Magnolia Public Schools

Regular Board Meeting

Date and Time

Wednesday June 18, 2025 at 5:00 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=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

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**			**5:00 PM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	B. Pledge of Allegiance			1 m
	C. Record Attendance and Guests			1 m
	D. Approval of Agenda	Vote		1 m
	E. Public Comments			6 m
	F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
	G. Approval of Minutes from MPS Regular Board Meeting - May 22, 2025	Approve Minutes		1 m
II.	**Student Board Member Elections**			**5:16 PM**
	A. 2025-26 Student Board Member Candidate Presentations	Discuss	Meagan Wittek	30 m
III.	**Closed Session**			**5:46 PM**
	A. Public Announcement of Closed Session	FYI		1 m
	B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			60 m
	C. Conference with Legal Counsel – Anticipated Litigation Initiation of litigation pursuant to §54956.9(c): 1 case			45 m

		Purpose	Presenter	Time
D.	Report Out of Closed Session	FYI		1 m
IV.	**Consent Items**			**7:33 PM**
A.	Approval of 2025-26 Certification of Assurances, Protected Prayer Certification, and Application for Funding	Vote	Steve Budhraja	3 m
B.	Approval of 2025-26 Certification of Signatures Form and Resolution	Vote	Steve Budhraja	3 m
C.	Approval of 2025-26 School Calendar for Magnolia Science Academy-Orange County – Placentia-Yorba Linda (“MSA-OC-PYL”)	Vote	David Yilmaz	3 m
V.	**Information/Discussion Items**			**7:42 PM**
A.	Customers Bank Presentation	Discuss	Steve Budhraja	20 m
B.	2024-25 CEO Metrics & Strategic Plan Update	Discuss	Alfredo Rubalcava	30 m
C.	Glows, Grows & Priorities Presentations • Magnolia Science Academy-7 • Magnolia Science Academy-8	Discuss	School Site Principals	30 m
D.	Enrollment Update	Discuss	Brenda Olivares	15 m
VI.	**Action Items**			**9:17 PM**
A.	Approval of Adoption of Multitudes as the MPS Risk of Reading Difficulties Screener	Vote	Katie Mann	10 m
B.	Approval of the Expanded Learning Opportunities Program Plans for All MPS Schools	Vote	Andross Milteer	7 m
C.	Approval of MPS Ethnic Studies Policy	Vote	Traci Lewin	7 m
D.	Approval of Addendum to the Services Agreement with InField Leadership Consulting	Vote	Gokhan Serce	7 m

		Purpose	Presenter	Time
E.	Approval of State Teachers Retirement System (STRS) Implementation Orange County Application	Vote	Steve Budhraja	7 m
F.	Approval of the Education Protection Act (EPA) Resolution for the 2025-26 School Year	Vote	Steve Budhraja	3 m
G.	Approval of Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy-Orange County	Vote	Steve Budhraja	7 m
H.	Approval of Security Companies RFP Winning Bid Decision	Vote	Suat Acar	7 m
I.	Approval of Lot Improvement Proposal for Magnolia Science Academy-1	Vote	Patrick Ontiveros	5 m
VII.	**Closing Items**			**10:17 PM**
A.	Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - May 22, 2025

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - May 22, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 22, 2025

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thu May 22, 2025 at 5:30 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 (remote), U. Yapanel

Directors Absent
S. Covarrubias

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 May 22, 2025 at 6:13 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

M. Muhammedov made a motion to amend the agenda and remove Action Items VB and VE.
D. Gonzalez seconded the motion.
VB: Approval of Board Resolution to Delegate Authority to CEO for Organizational Restructuring Decisions for MPS Network

VE: Approval of Change Order with Pro-Craft for the Magnolia Science Academy-5 Project

F. Del Carpio, Chief People Officer, and P. Ontiveros, General Counsel & Director of Facilities reported on the removal of these items.
The board **VOTED** to approve the motion.

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

E. Public Comments

M. Craig, Principal at Magnolia Science Academy-San Diego, made a public comment regarding soccer championship win.

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

G. Serce, Chief Academic Officer, announced the college acceptance data across MPS.

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N. Bayraktar, Student Board Member, announced his college acceptance and choice and would be majoring in molecular and cell biology.
A. Rubalcava, CEO & Superintendent, congratulated the Student Board Member and the work he has done at his school and at the Board level. He announced that Fiona Ma, State Treasurer of California, visited Magnolia Science Academy(MSA)-1 and 5 and met with staff to review data. Additionally, she spoke to 11th grade juniors regarding financial literacy and resources the state has to offer, and spoke to 12th grade seniors about the importance of college. Lastly, A. Rubalcava announced the various graduations and promotions occurring across MPS and encouraged those to attend and celebrate the students.
M. Muhammedov, Board Chair, announced that he visited MSA-Santa Ana and spoke to the Robotics Team who won the National Title. He congratulated the students.

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

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 04-10-25.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

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

D. Gonzalez made a motion to approve the minutes from Special Board Meeting on 05-06-25.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

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 public employee discipline/dismissal release and public employee performance evaluation for CEO & Superintendent.

B. Public Employee Discipline/Dismissal Release (§ 54957)

Item was discussed in Closed Session.

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

Item was discussed in Closed Session.

D. Report Out of Closed Session

M. Muhammedov announced in Open Session at 9:03pm that the Board discussed public employee discipline/dismissal release and directed staff to take action. Also discussed CEO & Superintendent Performance Evaluation and took no action.

III. Consent Items

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

U. Yapanel made a motion to approve the Commission on Teaching Credential ("CTC") Form CL500 Declaration of Need for all MPS schools in the counties of Los Angeles, San Diego, and Orange for the 2025-26 school year.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

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

IV. Information/Discussion Items

A. Glows, Grows & Priorities Presentations

E. Rizzuto, Principal at Magnolia Science Academy (MSA)-4, and J. Choe, Principal at MSA-6, presented their school site's Glows, Grows and Priorities presentations. Board Members thanked the Principals and staff for their continued work and updates.

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

D. Yilmaz, Chief Accountability Officer, reviewed Educational Partners survey reflections and what was learned from them. He reported on the participation rates by the students, parents and staff as well as areas of improvement. He also reported on the responses to the open ended questions. F. Del Carpio, Chief People Officer, reported on the staff

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responses and announced that MPS is now 'Great Place to Work' certified. She also reported on the areas of focus. M. Wittek, Director of Student Services, went over the student responses and planning for next year. B. Olivares, Chief Impact Officer, reported on the parent responses and growth in the communication with families. Questions from the Board were addressed by staff.

C. Enrollment Update

D. Gonzalez made a motion to move straight to Action Items due to time.
U. Yapanel seconded the motion.
Due to the time before quorum is lost, the Board was recommended to move straight to Action Items. If timing permits, they will revisit the Enrollment Update and Facilities Project Updates.
The board **VOTED** to approve the motion.

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

Enrollment Update was not discussed in this meeting due to time.

D. Updates on Facilities Projects

Updates on Facilities Projects was not discussed in this meeting due to time.

V. Action Items

A. Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year

F. Del Carpio, Chief People Officer, reported on the strategic evolution and approval of resolution to restructure academic and operational positions across the MPS network. She discussed the organizational charts by school site and the Home Office which reflect updated academic staffing models that are a direct step towards the codification of the instructional model and financial priorities. She went over the discussions and planning cycles held throughout the prior months and which were centered around enrollment projections, academic prioritization, budget planning and collaborative staffing models. She stated that they worked collaboratively with the Finance Department to ensure MPS is upholding balanced budgets across the school sites.
U. Yapanel made a motion 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.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of Board Resolution to Delegate Authority to CEO for Organizational Restructuring Decisions for MPS Network

This item was removed during the approval of agenda.

C. Approval of Addendum to the Strategic Services Agreement with MGT Impact Solutions, LLC

E. Acar, Deputy Superintendent, discussed the addendum from MGT which is intended to extend MGT's current agreement to include strategic planning services with the co-development of MPS's 5-year strategic plan. He reported that MGT has submitted a new proposal to facilitate the development of the 2030 strategic plan which builds upon the foundational work already completed and leverages MGT's prior experience supporting MPS initiatives. He reported on the timeline which next phase will start mid-May and detailed the phases.
M. Muhammedov made a motion to 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.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of Contract with Local Roofs for the Magnolia Science Academy-1 Middle School Roof Replacement Project

M. Sahin, Facilities Project Manager, reported that Magnolia Science Academy(MSA)-1 would require a much needed roof replacement at the middle school campus. The current roof is aging and experiences constant leaks and shows signs of progressive deterioration disrupting classrooms and posing safety risks to students and staff. Board Members questions were addressed by staff.
M. Muhammedov made a motion to 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%

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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.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Approval of Change Order with Pro-Craft for the Magnolia Science Academy-5 Project

This item was removed during the approval of agenda.

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 9:50 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

2025-26 Student Board Member Candidate Presentations

Section: II. Student Board Member Elections
Item: A. 2025-26 Student Board Member Candidate Presentations
Purpose: Discuss
Submitted by:
Related Material: II_A_2025-26 MPS Student Board Candidate Presentations.pdf

MAGNOLIA PUBLIC SCHOOLS

MPS Student Board Candidates

Report Due June 4, 2025, by 3:00 pm

Presentation June 18, 2025

MPS Board Vote: June 26, 2025 - time: TBD

Zoom link to Board Meeting:
https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Meeting ID: 978 5606 4990 | Passcode: 021250

Goals as a Student Board Member:

-Improve school community- We are living in an age where parents are extremely disconnected from their children, where I have seen first hand the effect on student behavior. I will seek a way to break this cycle in Magnolia Public Schools.

-Engage more directly with students- As a student, I have experienced several times where all I wished was to be able to directly voice my opinions. That is why I aim to give students the opportunity to feel heard by directly giving them a platform to appropriately voice their concerns.

-School events- I strongly encourage for schools to host more events to encourage students to be more involved with their school. Ex. the annual cultural festival is always a hot topic the day after the event. Not only is this for student involvement but also exposure of MSA to the community.



Personal Statement: My name is Sofia Perez, and I am going to be a junior during the 2025- 2026 academic year. I am a first generation student who uses this as an advantage. Being in this position has done nothing but motivate me to work hard, assuring I perform exceptionally. My sisters who attend(ed) UCLA and UC Berkeley have filled my heart with the desire to never hold back on my academic career. I yearn to be the person that my peers can feel as if they can comfortably open up to in times of hardship, and end the conversation with ease in mind.



Certificate of Recognition from the City of Los Angeles for Aviation Program

Sofia Perez:
Magnolia Science Academy-1

Posted on LAPL website with my essay



Academic Interest:

Without a doubt, my education comes before anything. Learning is a privilege and not even for a second will I take it for granted. I would rather fail going the extra mile than fail for not trying.

- Dual Enrollment: Child Development, Public Speaking, Business, Counseling, Psychology, English
- APs: World History
- Honors: English (2 years), Chemistry
- Special Classes: Advanced Math (2 Years), Spanish 3

Community/ Leadership Roles:
-Counselor in Training at Reseda Recreation Center
-Congressional Award Program
-Yearbook
-Supporting school during renewal at at Los Angeles Education Board
- Technical support for relative during immigration process
-Think Together Intern
-Youth Leadership Airport Academy (2025)
-Los Angeles Public Library Youth Volunteer
-Our Lady of Grace Youth Confirmation Program
-Volleyball
-MS Volleyball Team Manager
-Student Run Los Angeles

Passions:
-Helping the people who make the community
-Allowing peers to feel comfortable during school
-Sitting down and connecting when someone is struggling despite our relationship
-Seeking opportunities to grow leadership
-Volleyball
- Running

Joshua Rivas



Magnolia Science Academy 4

11th grade

Goals as a student board member

With the country's new president, many students are afraid of what could happen to them or a family member. My goal is to make every MSA student feel protected and feel that the school is a safe place for them and their families.

I also think that social media is the first way for us teenagers to communicate, which is why I would like Magnolias to have more space on social media with students in videos like TikTok, either giving news about the school or giving advice. This will also attract many new students.

Vision

If I'm elected, my vision is to support all schools in becoming safe, secure and supportive environments where all students feel comfortable being themselves and where everyone can find a community they belong to.



Passions

I really like helping people, but I'm mainly interested in helping children. That's why I want to study psychology and work with children with special needs. One of my passions is mental health, because I think it's the most important thing that human beings have to take care of.

Representing people is something I would like to do and this would be a great opportunity to learn and improve life skills in general and representing students who are just beginning to grow in knowledge and giving them a voice is something I am really interested in so that they have the confidence to approach me and give their opinion because sometimes it is difficult to express oneself with adults.

Qualifications

- I am the first of my siblings to come to the United States to study and my goal is to be the first college graduate in my family.
- I have participated in many school events such as the science fair, STEAM Expo 2024 and appeared in the newspaper La Opinion and LA County Science where I won recognition from Naval Research.
- This year I passed the ELPAC exam and I will no longer be in the ELD class. My first language is Spanish and I am fluent in English.
- I got a CPR certificate and the school has given me leadership and citizenship recognition.
- I am a member of the book and gardening club where we make food with what we grow and sell it for fundraisers.
- I passed the AP Spanish exam and all the college courses with an A.
- I brought the idea of starting to use Ecosia to make a good impact on the world.



