boxes.
- Recover and reclaim the old Freon per EPA standards.
- Install a safety drain float kit at the secondary drain outlet to help prevent potential water damage.
- Install 4 new 14 seer, Daikin 14 seer condensing units.
- The A/C unit properly quake-strapped.
- Perform a high-pressure nitrogen leak test and purge on the refrigeration system. -Install a new fused service disconnect at the condenser unit location and fuse down to the proper amp using HVACR fuses only.
- Encase exterior low-voltage control wire.
- All city and state permits, third-party duct testing and inspection will be acquired by CVH&A/C. (Please note: allow 4-6 weeks for permit processing). Any required engineering by the enforcement agency is NOT included in the contract. NOTE: It is the customer's responsibility to make the appointment with the Local City Inspector once the installation is complete for final sign-off of work completed. All required information will be supplied by CVH&A/C.
- System will be test run and monitored for 15 minutes to ensure that maximum efficiency levels are met.
- EQUIPMENT - Warranties: 5 years-parts, 1 years-labor, 5 years-parts on A/C compressor, 1-year parts-safety float.
- Conejo cannot guarantee any pre-existing electrical, refrigerant lines or ducting.

SUB-TOTAL	\$208,006.00
TAX 0%	\$0.00
TOTAL	\$208,006.00

Thank you for choosing Conejo Heating, Air, Plumbing & Electrical



Conejo Valley Heating & Air Conditioning, Inc.
 DBA Conejo Heating, Air, Plumbing and Electrical
 2639 Lavery Crt #7, Newbury Park, CA 91320
 Phone (805) 499-0448 Fax (805) 499-5837
 ConejoServices.com CSLB # 536465
 State Farm General Liability Insurance #92-LR-0973-4 G
 TWIW Insurance (workers comp) #ATW00001 1-00

BILL TO

Magnolia Public Schools
 250 1st Street #1500
 Los Angeles, CA 90012 USA

ESTIMATE	ESTIMATE DATE
204951816	Mar 25, 2025

JOB ADDRESS

Magnolia Public Schools
 18238 Sherman Way
 Reseda, CA 91335 USA

Job: 204878062

ESTIMATE DETAILS

Option for split system replacements on #2,3,4,7: Replacement of full system split heat pumps for units #2,3,4,7

SERVICE	DESCRIPTION	QTY	PRICE	TOTAL
1	Heat pump system installation	4.00	\$14,989.00	\$59,956.00

INCLUDES:

1. Remove the old air handlers and a/c units for units marked #2,3,4,7 on diagram.
2. Units will be disposed off-site.
3. Crane will be provided for removal and re-installation.
4. Use existing thermostats.
5. Install 4 new Daikin 1 speed air handlers.
6. Custom fabricated supply plenum all seams to be sealed and insulated with R-6.
7. Re-connect to existing electrical supply.
8. Any air imbalances **currently** existing in the duct system may still be present after a new unit is installed.
9. Seal air boxes.
10. Recover and reclaim the old Freon per EPA standards.
11. Install a safety drain float kit at the secondary drain outlet to help prevent potential water damage.
12. Install 4 new 14 seer, Daikin 14 seer condensing units.
13. The A/C unit properly quake-strapped.
14. Perform a high-pressure nitrogen leak test and purge on the refrigeration system.
15. Install a new fused service disconnect at the condenser unit location and fuse down to the proper amp using HVACR fuses only.

16. Encase exterior low-voltage control wire.

- All city and state permits, third-party duct testing and inspection will be acquired by CVH&A/C. (Please note: allow 4-6 weeks for permit processing). Any required engineering by the enforcement agency is NOT included in the contract. NOTE: It is the customer's responsibility to make the appointment with the Local City Inspector once the installation is complete for final sign-off of work completed. All required information will be supplied by CVH&A/C.
- System will be test run and monitored for 15 minutes to ensure that maximum efficiency levels are met.
- EQUIPMENT - Warranties: 5 years-parts, 1 years-labor, 5 years-parts on A/C compressor, 1-year parts-safety float.

Conejo cannot guarantee any pre-existing electrical, refrigerant lines, or ducting.

SUB-TOTAL	\$59,956.00
TAX 0%	\$0.00
TOTAL	\$59,956.00

Thank you for choosing Conejo Heating, Air, Plumbing & Electrical

4.3 Schedule

Local Roofs understands the importance of completing this project during the summer of 2025 when school is out of session. Local Roofs will complete all of the scope defined by the request for qualifications/proposals while school is out of session, provided they are given a notice to proceed with work beginning within the first week school is out of session for the summer of 2025.

4.4 Contract

Local Roofs understands that MPS intends to use the AIA document A101-2017 including its reference to the General Conditions of AIA document A201-2017 as its contract format for this project. Local Roofs is familiar with this format and will work with MPS to provide the specifics to the AIA documents' format to achieve MPS' intent of the agreement for this project.

REPLACEMENT OF ROOF AT MAGNOLIA SCIENCE ACADEMY 1

Prepared by Local Roofs on 5/9/2025 - Revised to include new owner requested work on 5/15/25

PROPOSED FIXED COST FOR ADDITIONAL WORK

Element of Work	Fixed cost
Removal of existing abandoned sign on the northeast corner of the roof	\$ 3,667.00
Replacement of the northeast drain system	\$ 12,257.00
Hydro jetting existing remaining drains	\$ 7,500.00
Removal and capping of the existing abandoned rooftop 4 inch gas line	\$ 2,625.00
Total additional cost for these 4 new elements of work	\$ 26,049.00

ESTIMATED WORST CASE COSTS FOR POTENTIAL ADDITIONAL WORK AND EXPENSES THAT CAN NOT BE QUANTIFIED UNTIL WORK STARTS

Element of Work	Estimated Worst Case Quantity	Unit cost	Total Estimated Cost
Permits	1	\$ 10,000.00	\$ 10,000.00
Walking path (60 ft roll)	12	\$ 1,274.14	\$ 15,289.68
New Curbs for skylights	8	\$ 253.00	\$ 2,024.00
Replace damage wood roof decking (Plywood sheets 4'X8')	400	\$ 115.00	\$ 46,000.00
Install deck slooping to assist storm water runoff drainage (Per every 100 sq. ft.)	125	\$ 460.00	\$ 57,500.00
Demolition of prior subsurface layers of roofing (Per every 100 sq. ft.)	374	\$ 53.00	\$ 19,822.00

Rebuilding of existing HVAC Large curbs	13	\$ 1,417.00	\$ 18,421.00
Rebuilding of existing HVAC Small curbs	17	\$ 584.00	\$ 9,928.00
Upgrade of existing HVAC power supplies to comply with permit code requirements	Can not be determined until work begins		\$ 25,463.00
New Skylight covers	TBD once cover type is selected		\$ 24,000.00
Asbestos abatment. The total cost shall be the cost of the abatment work minus the original proposed cost of the roofing material (\$9,911) plus the identified work case for additional subsurface layers of roofing hidden by the existing roof (\$19,822)	TBD once lab testing is completed	TBD once lab testing is completed	
Total estimated Worst Case			\$ 228,447.68

Note: This table is for only estimating the amount of allowance that should be established and Board approved for inclusion as part the Re-Roofing Contract.

Unit costs from this chart shall be used for establishing the adjustment of contract increases

The allowanance shall only be used to fund these predicted elements of this scope of this contract once actual quantites are established during the course of performing the work.