#California
#Comunidad

‘Se vale soñar en grande’

Astronauta José Hernández, de origen mexicano inspira a cientos de jóvenes en Long Beach

Yahaira Montes De Oca

Magnolia Science Academy Santa Ana

About me: I am Yahaira Montes De Oca, I am an upcoming senior at Magnolia Science Academy Santa Ana. I love to be involved at school and participate in many school activities. This gives me the opportunity to obtain better leadership skills and discipline while having fun. I am the oldest from my family and the first to attend high school, both in the United States and Mexico.



Extracurriculars School related:

- National Honors Society (NHS)
- Varsity Volleyball (9th grade-Present)
- Track and Field (9th grade -Present)
- Manager for Boys Varsity Soccer (9th grade-Present)
- WE Club
- Help at school events/sports events (200+ Hours)
- Yearbook/Journalism (co-director)
- Congressional Award (future recipient)

Outside of School:

- KidSingers, Choir Program (3rd grade-present) Have received 3 college scholarships from this program, have completed 300+ hours, and multiple solos including singing “Take me Out to the Ball Game” at The Angels Stadium this year in July.
- Children & Youth Engagement Department (50+ hours involving projects for the city of Santa Ana and projects for “You Are Never a Bother Campaign”)
- Big Brothers and Big Sisters Program

Goal as Student Board member:

My main goal - Be the voice of all the students who stay silent about issues at school to help create an environment where students feel safe and supported.

Diversity, Equity, and Inclusion- I hope to create a more inclusive environment by reducing student isolation on campus. Throughout my years at Magnolia, I have noticed that there has often been disconnections between students whether due to different interests, backgrounds, or simply a lack of communication. My goal is to help break down these barriers and create a more inclusive, united school community.

Academics:

School has always been very important to me and will always be because I want to create a strong foundation for my future.

- Dual Enrolment (In the past and Currently)
- Taken AP classes
- Received multiple awards for Academic Excellence
- College Scholarship Awards

Coversheet

Approval of 2025-26 Certification of Assurances, Protected Prayer Certification, and Application for Funding

Section: IV. Consent Items
Item: A. Approval of 2025-26 Certification of Assurances, Protected Prayer Certification, and Application for Funding
Purpose: Vote
Submitted by:
Related Material: IV_A_2025-26 Conn App, Assurances and Prayer Certification .pdf

Agenda Item:	IV A: Consent Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	2025-26 Certification of Assurances, Protected Prayer Certification, Application for Funding

Action Proposed:

I recommend that the Board approves the 2025-26 Certification of Assurances, 2025-26 Protected Prayer Certification, 2025-26 Application for Funding and General Assurances as presented.

Purpose:

The purpose of the Certification of Assurances, Certification and Funding Application is to comply with Federal Law in order to continue receiving Federal funds in the form of Entitlement Program (Title 1, 2, 3 & 4), Special Education IDEA and other Federal Funds for the 2025-26 school year.

Background:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved within 6 weeks from the date Consolidated Application Reporting System(CARS) is released. The CARS was released on July 14, 2023.

Analysis:

All projected Federal funding has been included in the 2025-26 Adopted Budget in accordance with the California Education Code.

Exhibits:

- 2025-26 Certification of Assurances
- 2025-2026 Protected Prayer Certification
- 2025-2026 Application for Funding

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:27 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:28 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:43 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:35 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:36 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:38 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:38 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:44 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:44 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:45 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:45 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:46 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:46 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

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County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:47 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:47 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:48 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:48 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:49 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:49 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:50 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:50 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:51 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:51 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:52 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:52 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

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County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:53 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:53 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:53 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

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County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:54 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:54 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:58 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:58 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

*****Warning*****
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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:58 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:58 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Certified
Saved by: Omar F Polat
Date: 6/3/2025 11:56 AM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:56 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Omar F. Polat
Authorized Representative's Title	Director of State and Federal Programs

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California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:56 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:57 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

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California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025

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California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 11:59 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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Returning Application

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County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2025
Authorized Representative's Full Name	Omar F Polat
Authorized Representative's Title	Director of State and Federal Programs

Warning
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California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 12:01 PM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Magnolia Science Academy - Orange County (30 10306 0165217)

Status: Draft
Saved by: Omar F Polat
Date: 6/3/2025 12:01 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

Warning
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Coversheet

Approval of 2025-26 Certification of Signatures Form and Resolution

Section:	IV. Consent Items
Item:	B. Approval of 2025-26 Certification of Signatures Form and Resolution
Purpose:	Vote
Submitted by:	
Related Material:	IV_B_MPS Certification of Signatures 2025-26.pdf

Agenda Item:	IV B: Consent Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of 2025-26 Certification of Signatures Form

Action Proposed:

I recommend that the Board approve the 2025-26 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective July 1, 2025 through June 30, 2026. Signatories will include the CEO/Superintendent, Deputy Superintendent, Chief Financial Officer, Chief Operations Officer and MPS Governing Board Members.

Purpose:

The purpose of this form is to update the Los Angeles County Office of Education (LACOE) on the list of signers on behalf of MPS for the 2025-26 school year.

Background:

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current form expires June 30, 2025, the new form will be in place July 1, 2025 to June 30, 2026.

Analysis:

Based on the California Education Code, local education agencies are required
All projected Federal funding has been included in the 2025-26 Adopted Budget in accordance with the California Education Code. We have included our Deputy Superintendent (Mr. Erdinc

Acar) for the upcoming school year as he is now serving in his new position. This is a change from the current year.

Exhibits

1. Certifications of Signatures Form
2. Resolution

Magnolia Public Schools

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2025 to June 30, 2026

In accordance with governing board approval dated June 12, , 20 25 .

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME Alfredo Rubalvaca	
TITLE CEO & Superintendent	
SIGNATURE	INITIALS
TYPED NAME Erdinc Acar	
TITLE Deputy Superintendent	
SIGNATURE	INITIALS
TYPED NAME Steve Budhraja	
TITLE Chief Financial Officer	
SIGNATURE	INITIALS
TYPED NAME Suat Acar	
TITLE Chief Operations Officer	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

CERTIFICATION OF SIGNATURES RESOLUTION

June 12, 2025

Gabriel Leung
Assistant Director
Accounting and Financial Services
Division of School Financial Services Los Angeles County Office of Education

Per LACOE Bulletin #6768, attached is the Certification of Signatures Resolution expiring on June 30, 2024, which was approved during our organizational meeting on June 12, 2025
If you have any questions, please contact me at the information below.

Sincerely,

Steve Budhraja

Steve Budhraja Ed.D.
Dr. Steve Budhraja
Chief Financial Officer
sbudhraja@magnoliapublicschools.otrg
(213) 628-4634
.

Coversheet

Approval of 2025-26 School Calendar for Magnolia Science Academy-Orange County – Placentia-Yorba Linda (“MSA-OC-PYL”)

Section: IV. Consent Items
Item: C. Approval of 2025-26 School Calendar for Magnolia Science Academy-Orange County – Placentia-Yorba Linda (“MSA-OC-PYL”)
Purpose: Vote
Submitted by:
Related Material: IV_C_2025-26 School Calendar for MSA-OC-PYL.pdf

Agenda Item:	IV C: Consent Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2025-26 School Calendar for MSA-OC-PYL

Action Proposed:

I move that the Board approve the 2025-26 School Calendar for MSA-Orange County – Placentia-Yorba Linda ("MSA-OC-PYL").

Purpose:

We need to share our 2025–26 MSA-OC-PYL school calendar with our educational partners and begin planning for the upcoming school year as early as possible.

Background:

At the April 10, 2025 board meeting, staff recommended a unified calendar for all MSA–OC sites. Since then, additional operational, enrollment, and facility-related factors have emerged for MSA–OC–PYL, prompting a revised calendar proposal specific to its first year of operation. We are proposing the following school calendar for MSA–OC–PYL for the upcoming school year.

MAGNOLIA PUBLIC SCHOOLS

2025-26 MPS ACADEMIC CALENDAR

	Pink: Holidays & Breaks	LA	OC	OC	SD
	Green: Important Dates	MSA-1 thru 8	MSA-SA & MSA-OC-A	MSA-OC-PYL	MSA-SD
JUL	Independence Day	7/4 (Fri)	7/4 (Fri)	7/4 (Fri)	7/4 (Fri)
AUG	**First Day of Instruction**	**8/14 (Thu)**	**8/11 (Mon)**	**8/26 (Tue)**	**8/11 (Mon)**
SEP	Labor Day	9/1 (Mon)	9/1 (Mon)	9/1 (Mon)	9/1 (Mon)
OCT	Staff P.D. Day (Pupil Free Day)	10/24 (Fri)	10/24 (Fri)	10/24 (Fri)	10/13(off),10/24(PD)
NOV	Veterans Day	11/11 (Tue)	11/11 (Tue)	11/11 (Tue)	11/10-11/11
NOV	Thanksgiving Break	11/24-11/28	11/24-11/28	11/24-11/28	11/24-11/28
DEC	**Last Day of First Semester**	**12/19 (Fri)**	**12/19 (Fri)**	**12/19 (Fri)**	**12/19 (Fri)**
DEC	Winter Break	12/22-1/9	12/22-1/9	12/22-1/2	12/22-1/2
JAN	Staff P.D. Day (Pupil Free Day)	1/12 (Mon)	1/12 (Mon)	1/5 (Mon)	1/5 (Mon)
JAN	**First Day of Second Semester**	**1/13 (Tue)**	**1/13 (Tue)**	**1/6 (Tue)**	**1/6 (Tue)**
JAN	M. L. King Day	1/19 (Mon)	1/19 (Mon)	1/19 (Mon)	1/19 (Mon)
FEB	Presidents' Day	2/16 (Mon)	2/13-2/16	2/13-2/16	2/13-2/16
MAR	Staff P.D. Day (Pupil Free Day)	3/6 (Fri)	3/6 (Fri)	3/6 (Fri)	3/6(PD),3/9(off)
MAR	Cesar Chavez Day	3/27 (Fri)	3/27 (Fri)	-	3/27 (Fri)
APR	Spring Break	3/30-4/3	4/6-4/10	4/6-4/10	3/30-4/3
MAY	Memorial Day	5/25 (Mon)	5/25 (Mon)	5/25 (Mon)	5/25 (Mon)
JUN	**Last Day of Instruction**	**6/9 (Tue)**	**6/5 (Fri)**	**6/12 (Fri)**	**6/3 (Wed)**
JUN	Juneteenth	6/19 (Fri)	6/19 (Fri)	6/19 (Fri)	6/19 (Fri)
	# of Instructional Days:	180	180	180	180
	# of Staff P.D. (Pupil Free) Days:	3	3	3	3

Analysis:

MSA-Orange County

We face a unique challenge when developing the school calendar for MSA–Orange County (MSA–OC). As a countywide-benefit charter school approved to operate four sites under a single LEA, MSA–OC must consider multiple communities. The first two sites proposed to open are located within the boundaries of Anaheim and Placentia–Yorba Linda: **MSA–OC–A** and **MSA–OC–PYL**.

The districts we would typically use for calendar comparison include Anaheim Elementary School District (AESD), Anaheim Union High School District (AUHSD), and Placentia–Yorba Linda Unified School District (PYLUSD). These districts vary in terms of start/end dates and holiday breaks—and their calendars also differ from our sister school, MSA–Santa Ana.

Given these variations, and the added complexity that different calendars would create under the same LEA (especially for reporting attendance and compliance data), we held discussions with both school and Home Office staff to evaluate whether to adopt a unified calendar or create site-specific ones.

Unified Calendar (Same Calendar for All Sites)

Pros of a Unified Calendar

- **Simplified Operations:** Streamlines systemwide planning for assessments, reporting, staffing, and coordination across sites.
- **Improved Reporting Accuracy:** A single calendar reduces the complexity of state reporting—especially for attendance—and significantly lowers the risk of errors. Managing multiple calendar tracks across sites would complicate reporting processes, as attendance data must be disaggregated by resident district. Having separate calendars per site would make this process far more cumbersome and prone to mistakes.
- **Staff Consistency:** Easier to coordinate professional development, payroll, HR processes, and scheduling across all MSA–OC sites.
- **Clearer Communication:** A unified calendar makes it easier to communicate with staff, families, and external partners.

Cons of a Unified Calendar

- **Misalignment with Local Districts:** Students may miss out on district-based services such as transportation, extracurricular activities, or community events that follow their local calendars.

- **Family Scheduling Conflicts:** Families with children in both MSA and local district schools may experience scheduling challenges.

- **Less Site-Level Flexibility:** A shared calendar may not fully reflect the unique needs or schedules of each site community.

Staff Recommendation (as of April 10, 2025):

We recommended adopting a **unified calendar** for all MSA–OC sites, following the existing calendar used by **MSA–Santa Ana**.

Since we are required to report as one LEA (e.g., for attendance, CALPADS, and other state metrics), maintaining multiple calendars would significantly complicate reporting and could compromise data accuracy.

Aligning MSA–OC with the MSA–Santa Ana calendar will promote consistency across our Orange County schools and streamline operations and communication.

We believe any misalignment with local district calendars can be addressed through clear and proactive communication with families. As a first step, we recommend piloting this unified calendar in the first year and evaluating its effectiveness before making a long-term decision.

Staff Recommendation (as of June 18, 2025):

While we initially recommended a unified MSA–OC calendar at the April 10, 2025 board meeting, we are now submitting a revised recommendation for MSA–OC–PYL based on the following considerations:

- Launching with a calendar that differs from the District's could cause confusion for families in our first year of operation.
- A later start provides valuable time to increase enrollment, prepare the new site, and conduct staff training and PD.

- Opening two new campuses on the same day presents logistical challenges—staggering the start dates helps manage resources more effectively.
- MSA–OC–PYL will be co-located on a District site; opening two weeks earlier than the District could lead to unforeseen operational issues.

Updated Recommendation:

We now recommend a customized calendar for MSA–OC–PYL's first year that:

- Aligns with the District's August 26 start date
- Includes a 2-week winter break instead of 3
- Follows the MSA–OC–Anaheim calendar for most other key dates

This approach maintains as much alignment as possible with both the District and MSA–OC–Anaheim, while addressing the unique needs of launching a new school.

The following table compares school breaks and non-student days among MSA–OC–Anaheim, PYLUSD, and MSA–OC–PYL:

Calendar Item	MSA-OC-A	PYLUSD	MSA-OC-PYL
First Day of Instruction	August 11	August 26	August 26
Winter Break	3 weeks (Dec 22 – Jan 9)	2 weeks (Dec 22 – Jan 2)	2 weeks (Dec 22 – Jan 2)
Spring Break	1 week (April 6 – April 10)	1 week (April 6 – April 10)	1 week (April 6 – April 10)
Last Day of Instruction	June 5	June 11	June 12
Other No-Student Days:	Mar 27, plus PD days: Oct 24, Jan 12, Mar 6	Aug 29, Nov 21, Dec 19	PD days: Oct 24, Jan 5, Mar 6
Number of Instructional Days	180	180	180

Impact:

This revised calendar addresses the considerations outlined above and offers the smoothest alignment between the District and MSA–OC–Anaheim calendars. Following the first year of

implementation, we will evaluate its effectiveness and make an informed recommendation for the subsequent school year.

Exhibits:

1. 2025-26 MPS Academic Calendar
2. 2025-26 PYLUSD Calendar

2025-26 MPS ACADEMIC CALENDAR

	Pink: Holidays & Breaks	**LA**	**OC**	**OC**	**SD**
	Green: Important Dates	**MSA-1 thru 8**	**MSA-SA & MSA-OC-A**	**MSA-OC-PYL**	**MSA-SD**
JUL	Independence Day	7/4 (Fri)	7/4 (Fri)	7/4 (Fri)	7/4 (Fri)
AUG	**First Day of Instruction**	**8/14 (Thu)**	**8/11 (Mon)**	**8/26 (Tue)**	**8/11 (Mon)**
SEP	Labor Day	9/1 (Mon)	9/1 (Mon)	9/1 (Mon)	9/1 (Mon)
OCT	Staff P.D. Day (Pupil Free Day)	10/24 (Fri)	10/24 (Fri)	10/24 (Fri)	10/13(off),10/24(PD)
NOV	Veterans Day	11/11 (Tue)	11/11 (Tue)	11/11 (Tue)	11/10-11/11
NOV	Thanksgiving Break	11/24-11/28	11/24-11/28	11/24-11/28	11/24-11/28
DEC	**Last Day of First Semester**	**12/19 (Fri)**	**12/19 (Fri)**	**12/19 (Fri)**	**12/19 (Fri)**
DEC	Winter Break	12/22-1/9	12/22-1/9	12/22-1/2	12/22-1/2
JAN	Staff P.D. Day (Pupil Free Day)	1/12 (Mon)	1/12 (Mon)	1/5 (Mon)	1/5 (Mon)
JAN	**First Day of Second Semester**	**1/13 (Tue)**	**1/13 (Tue)**	**1/6 (Tue)**	**1/6 (Tue)**
JAN	M. L. King Day	1/19 (Mon)	1/19 (Mon)	1/19 (Mon)	1/19 (Mon)
FEB	Presidents' Day	2/16 (Mon)	2/13-2/16	2/13-2/16	2/13-2/16
MAR	Staff P.D. Day (Pupil Free Day)	3/6 (Fri)	3/6 (Fri)	3/6 (Fri)	3/6(PD),3/9(off)
MAR	Cesar Chavez Day	3/27 (Fri)	3/27 (Fri)	-	3/27 (Fri)
APR	Spring Break	3/30-4/3	4/6-4/10	4/6-4/10	3/30-4/3
MAY	Memorial Day	5/25 (Mon)	5/25 (Mon)	5/25 (Mon)	5/25 (Mon)
JUN	**Last Day of Instruction**	**6/9 (Tue)**	**6/5 (Fri)**	**6/12 (Fri)**	**6/3 (Wed)**
JUN	Juneteenth	6/19 (Fri)	6/19 (Fri)	6/19 (Fri)	6/19 (Fri)
	# of Instructional Days:	180	180	180	180
	# of Staff P.D. (Pupil Free) Days:	3	3	3	3

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

2025-2026 STUDENT CALENDAR
OPENING/CLOSING OF SCHOOLS

First Day of School (Transitional Kinder-12)..... Tuesday, August 26, 2025
Last Day of School (Preschool only) ..... Wednesday, June 10, 2026
Last Day of School (Transitional Kinder-12 Minimum Day) .....……..Thursday, June 11, 2026

NON-STUDENT/SCHOOL HOLIDAY SCHEDULE

Non-Student Day ..... Friday, August 29, 2025
Labor Day..... Monday, September 1, 2025
Veterans' Day..... Tuesday, November 11, 2025
Parent Conference (Elementary Students Only)..... Friday, November 21, 2025
Thanksgiving Recess (5 days)..... Monday, November 24 - Friday, November 28, 2025
Middle/High School End of Semester Grading Day (Secondary Students Only)..... Friday, December 19, 2025
Winter Recess (10 days)..... Monday, December 22 – Friday, January 2, 2026
Martin Luther King Jr. Day ..... Monday, January 19, 2026
Lincoln's Birthday..... Monday, February 9, 2026
Presidents' Holiday (Washington's Birthday)..... Monday, February 16, 2026
Spring Recess (5 days)..... Monday, April 6 – Friday, April 10, 2026
Memorial Day..... Monday, May 25, 2026

MINIMUM DAYS

Middle School Grading Day..... Friday, October 17, 2025
Elementary School Grading Day..... Friday, November 7, 2025
Parent Conference (Elementary Only)..... Wednesday & Thursday, November 19 & 20, 2025
Semester Finals (High School Only)..... Wednesday & Thursday, December 17 & 18, 2025
Elementary Grading Day..... Friday, March 6, 2026
Middle School Grading Day..... Friday, March 20, 2026
Elementary Grading Day..... Friday, June 5, 2026
Semester Finals (Secondary Only)..... Wednesday & Thursday, June 10 & 11, 2026

GRADING PERIOD

End of First Quarter..... Friday, October 17, 2025
End of First Trimester..... Friday, November 7, 2025
End of Second Quarter (1st Semester)..... Friday, December 19, 2025
End of Second Trimester..... Friday, March 6, 2026
End of Third Quarter..... Friday, March 20, 2026
End of Fourth Quarter/Third Trimester (2nd Semester) ……..……... Thursday, June 11, 2026

Coversheet

Customers Bank Presentation

Section: V. Information/Discussion Items
Item: A. Customers Bank Presentation
Purpose: Discuss
Submitted by:
Related Material: V_A_Customers Bank Presentation.pdf

customers bank

How we can be of service to

MAGNOLIA PUBLIC SCHOOLS

June 2025

A strong and stable bank

Founded in 2009, Customers Bank is strong and stable, as illustrated by the following key metrics[1]:

$22.4 billion
Total assets

$15.1 billion
Total loans and leases

$8.7 billion
Total liquidity

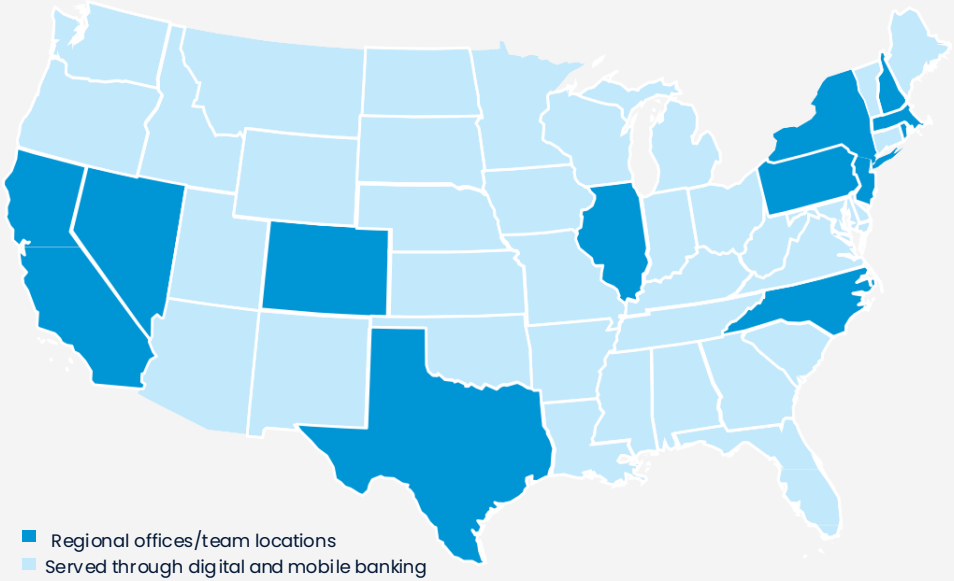
0.26%
Non-performing assets ratio

13.00%
Tier 1 Capital
(Customers Bank)
Regulatory minimum: 6.0%
Well-capitalized: 8.0%

[1] Data as of 3/31/2025, adjusted to account for affiliate and collateralized deposits.

No matter where you're located, we're here to serve you.

We have team members located in the below states. Regardless of where you are located, with our digital banking and mobile services, we bring the bank to you – anytime, anywhere.



California
Bay Area
Irvine
Sacramento
Sherman Oaks

Colorado
Denver

Illinois
Chicago

Massachusetts
Boston

Nevada
Las Vegas
Reno

New Hampshire
Portsmouth

New Jersey
Hamilton

New York
Melville
New York City
Rye Brook

North Carolina
Charlotte
Durham

Pennsylvania
Doylestown
Lancaster
Langhorne
Philadelphia
Phoenixville
Malvern
West Reading
Wyomissing

Rhode Island
Providence

Texas
Dallas

Branch and ATM services available at this location.
Digital Banking and Mobile Services available 24/7.

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Proudly serving schools and nonprofit organizations

Customers Bank works with schools and nonprofit organizations across our markets.

LIGUORI ACADEMY

BOUNDLESS LOVE

Customer Snapshot: Liguori Academy

- Liguori Academy is a Philadelphia-based independent high school founded in 2016 that serves a diverse, primarily low-income student population of 285 students.
- Its mission is to prepare students for college, careers, and life through individualized learning and workforce-ready programs.
- Students choose from career pathways like healthcare, arts, trades, or technology, and graduate with multiple industry-recognized certifications.

Banking Partnership

- Client of Customers Bank since 2020
- Seven-figure deposit relationship
- Dedicated local banking team manages day-to-day banking and treasury management services

"We are a walking commercial for Customers Bank, because we like to explain to people the incredible relationships we have. I think of Customers Bank as a concierge bank: the bank never, never fails on service. There's no waiting hours for someone to call you back – it's automatic, and that goes a long way in a relationship."

- Michael Marrone, President of Liguori Academy

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Defining Partnership: Customers Bank x Magnolia Public Schools

RELATIONSHIP HISTORY

- For 10+ years, previously served as MPS's banker and primary point of contact
- Worked alongside MPS management team to deliver cost-saving Treasury Management products and services
- Provided tailored solutions and proactive guidance to address specific MPS challenges.
- Assisted MPS throughout the PPP application and forgiveness process
- In 2024, joined Customers Bank in order to continue serving clients as a trusted partner

FORWARD LOOKING

- We are committed to continuously introducing innovative solutions to enhance your banking experience as your organization's needs and goals develop
- We understand your 5-year plan and projections (obtained during the underwriting process) and will tailor our partnership to align with your goals
- Our dedicated team will train the MPS staff members and partners in the daily operations of the banking system
- Our senior management is available to meet with MPS as needed

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Products and Services Summary

We are confident that the products and services outlined are best suited to your organization's financial goals today, and its vision for tomorrow.

Cash Management Services

- Online Banking
- Remote Deposit Capture (RDC)
- Merchant Services (Credit Card Processing)
- ACH Origination
- Wire Origination
- Check Positive Pay
- ACH Positive Pay
- Balance and Transaction Reporting
- NetSuite Integration

Insured Cash Sweep

- Large deposits eligible for multi-million-dollar FDIC insurance
- Access funds up to six withdrawals per month
- Earn interest
- Online access

Business Money Market

- Higher tiered interest rate
  (*Rate is variable and subject to change*)

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Your Customers Bank Team

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Coversheet

2024-25 CEO Metrics & Strategic Plan Update

Section: V. Information/Discussion Items
Item: B. 2024-25 CEO Metrics & Strategic Plan Update
Purpose: Discuss
Submitted by:
Related Material: V_B_MPS Strategic Plan 2024-25 Updates.pdf



MAGNOLIA PUBLIC SCHOOLS

Strategic Plan Update

2024-25

June 12, 2025

Academic Department

Led by Gokhan Serce, Chief Academic Officer



GOKHAN SERCE
Chief Academic Officer



CORRI TATE RAVARE
Chief Schools Officer



TRACI LEWIN
Director of Educational Services



JENNY OBUCHI
Program Manager



KATIE MANN
Director of EL & ELA Programs



LIZ SCHULZ
Director of Special Education & Related Services



MEAGAN WITTEK
Director of Student Services



ANDROSS MILTEER
ELOP Coordinator



FATIMA GANDA
College & Career Coordinator



HAVVA TERZI
Dual Enrollment Coordinator



KRYSTAL ZAVALA
Special Programs Coordinator



VAROL GURLER
ELOP Manager



ROSE BUTT
Accountability & Data Assistant

STRATEGIC PLAN UPDATE

Academic Accountability - LCAP Goals & Actions

Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high quality instructional materials, and appropriately maintained school facilities.	1. Teacher assignments and credentials 2. Instructional materials and technology 3. Clean and safe facilities that support learning 4. Healthy and nutritious meals 5. Well-orchestrated Home Office support services
Goal 2: EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.	1. Broad course of study and standards-based curriculum 2. Professional development for high-quality instruction 3. MTSS - Academic enrichment, intervention, and student support 4. Designated and integrated ELD programs and support for ELs 5. Support for students with disabilities
Goal 3: INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	1. College/Career readiness programs and activities 2. STEM and GATE programs 3. Digital literacy and citizenship programs 4. Physical education, activity, and fitness 5. Additional programs and activities that support well-rounded education
Goal 4: CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	1. Seeking family input for decision making 2. Building relationships and partnerships with families for student outcomes 3. MTSS - PBIS and SEL support 4. Annual educational partner surveys 5. Community outreach and partnerships

STRATEGIC PLAN UPDATE

Academic Accountability - LCAP Metrics

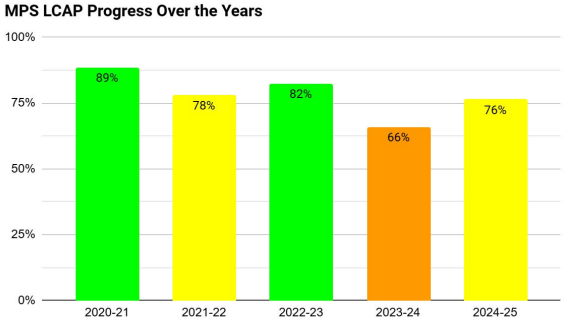
Goals:	Metrics:
Goal 1: Basic Services For A High-Quality Learning Environment	**1.1** Teaching assignments, **1.2** Instructional materials, **1.3** Facilities maintenance, **1.4** Teacher retention rate, **1.5** Teacher attendance rate
Goal 2: Excellence	**2.1** Student access to programs and services, **2.2** Classroom observations, **2.3** Class pass rate, **2.4** Performance on CAASPP: ELA, **2.5** Performance on the CA School Dashboard: ELA, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP), **2.8** Performance on CAASPP: Math, **2.9** Performance on the CA School Dashboard: Math, **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.12** Performance on the CA School Dashboard: ELPI, **2.13** EL reclassification rate, **2.14** Performance on CAASPP: Science
Goal 3: Innovation	**3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.6** Performance on CAASPP: Math (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.10** A-G rate, **3.11** CTE rate, **3.12** A-G and CTE rate, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.15** Advanced or Honors MPS Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate
Goal 4: Connection	**4.1** Number of PAC meetings, **4.2** Number of ELAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates, **4.13** Average approval rate on surveys, **4.14** Overall satisfaction rates on surveys, **4.15** Student retention rate

***Note*: Data for 52 metrics (or 93, including supplementary metrics) are updated quarterly.**
By the end of Quarter 4, 29 metrics (31%) rely on prior year data, while 64 metrics (69%) reflect data from the current year.

STRATEGIC PLAN UPDATE

Academic Accountability - LCAP Metrics Quarter 4 Update

LCAP Year: 2024-25		MPS	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-BELL	MSA-SD	MSA-SA
	Measuring and Reporting Results Progress - SUMMARY	60	61	53	52	63	64	54	52	31	58	76
		16	13	14	12	11	12	3	5	11	5	9
		13	19	26	29	15	17	8	7	23	2	8
		4	0	0	0	4	0	28	29	28	28	0
	Updated on 6/11/25	76%	73%	65%	62%	77%	75%	85%	85%	56%	93%	87%
State Priority:	Metric:											
Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.											
SP1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" *(Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)*	P	P	N	P	Y	N	Y	Y	N	Y	Y
SP1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home *(Source: Local Indicator Priority 1)*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
SP1	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) *(Source: Local Indicator Priority 1)*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
SP6	Teacher retention rate *(Source: HRIS)*	P	Y	P	Y	P	P	Y	Y	N	Y	P
SP6	Teacher attendance rate *(Source: HRIS)*	P	P	P	N	Y	Y	P	Y	P	Y	Y



***Note**: The current LCAP cycle began with the 2024-25 school year.*

ORGANIZATIONAL PRIORITY #3

Meet all Local Control and Accountability Plan (LCAP) goals as measured by the metrics that MPS uses to track progress toward the expected outcomes (Meet 80% or more of the targets, with the ultimate goal of 100%)

Target: **2024-25: ≥ 80%**

Actual: **2022-23: 82%**
2023-24: 66%
2024-25: 76%

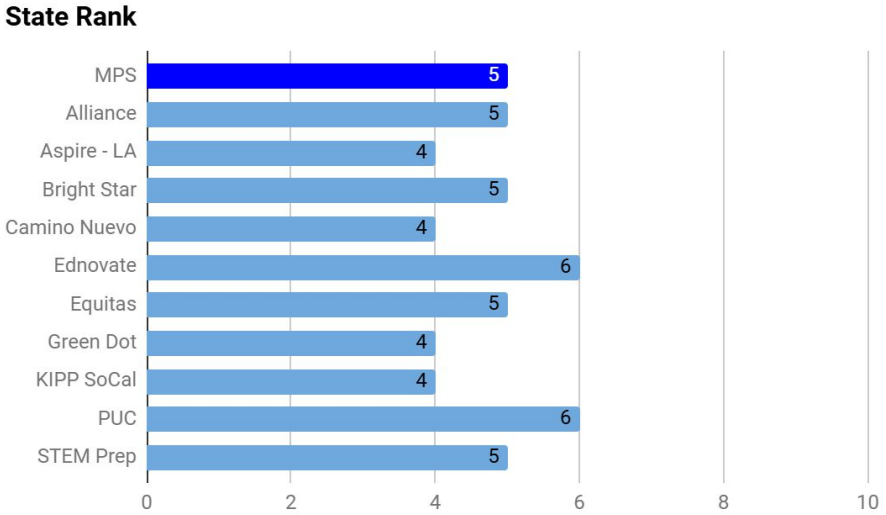
STRATEGIC PLAN UPDATE

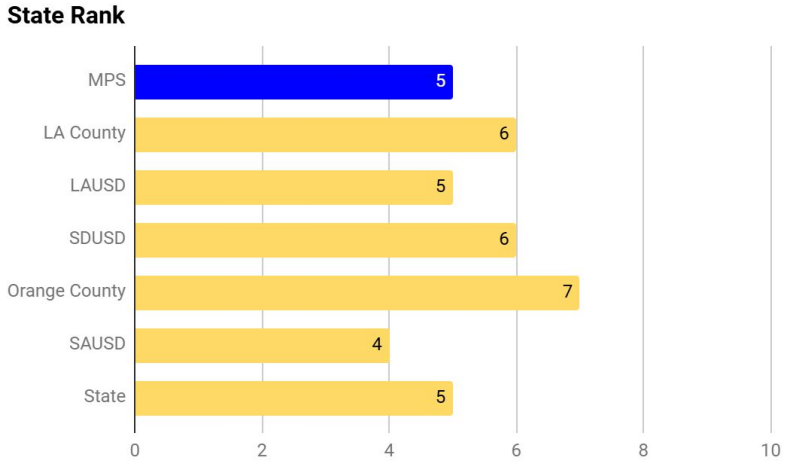
Academic Accountability - LCAP Metrics Quarter 4 Update

On Target?	Metrics:
Y (35 metrics)	**1.2** Instructional materials, **1.3** Facilities maintenance, **2.1** Student access to programs and services, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP), **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.13** EL reclassification rate, **2.14** Performance on CAASPP: Science, **3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate, **4.1** Number of PAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates (Students), **4.13** Average approval rate on surveys (Families), **4.14** Overall satisfaction rates on surveys (Families), **4.15** Student retention rate
P (12 metrics)	**1.1** Teaching assignments, **1.4** Teacher retention rate, **1.5** Teacher attendance rate, **2.2** Classroom observations, **2.3** Class pass rate, **2.4** Performance on CAASPP: ELA, **3.10** A-G rate, **3.15** Advanced or Honors MPS Diploma, **4.2** Number of ELAC meetings, **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.13** Average approval rate on surveys (Students), **4.14** Overall satisfaction rates on surveys (Students)
N (11 metrics)	**2.5** Performance on the CA School Dashboard: ELA, **2.8** Performance on CAASPP: Math, **2.9** Performance on the CA School Dashboard: Math, **2.12** Performance on the CA School Dashboard: ELPI, **3.6** Performance on CAASPP: Math (Grade 11), **3.11** CTE rate, **3.12** A-G and CTE rate, **4.12** Survey participation rates (Families), **4.12** Survey participation rates (Staff), **4.13** Average approval rate on surveys (Staff), **4.14** Overall satisfaction rates on surveys (Staff)

STRATEGIC PLAN UPDATE

Academic Accountability - CCSA Ranking





Metric: State Rank on the CCSA Snapshots report based on the averaging of ELA *DFS and Math DFS on the CA School Dashboard

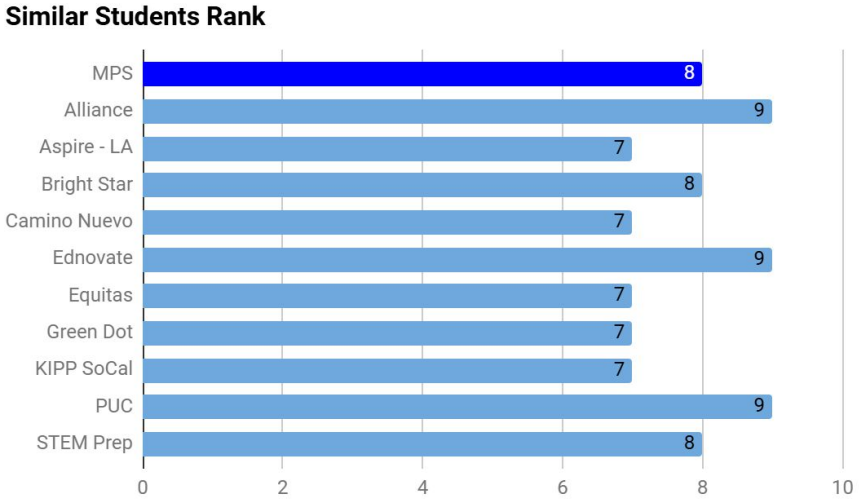
Target: **2024-25:** 6

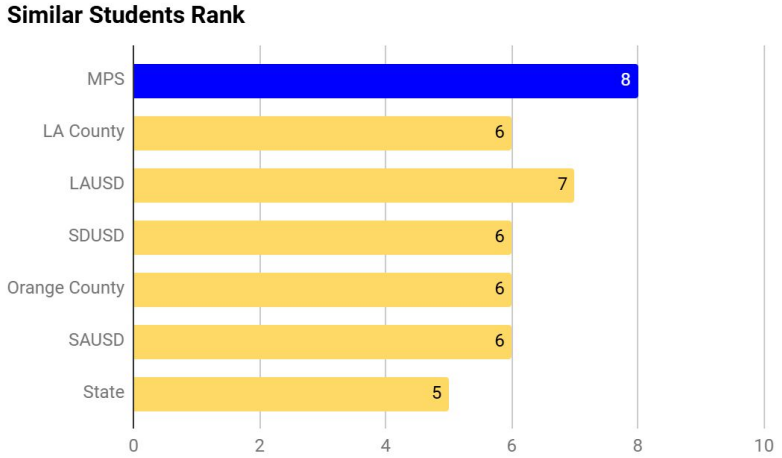
Actual: **2021-22:** 5
2022-23: 5
2023-24: 5

** DFS: Distance from Standard on the SBAC assessments, i.e., how far the average student is from meeting the grade-level standard.*

STRATEGIC PLAN UPDATE

Academic Accountability - CCSA Ranking





Metric: Similar Students Rank on the CCSA Snapshots report based on the averaging of ELA DFS and Math DFS on the CA School Dashboard in comparison to similar schools

Target: **2024-25:** 8

Actual: **2021-22:** 7
2022-23: 8
2023-24: 8

CCSA Snapshots Side-by-Side Comparison Tool Link

**DFS: Difference From Standards on SBAC assessments. How far the average student is from meeting the grade-level standard.*

STRATEGIC PLAN UPDATE

Academic Accountability

California School DASHBOARD

Dashboard Historical Performance - English Language Arts

Dashboard Historical Performance - ELA (3-8,11) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	-6.0	-2.5	-12.2	-13.6	-13.2	0.4	-7.2
	Orange	Green	N/A	Orange	Orange		
MPS	-16.5	-13.6	-18.2	-17.4	-18.6	-1.2	-2.1
	Orange	Orange	N/A	Orange	Orange		
Diff	-10.5	-11.1	-6.0	-3.8	-5.4		

CEO Metric: All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a 3-point or more increase from the prior year as measured by the CA School Dashboard.

Actual:
Change: **Overall, MPS declined by 1.2 points. 5 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

California School DASHBOARD

Dashboard Historical Performance - Mathematics

Dashboard Historical Performance - Math (3-8,11) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	-36.4	-33.5	-51.7	-49.1	-47.6	1.5	-11.2
	Orange	Orange	N/A	Orange	Orange		
MPS	-52.6	-47.2	-64.4	-57.9	-61.8	-3.9	-9.2
	Orange	Yellow	N/A	Yellow	Orange		
Diff	-16.2	-13.7	-12.7	-8.8	-14.2		

CEO Metric: All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a 3-point or more increase from the prior year as measured by the CA School Dashboard.

Actual:
Change: **Overall, MPS declined by 3.9 points. 6 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

STRATEGIC PLAN UPDATE

Academic Accountability

California School DASHBOARD — Dashboard Historical Performance - Science

Dashboard Historical Performance - Science (5, 8,HS) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)
State	-	-	-	-16.6	-16.5	1.5
	N/A	N/A	N/A	N/A	N/A	
MPS	-	-	-	-14.9	-13.5	1.4
	N/A	N/A	N/A	N/A	N/A	
Diff					3.0	

CEO Metric: All student groups across MPS will show growth on the CAASPP-Science assessments by a 3-point or more increase from the prior year as measured by the CA School Dashboard.

Actual:
Change: **Overall, MPS increased by 1.4 points. 4 out of 10 schools showed an increase of 3 points or more in schoolwide results.**

California School DASHBOARD — Dashboard Historical Performance - English Learner Progress

Dashboard Historical Performance - English Learner Progress (1-12) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (19 to 24)
State	-	48.3%	50.3%	48.7%	45.7%	-3.0%	-2.6%
	N/A	N/A	N/A	Orange	Orange		
MPS	-	49.5%	54.9%	58.4%	37.0%	-21.5%	-12.5%
	N/A	N/A	N/A	Green	Red		
Diff		1.2%	4.6%	9.7%	-8.7%		

CEO Metric: Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year as measured by the CA School Dashboard
Target: ≥ 50% Actual: **37.0%**

Status: **Overall, MPS' status is 37.0%. 4 out of 10 schools have a status of 50% or greater.**

Change: **MPS declined by 21.5 percentage points. 3 out of 10 schools showed an increase of 2 percentage points or more.**

STRATEGIC PLAN UPDATE

Academic Accountability

California School DASHBOARD

Dashboard Historical Performance - College/Career

Dashboard Historical Performance - College/Career Indicator (9-12) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	42.2%	44.1%	-	43.9%	45.3%	1.4%	3.1%
	Yellow	Yellow	N/A	N/A	Yellow		
MPS	55.1%	61.4%	-	67.2%	72.3%	5.1%	17.2%
	Yellow	Green	N/A	N/A	Blue		
Diff	12.9%	17.3%		23.3%	27.0%		

CEO Metric: 55% or more of MPS seniors will earn the "Prepared" designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all.
Target: ≥ 55% Actual: **72.3%**

Status: **Overall, MPS' status is 72.3%. 5 out of 6 schools have a status of 55% or greater.**

Change: **MPS increased by 5.1 percentage points. 4 out of 6 schools showed an increase of 2 percentage points or more.**

California School DASHBOARD

Dashboard Historical Performance - Graduation Rate

Dashboard Historical Performance - Graduation Rate (9-12) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	83.5%	85.8%	87.4%	86.4%	86.7%	0.3%	3.2%
	Yellow	Green	N/A	Orange	Yellow		
MPS	95.5%	96.2%	96.9%	95.2%	96.8%	1.6%	1.3%
	Blue	Blue	N/A	Blue	Blue		
Diff	12.0%	10.4%	9.5%	8.8%	10.1%		

CEO Metric: Graduation Rate of 95% or more as measured by the CA School Dashboard, with the ultimate goal of 100%
Target: ≥ 95% Actual: **96.8%**

Status: **Overall, MPS' status is 96.8%. 4 out of 6 schools have a status of 95% or greater.**

Change: **MPS increased by 1.6 percentage points. 3 out of 6 schools showed an increase of 1 percentage point or more.**

STRATEGIC PLAN UPDATE

Academic Accountability

California School DASHBOARD

Dashboard Historical Performance - Chronic Absenteeism

Dashboard Historical Performance - Chronic Absenteeism Rate (TK-8) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	9.0%	10.1%	30.0%	24.3%	18.6%	-5.7%	9.6%
	Yellow	Orange	N/A	Yellow	Yellow		
MPS	7.4%	8.2%	25.8%	24.7%	21.4%	-3.4%	14.0%
	Orange	Orange	N/A	Orange	Yellow		
Diff		-1.9%	-4.2%	0.4%	2.8%		

Status: **Overall, MPS' current status is 21.4%, which is 2.8 percentage points higher than the state average of 18.6%.**

2 out of 10 schools have achieved lower (better) performance statuses than the state average.

California School DASHBOARD

Dashboard Historical Performance - Suspension

Dashboard Historical Performance - Suspension Rate (TK-12) Status Report

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	3.5%	3.4%	3.1%	3.5%	3.2%	-0.4%	-0.3%
	Yellow	Yellow	N/A	Orange	Green		
MPS	0.9%	0.4%	1.7%	2.8%	2.1%	-0.6%	1.2%
	Yellow	Yellow	N/A	Orange	Green		
Diff	-2.6%	-3.0%	-1.4%	-0.7%	-1.1%		

Status: **Overall, MPS' current status is 2.1%, which is 1.1 percentage points lower (better) than the state average of 3.2%.**

7 out of 10 schools have achieved lower (better) performance statuses than the state average.

STRATEGIC PLAN UPDATE

Academic Accountability

CAASPP Historical Test Results - English Language Arts

SBAC Historical Proficiency Rates - ELA (3-8,11)

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	49.88%	51.10%	47.06%	46.66%	47.04%	0.38%	-2.84%
MPS	44.34%	45.03%	42.54%	43.17%	43.58%	0.41%	-0.76%
Diff	-5.54%	-6.07%	-4.52%	-3.49%	-3.46%		

Metric: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments

Target: **2024-25:** ≥ 55%

Actual: **2022-23:** 43.17%
2023-24: 43.58%

Our preliminary results for **2024-25** show an increase of approximately 2.63 percentage points.

CAASPP Historical Test Results - Mathematics

SBAC Historical Proficiency Rates - MATH (3-8,11)

	2018	2019	2022	2023	2024	Change (23 to 24)	Change (18 to 24)
State	38.65%	39.73%	33.38%	34.62%	35.54%	0.92%	-3.11%
MPS	30.50%	32.13%	26.41%	29.18%	28.63%	-0.55%	-1.87%
Diff	-8.15%	-7.60%	-6.97%	-5.44%	-6.91%		

Metric: Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments

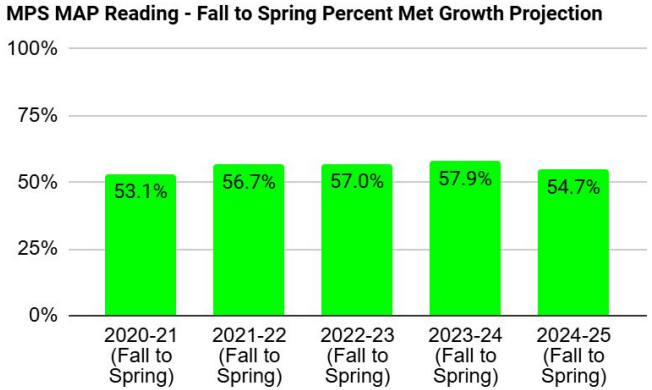
Target: **2024-25:** ≥ 35%

Actual: **2022-23:** 29.18%
2023-24: 28.63%

Our preliminary results for **2024-25** show an increase of approximately 3.53 percentage points.

STRATEGIC PLAN UPDATE

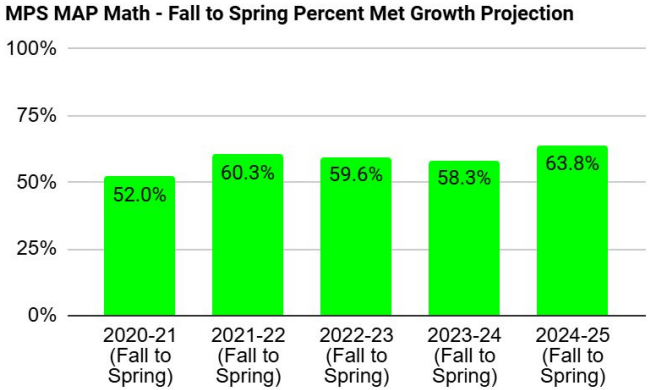
Academic Accountability



Metric: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring

Target: **2024-25:** ≥ 50%

Actual: **2022-23:** 57.0%
2023-24: 57.9%
2024-25: 54.7%



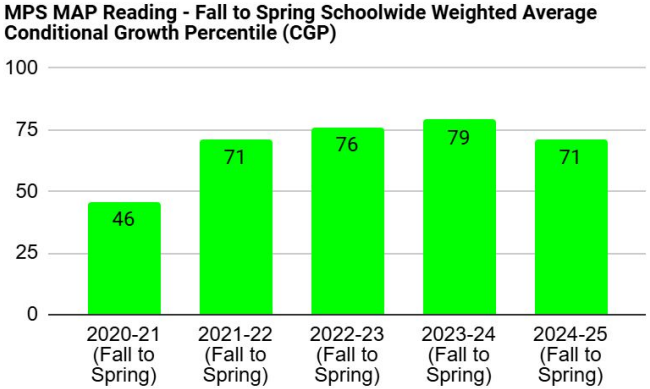
Metric: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring

Target: **2024-25:** ≥ 50%

Actual: **2022-23:** 59.6%
2023-24: 58.3%
2024-25: 63.8%

STRATEGIC PLAN UPDATE

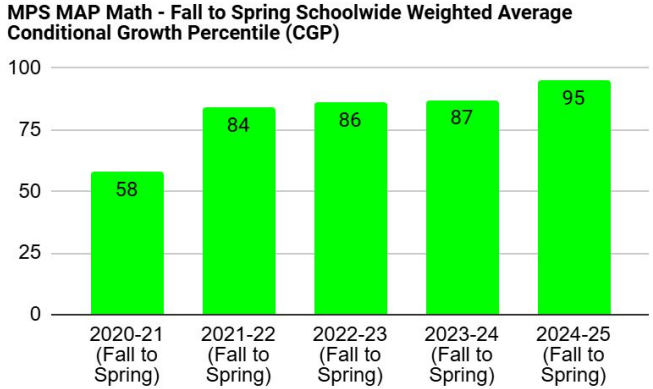
Academic Accountability



Metric: Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms

Target: **2024-25:** CGP ≥ 50th percentile

Actual: **2022-23:** 76
2023-24: 79
2024-25: 71



Metric: Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Math assessment from fall to spring as compared to the national growth norms

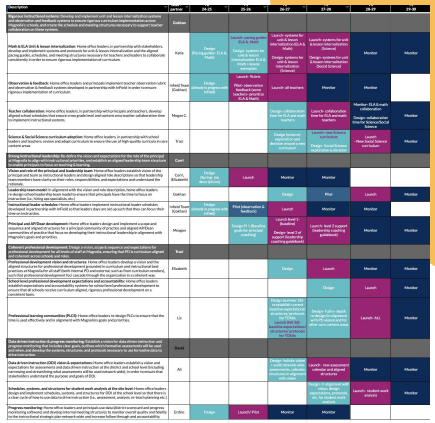
Target: **2024-25:** CGP ≥ 50th percentile

Actual: **2022-23:** 86
2023-24: 87
2024-25: 95

Note: "2024-25 (Fall to Spring) CGP" indicates the percentile rank in student growth compared to the growth of other students nationwide from Fall 24 to Spring 25. NWEA does not provide schoolwide CGPs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

ACADEMIC GLOWS

2024-25

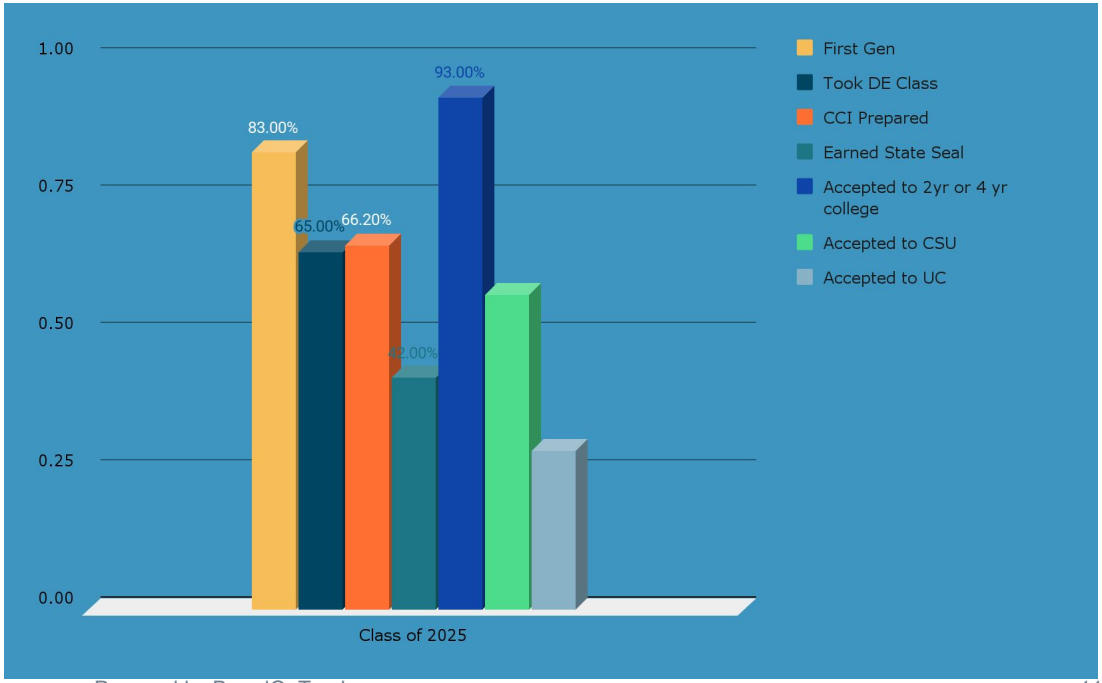


- More than 20% of A-team leadership time spent on Academic Strategic Planning
- Instructional Quality Report and Creation of the first Draft of the Instructional Handbook
- Successful Creation of the Instructional Leader Support Team to implement the new enabling systems
- Creation of Strategic Initiatives 5 year Design-Pilot-Launch-Monitor Sequence
- Successful Creation of New MPS Observation Rubric and Feedback Protocol
- Successful Instructional Rounds to support teachers and School leaders
- New Teacher Trainings - 2 rounds of trainings
- Weekly dedicated time with school site leaders for special education related support and guidance.
- Monthly OrgWide Teacher Collaboration Meetings continue with positive feedback (average satisfaction rating of 4.1 out of 5)
- Successful STEAM EXPO at Cal State LA with highest number of attendees
- 71 English Learners reclassified as fluent English Proficient (RFEP) - 10.1%
- California PBIS Recognition for all MPS Schools (Silver, Gold and Platinum)
- Increase in Expanded Learning (Before/After School) funds and program participation
- Successful participation in MPS Robotics teams and competitions
- All MPS schools utilize our SPED/Gen Ed Reintegration Policy fostering full re-integration into general education when applicable.
- 4 schools CIF members (MSA-1,MSA-2,MSA3,MSASA)
- 25 staff members received Nonviolent Crisis Intervention Training for 2024-25
- Successful first year implementation of the CA-ISP grant to support school-wide PBIS systems
- Improved academic achievement through Plan-Do-Study-Act (PDSA) improvement work plans for all schools
- Met all the CEO Metric Goals for Academics
- Preliminary SBAC Data:Surpassed pre pandemic SBAC scores of 46.03 (2016-17; ELA) and 32.13 (2018-19; Math)
- MSA-7 is recognized as California Distinguished School joining MSA-2 (2024) and MSA-SD (2021 and 2024)
- Created a Dual Enrollment pathway for each high school. Will allow students to earn additional certifications
- Strong Dual Enrollment participation, CCI Readiness Data and as a result College Acceptances to 2 or 4 year college is 93%



BREAKDOWN & COLLEGE ACCEPTANCES

Class of 2025



COLLEGE Acceptance

Class of 2025

UC Berkeley

UCLA

LAHC Los Angeles Harbor College

Los Angeles Trade-Tech LATTC A Community College

UC Riverside

UC San Diego

UC Santa Cruz

University of Nebraska Omaha

Loyola Marymount University

Cal Poly Pomona

Channel Islands California State University

Santa Ana College

Université Concordia University

UCSF University of California San Francisco

Mount Saint Mary's University Los Angeles

Grambling State University

Colorado State University

LAVC Los Angeles Valley College

Santa Monica College

El Camino College

The University of California Davis

Pierce College

UC

Titans Cal State Fullerton

Chapman University 1861

CSUN Matadors

West LA College

UCSB

University of Nevada Reno 1874

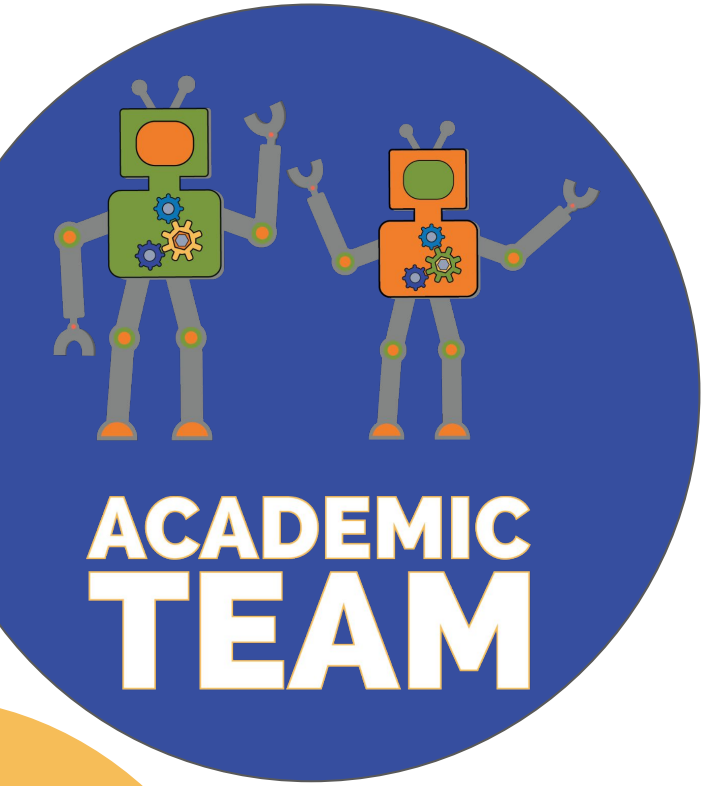
Vanguard University of Southern California

Sacramento State

OH

Cal State LA

LB



ACADEMIC GROWS

2024-25

- Continue to increase UC & CSU admission rates and college going rates
- CTE Pathways
- Support for New and Developing Teachers
- Refinement of PBIS foundational practices
- Reduce Suspension Rate Org-wide - increase from 2.0% in 2023-24 to 2.8% in 2024-25
- Reduce chronic absenteeism Org-wide
- Increase participation in ASES program
- Strategic planning for SpEd to support effectiveness and efficiency with new school site additions (ex. in house providers, speech and language)
- Restructuring the Instructional Rounds around new observation feedback protocols
- Ongoing training for school leaders on the new MPS Observation Rubric and feedback protocol by ILST
- Implementation of MPS wide ELO-P main programs (Robotics, Academic Competitions, Science Olympiads) across all schools
- Strengthen Alumni Success Program

ACADEMIC PRIORITIES

2024-25

- Rigorous instructional systems
- Strong instructional leadership
- Coherent professional development
- Data driven instruction & progress monitoring

Data & Accountability Department

Led by David Yilmaz, Chief Accountability Officer



DAVID YILMAZ
Chief Accountability Officer



ISHMAIL OZKAY
Director of Data Systems & Analytics



DR. OMAR POLAT
Director of State & Federal Programs



LYDIETT WOODS
Director of School Office Data & Accountability



JENNIFER HOOK
Director of Accountability Operations

DATA & ACCOUNTABILITY GLOWS

1. Data Systems & Analytics

🌟 Implemented **Abre** as Magnolia's data platform, with integrated **enrollment** and **attendance dashboards** to support real-time access and strategic decision-making

2. Programmatic Compliance

🌟 Supported timely, accurate completion of **LCAP, audit documentation**, and **authorizer submissions**, with responsive support for accountability visits

3. School Office Management Support

🌟 Delivered ongoing support and training to office staff via **weekly office hours, in-person meetings**, and **on-site coaching** for key operational processes



4. Academic & Operational Support

🌟 Supported **enrollment system maintenance** (Impact) and **independent study monitoring** (Academic) to improve program oversight

DATA & ACCOUNTABILITY GROWS

1. Data Systems & Analytics

🌱 Increase **staff engagement** with Abre by offering targeted training and support to build data fluency and promote consistent use



2. Programmatic Compliance

🌱Strengthen **capacity-building** for school staff by enhancing training, tools, and communication around accountability requirements

3. School Office Management Support

🌱 Improve **student records management** and streamline **data entry/reporting workflows** across sites

4. Academic & Operational Support

🌱 Strengthen **independent study monitoring** and improve **CCGI data support** (Academic) to ensure students receive timely college and career guidance

CALIFORNIA COLLEGES.edu
DISCOVER. PLAN. LAUNCH.

DATA & ACCOUNTABILITY PRIORITIES



1. Data Systems & Analytics

🎯 Expand **Abre dashboards** to include **academic, behavior,** and **intervention** data; embed regular reviews in site leadership routines

2. Programmatic Compliance

🎯Build strong **compliance systems** for **MSA–Orange County** and new authorizer **OCDE** to ensure readiness from day one

3. School Office Management Support

🎯 Support **new school leaders and office staff** in managing school office data systems and procedures

4. Academic & Operational Support

🎯 Launch **teacher observation and evaluation tools** in the new **Grow** platform (Academic & P&C), aligned with instructional priorities

People & Culture Department

Led by Fiorella Del Carpio, Chief People Officer



FIORELLA DEL CARPIO
Chief People Officer



DERYA HAJMEIRZA
Director of People & Performance



MURAT AKBAS
Director of People Analytics & Compliance



BARBARA TORRES
Director of People & Talent Acquisition



CHUCKIE ARNOLD
Manager of Talent Acquisition

CEO Metric Five (5): *Maximize employee satisfaction and retention through targeted initiatives fostering growth, recognition, and a supportive work environment. In addition, attract top talent and enhance candidate experience.*

Glows

Strategic Alignment: CEO Metrics & People and Culture Goals



New Staff Experience

- Achieved GPTW Certification through an all-staff survey that unlocked deeper insights across race, tenure, title, and site—data that is now driving equity-centered action and stronger employee engagement.

Enhanced Recruitment Efforts

- We co-created a recruitment toolkit with the Academics team, removed operational tasks from site leaders to prioritize instruction, and staffed two new OC schools through a normed, equity-focused hiring approach.

Leadership Learning Community

- We expanded our coaching and leadership tools—including templates, scripts, and talking points—and received a 100% Excellent or Good rating in our most recent session from participating site leaders.

Compensation Structure Re-evaluation

- In partnership with EdFuel, we're developing a transparent and equitable compensation structure for SY 26–27, grounded in a new MPS Compensation Philosophy and built through staff surveys, working groups, and pulse checks.

Credential Compliance & Zero Misassignments

- Achieved zero misassignments in CALSAAS reporting by diligently verifying credential alignment during onboarding, training school leaders on course assignments, and conducting multiple internal audits with strong support from our admin team and credential partner.

Grows

Strategic Alignment: CEO Metrics & People and Culture Goals

Leverage Experience Insights Across All Staff

- We're building on rich GPTW survey data to identify trends across race, tenure, title, and location, ensuring staff insights aren't siloed but instead inform system wide improvements in equity, belonging, and people practices.

Compensation Expansion to Classified & Home Office

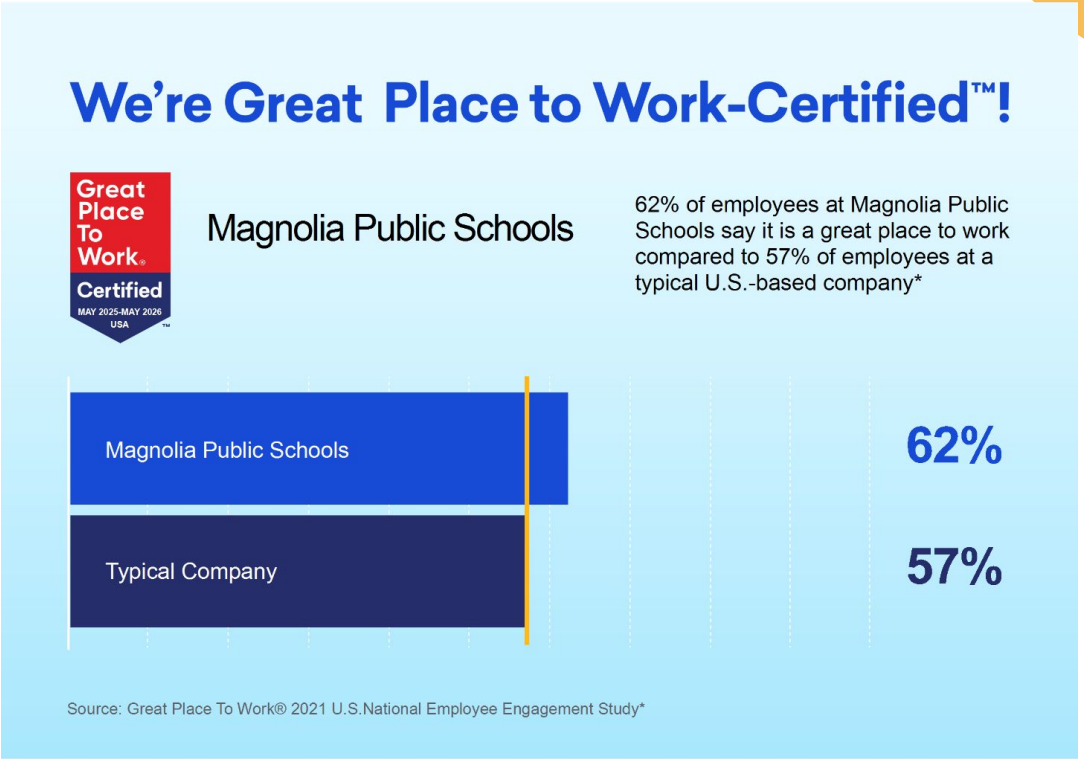
- Extending our certificated compensation work, we are applying the same equity-driven approach to Classified and Home Office roles to create a transparent, consistent, and fair structure that honors all staff across MP

Clear Credentialing Pathway for Teachers

- We are shifting from one-on-one consultation to a more robust model that includes tools, self-guided resources, and clear pathways—ensuring educators can advance through credentialing with clarity and support.

Positioning MPS as an Employer of Choice

- We are defining our Employer Value Proposition (EVP), creating a standout careers site, and using social media to tell our story—positioning MPS as a mission-driven, values-based workplace that attracts and retains high-quality talent.



Priorities

Strategic Alignment: CEO Metrics & People and Culture Goals

Build a Transparent & Equitable Compensation Structure

- We will finalize and prepare to implement a new, organization-wide compensation structure that addresses equity and fairness for all roles—building on staff feedback and the need to improve perceptions of pay transparency.

Strengthen Staff Recognition & Appreciation Systems

- We will design and implement consistent recognition practices that embed appreciation into our culture and leadership routines, responding to low scores around feeling valued and receiving special recognition.

Improve Communication & Role Clarity

- We will improve how we share timely updates, clarify organizational decisions, and define expectations—ensuring all staff are informed and confident in their roles, in response to feedback around internal communication gaps.

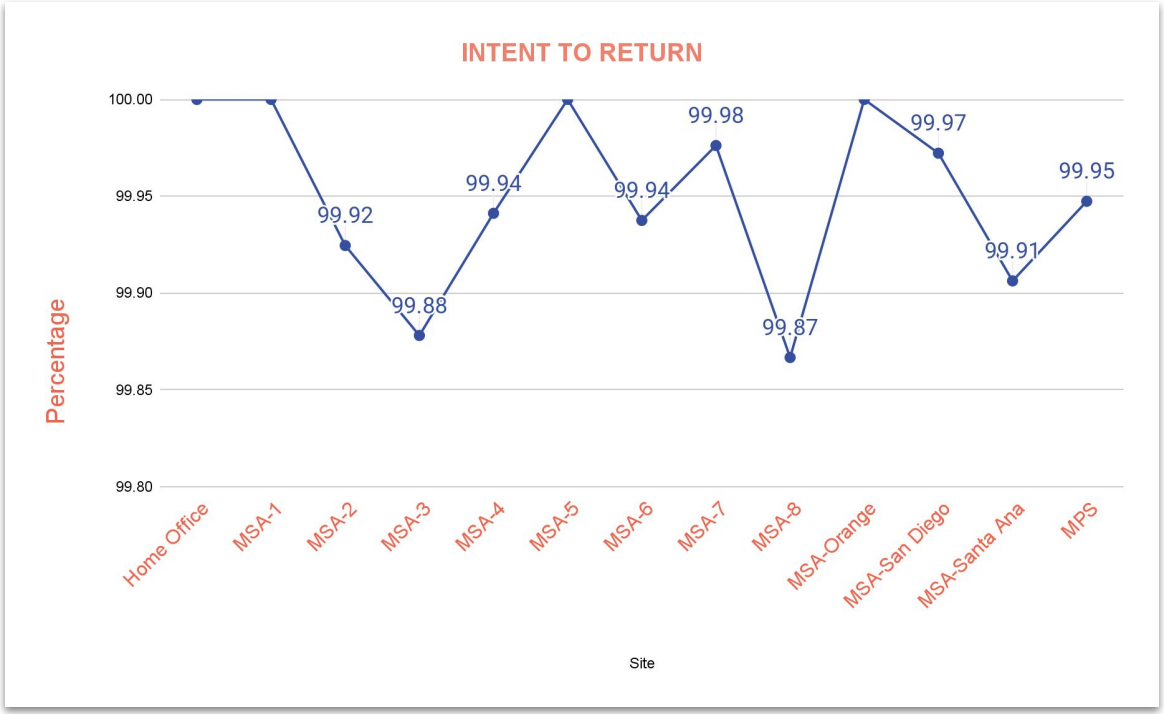
Elevate Our Employer Brand & Talent Attraction Strategy

- We will launch a clear Employer Value Proposition and engaging careers site while boosting our recruitment storytelling and social media presence to position MPS as an employer of choice.



Intent to Return

February 2025 Staff Intake Survey



February 2025 staff were surveyed:

- **Intend to stay**: 473 out of 475 of staff that participated (99.58%)
- **Not intend to stay**: 4 out of 473 with leading factors Career Path (2), School Location (1), Compensation & Benefits (1)
- **Transfer request**: 21 out of 473 with leading reason of long commute/live closer to home and growth opportunities
- **Still Considering**: 23 out of 473 with leading reason of relocation, pay, commute, not given opportunity
  - Involuntary Termination: 1
  - Continue Employment at the same site: 12
  - Transferred to another MPS: 2
  - Voluntary Termination: 8

CEO Department

Led by Alfredo Rubalcava, CEO & Superintendent



ALFREDO RUBALCAVA
Chief Executive Officer & Superintendent



ERDINÇ ACAR
Deputy Superintendent



JENNIFER LARA
Board Secretary & Executive Assistant

DEPUTY SUPERINTENDENT GLOWS





Facilities & Capital Projects

- Delivered key milestones on **MSA-2, 5, 7 construction projects** and **MSA-OC site launch** readiness.

Finance & Funding

- Achieved an investment-grade Moody's rating. Oversaw successful **Bond Refinancing** and **GANs** issuance.
- Capital project financing through a **bank line of credit**, EFF, and Blueprint.
- Helped developing **Long-term Financial Plans**

Strategic Leadership

- Leading the **MPS 2030 planning process**, aligning departments around a shared vision.

DEPUTY SUPERINTENDENT



GROW

Expand Capacity

- Strengthen **internal bandwidth** to manage **simultaneous capital**.
- Develop systems and structures to improve operational effectiveness.

PRIORITIES

- **School Launches:**
  - Complete MSA-5 and MSA-OC openings on time and within budget. Stay on schedule and budgets for the MSA-2 and 7 projects.
- **Codify Systems**
  - Codify operational systems and finalize launch playbooks for scalable growth.
  - Roll out new organizational structure that redefines Principal responsibilities, established Operational Manager roles, and clarify school vs. central functions.
- **MPS 2030 Strategic Planning:**
  - Drive cross-functional implementation of the MPS 2030 Strategic Plan by aligning departmental goals, systems, and accountability structures to a unified vision for growth and excellence.

MPS Home Office Staffing Comparison to Cohort & Peer CMOs

Org / Cohort	Students	HO FTEs	FTEs/100 Students
National Cohort Avg (8–10 schools)	*2.5k–5k*	*44*	***1.5***
(CA)Peer – Ednovate	2,800	57	2.00
(CA)Peer – KIPP NorCal	6,600	178	2.69
(CO)Peer – DSST	7,500	143	1.90
(CA)Magnolia (Current)	3,790	**47**	**1.24**



MPS currently operates with 47 Home Office FTEs, serving 3,790 students across 10 schools—resulting in a central office staffing ratio of 1.24 FTEs per 100 students. This is below the cohort average of 1.5, revealing a gap of approximately 10 FTEs compared to similarly sized CMOs Nationally. Closing this gap will be critical to ensure Magnolia's central office can adequately support continued growth, maintain quality, and deliver on strategic priorities.

Source: CSGF Study

Finance Department

Led by Steve Budhraja, Chief Finance Officer



STEVE BUDHRAJA
Chief Financial Officer



CAFER TURAN
Senior Controller



HARUN CIFTCI
Senior Financial Analyst



LESIA NWANKWO
Accounts Payable & Vendor Relations



BROCK ATAR
Payroll Manager & Financial Analyst



DHAVAL PRAJAPATI
Fiscal Analyst

Finance Department

- **Glows**
  - 2023-24 Clean Audit
  - Moody's Investment grade rating
  - Bond Refinancing (2014 & 2017)
  - Grant Anticipation Note ($30 million)
  - Bank Line of Credit
  - 5-year Long Term Financial model

- **Grows**
  - Finance Dept restructure
  - Netsuite Software Implementation
  - Nationwide 403b plan

- **Priorities**
  - Bank line of Credit/Banking
  - Financing lined up for capital projects
  - Year end closing
  - MSA Orange County - New School Funding

Legal & Facilities Department

Led by Patrick Ontiveros, General Counsel & Director of Facilities



PATRICK ONTIVEROS
General Counsel & Director of Facilities



MUSTAFA SAHIN
Facilities Project Manager



KATRINA JIMENEZ
Assistant Facilities Project Manager







GLOWS

- Acquisition of Private Site 18120 Sherman Way for MSA-7
- Closing of Tax Exempt Bond Financing to Refinance 2017 Bonds & Closing of GAN Financing to Keep MSA-5 Project in Process
- Acquisition of Site in Anaheim to Establish MSA-OC in Orange County

GROWS

- Ensuring that Projects are On Time and On Budget and Holding Vendors to Account
- Clearly Define Roles & Responsibilities Among Team Members to Aid in Successful Completion of All Projects
- Closer Collaboration with Other Departments to Benefit from Their Knowledge and Expertise

PRIORITIES

- Completion of Ground Up Construction of MSA-5 Project at 7111 Winnetka Ave in time for 2026-27 school year
- Completion of MSA-2 Ground Up Construction Project at 16600 Vanowen Street by Fall 2027
- Completion of Tenant Improvement Project for MSA-7

Operations Department

Led by Suat Acar, Chief Operations Officer



SUAT ACAR
Chief Operations Officer



RASUL MONOSHEV
IT Director

OPERATIONS DEPARTMENT

Grows

- **Prop 39 Submissions On Schedule:** *All applications meet required deadlines.*
- **Technology Access for All Students:** *100% of students use digital tools for learning (LCAP 1.2).Each student has access to technology and internet connectivity with content filtering. This standard is consistently upheld.*
- **E-Rate and Grant Funding Secured:** *Federal and state applications are submitted to reduce IT costs.*
- **New Sites Ready Upon Completion:** *Schools open with full tech and instruction readiness.*
- **MSA-8 Principalship:** *Direct Ops support provided. Overall data grew first time in several years.*

Grows

- **Organizational Structure:** *Clarify roles and lead the rollout of site-based Ops Managers through structured change management.*
- **Operational Systems:** *Streamline and digitize core processes to increase efficiency and visibility across departments.*
- **Principal Support:** *Shift operational responsibilities away from principals to enable stronger focus on instructional leadership.*
- **Risk Management:** *Build proactive compliance systems and site-level protocols to improve safety and mitigate risk.*

OPERATIONS PRIORITIES

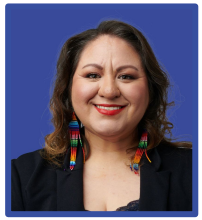
- **Launch New Organizational Structure:** Clarify roles, redefine responsibilities, and place site-based Ops Managers.
- **Streamline Operational Systems:** Core functions will be simplified and made more efficient.
- **Support Principals as Instructional Leaders:** Reduce their operational load to focus on teaching and learning.
- **Risk Management:** Safety and operational effectiveness.
- **Present Strategy at July 2025 Board Meeting:** Key initiatives will be shared for review and alignment.

Impact Department

Led by Dr. Brenda Olivares, Chief Impact Officer



DR. BRENDA D. OLIVARES
Chief Impact Officer



FATIMA CRISTERNA ADAME
Sr. Project Director of Expansion & Growth



MAITE MONTALVO
Director of Community Schools



THALIA VELAZQUEZ
Director of Creative Branding & Communications



BRYANT OLANDES
Director of Advancement



ANDREW ZARNICH
Director of Charter Petitions & Reporting



CATRINA WESTON
Assistant Director of Community Schools



DAVID ESTRADA
Grants Manager

IMPACT GLOWS

2024-25

GROWTH + EXPANSION

The LACOE charter petition renewals of MSA-1, 2, and 3, and the material revisions for MSA-2, 5 & OC.

- MSA-1, 2, and 3 charter renewals were **successfully approved** by LACOE Board.
- **Opening two schools** instead of just one in Orange County for the 2025-26 school year (Anaheim & Placentia-Yorba Linda).
- Successfully executed year one of Federal CSP growth and expansion grant,

ADVANCEMENT

Expand and replicate our current and new schools through the Federal Charter School Program (CSP) grant and other philanthropic support.

- OCDE approval of our countywide expansion in Orange County
- **$5.3M** of funding commitments from CSGF
- **$400k** of funding commitments from SSF

COMMUNICATIONS

- Achieved over **26 positive media placements** amongst various news— Univision, NBC4, Telemundo—during the 2024-25 school year.
- Compared to 18 positive media placements in 2023-24 and an average total of 6 placements in the 2022-23 and 2021-22 school years.

COMMUNITY SCHOOLS

- Majority of our community schools successfully provided Know Your Rights workshops for families.
- ***"Whole Person Care"*** is now available for all 10 Magnolia's via our Partner Care Solace. Families now get direct referral services to food assistance, shelter support and health services.

IMPACT GROWS

2024-25

Growth & Expansion

- Systematizing replication work as we open up two school sites with two more in the pipeline before 2029.
- Earlier identification of support for CSP expansion schools & major budget edits to the Federal grant based on more targeted school site needs.

Continue to systemize our community schools model across our organization.

- 10 Magnolia's are working collaboratively with school leaders to utilize CCSPP and or CEI funds to strategically address Chronic Absenteeism.
- In collaboration with State Treasurer Fiona Ma's Office, we will develop initiatives aimed at enhancing economic mobility and expanding opportunities for the communities we serve.
- We are in the process of developing Capacity-Building Workshops for families to deepen their understanding of the LCAP, SPSA, ELAC goals, and the School Safety Plan.

Enrollment

- Family Success Coordinators Team, learning through baseline data and on-task tracking, improving conversion rates
- Reflect on enrollment partnerships and practices that have a high return on investment
- Have a pivot plan to activate when the unknown becomes known

IMPACT PRIORITIES

Anchored in Connection, Excellence and Innovation



COMMUNICATIONS

Enhance brand awareness utilizing various media platforms to share impactful stories and highlight the successes of our school communities.



GROWTH & EXPANSION

Codify enrollment practices

MSA-4 & 5 Renewals; MSA-2 and 5 Material Revisions

ADVANCEMENT

Cultivating development and philanthropic resources, partnerships, and community to fuel student success and organizational growth.



COMMUNITY SCHOOLS

Support student success through measurable outcomes

Interconnected resources across communities

Support the whole child success



Coversheet

Glows, Grows & Priorities Presentations

Section: V. Information/Discussion Items
Item: C. Glows, Grows & Priorities Presentations
Purpose: Discuss
Submitted by:
Related Material: MSA-7 GGP 2024-25.pdf
MSA-8 GGP 2024-25.pdf

MAGNOLIA PUBLIC SCHOOLS

GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 7
2024-2025







OUR MISSION

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

OUR VISION

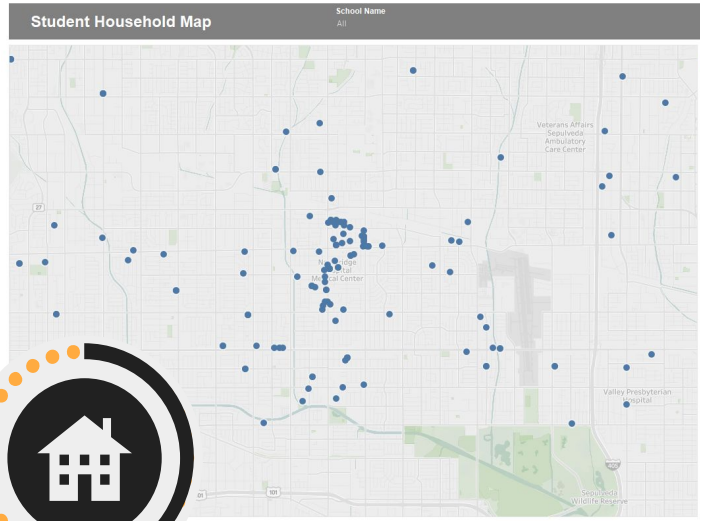
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Demographics



1. 267 Students
2. 42 Staff Members
3. 24.3 average class size

Hispanic/Latino	70%
White	13.86%
Asian	11.61%
Black	3.75%
Two or more races	0.37%



GLOWS

- Recognized as a California Distinguished School by State Superintendent Tony Thurmond
- Preliminary Spring 2025 Standardized State Test results indicate promising growth across key academic areas:
    - There has been notable progress in the English Learner Progress Indicator (ELPI), reflecting effective support strategies for English learners.
    - Math SBAC proficiency levels have shown significant improvement, indicating strong gains in student performance.
    - ELA SBAC proficiency has also increased, highlighting the positive impact of literacy-focused initiatives.
- Successfully met 89% of LCAP goals for the 2024–25 school year
- Organized a 5th grade overnight STEM field trip to Catalina Island
- All-girl Science Olympiad team earned a bronze medal at the Los Angeles Regional competition
- Offered 20+ after-school clubs with over 180 students participating
- Partnered with Mt. Wilson Observatory to host a “Night Under the Stars” event with 40+ families
- Hosted a Multicultural Food Festival and Literacy Night attended by 200+ participants
- Purchased the BOA building to construct a new permanent home for MSA-7

GROWS

- Increase ELPAC proficiency rates by 10%
- Reduce chronic absenteeism to 15% or lower
- Increase the number of students meeting projected reading growth (Fall to Spring) on NWEA MAP
- Raise CAST proficiency rates by 7%
- Implement more structured and consistent guided instruction in ELA and Math
- Enhance and expand our sports program
- Boost student participation in Saturday School
- Promote and uphold universal hygiene expectations for all students
- Identify new ways to maximize and effectively utilize ELOP fun

PRIORITIES

Improving Student Achievement on SBAC

Data-Driven Instruction & Assessment
Informed teaching decisions
Universal Design for Learning (UDL) Practices
Inclusive, accessible instruction
Guided Math & ELA
Small-group targeted support
Targeted Interventions
Personalized learning support
Progress Monitoring
Tracking growth & adjustments

Improving ELPI (English Learner Progress Indicator)

Designated & Integrated ELD
Focused language development support
Scaffolded Instruction
Strategies to aid language acquisition
Small-Group Language Interventions
Personalized EL support
Ongoing Data Monitoring
Tracking EL progress and growth

Reducing Chronic Absenteeism & Increasing ADA

Positive Attendance Incentives
Rewarding strong attendance
Parent Outreach & Communication
Strengthening school-home partnerships
Home Visits & Check-Ins
Personalized support for at-risk students
Schoolwide Culture of Attendance
Emphasizing the importance of daily learning

New Facility & Construction

New Campus Expansion
18120 Sherman Way acquisition for future growth
Construction Planning
Renovation scheduled for Summer 2026
Project Management
Led by Blueprint (formerly PCSD)
Stakeholder Engagement
Regular updates and input opportunities
Transition Planning
Ensuring a smooth move for students and staff










BACK ALLEY BOWLING









GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 8
2024-2025

GLOWS

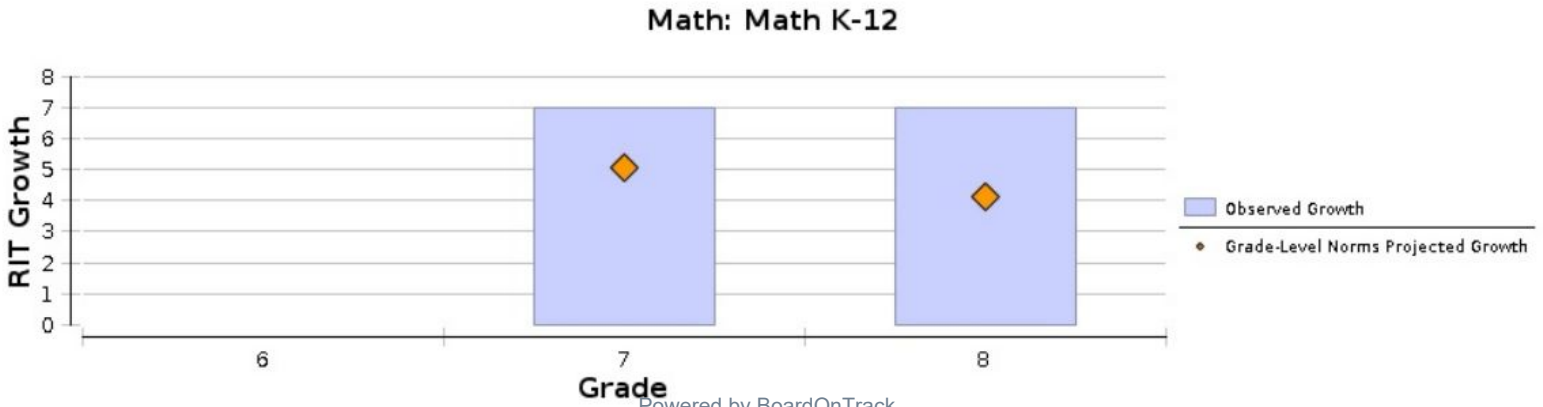
- New Principal Transition
- Academic Growth
  - Growth in 2025 SBAC ELA and SBAC Math
  - NWEA MAP Returning Student Growth
    - The longer they stay with us the more growth they show
  - ELPAC Results
- Targeted Intervention Systems
- Weekly PLC with Departments
- Enrollment:
  - 2024-25 Current Enrollment: 378 vs 2025-26 Completed packages + returning: 371 & we still have 2 months until August.
- Staff Retention: All staff returning except 1 relocating to a different city.

Academics: NWEA MAP Data (Math) Returning Students

Magnolia Science Academy Bell

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Winter 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2025)	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	0	**			**			**					**			
7	101	206.7	13.7	6	213.3	15.5	12	7	0.8	5.1	1.05	85	101	61	60	60
8	111	211.6	13.0	8	218.6	14.0	18	7	0.9	4.1	1.78	96	111	66	59	64

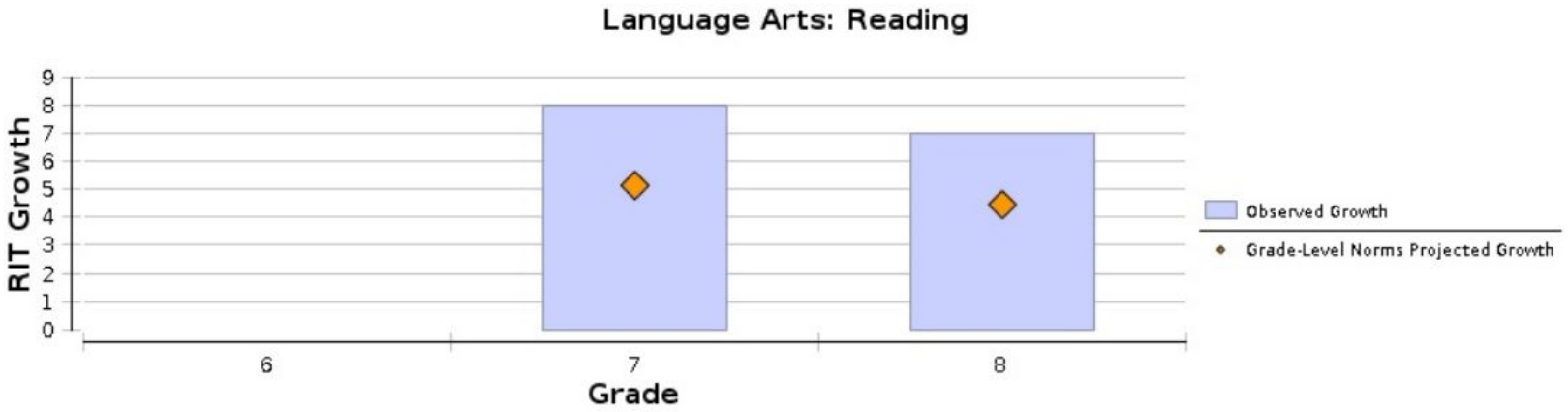


Academics: NWEA MAP Data (Reading) Returning Students

Magnolia Science Academy Bell

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2025)	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	0	**			**			**					**			
7	101	204.4	14.0	9	212.1	13.4	26	8	0.9	5.1	2.27	99	101	64	63	69
8	109	207.1	14.0	8	213.9	12.4	21	7	0.8	4.4	1.74	96	109	65	60	60



GROWS

- Student Outcomes\
  - Academic growth is not observed in all student groups
- CAST/Science
- Student Behavior:
  - Suspension rate: 2023-24 3.5% vs 2024-25 ~ 6%
- ADA:
  - 2023-24 was **92.68**% vs current 2024-25 ADA percentage is **92.42**% . We aim to reach 95% for 2025-26.

PRIORITIES

1

Enrollment:

Maintaining the growth in enrollment and applications

2

Professional Development:

Investing in our staff with inhouse and external PDs.

3

Student Outcomes

Building a Culture of Achievement by Improving Student Group and Schoolwide outcomes in ELA,Math and Science

4

School Culture

Improving school PBIS culture by refining the SEL (Positivity Project) component to decrease the suspension rate

Partnerships & Community Outreach

- Community Schools Grant Recipient
- City of Bell School Collaborative
- Baby2Baby
- Wesley Health Centers
- The Office of CA Representative Blanca Pacheco
- Los Angeles County Dept. of Mental Health
- Southeast Los Angeles (SELA) Collaborative
- Community Engagement Initiative (CEI)


















THANK YOU
MAGNOLIA
PARAPROFESSIONALS!




Girls
Leadership
And
Mentoring



Coversheet

Enrollment Update

Section: V. Information/Discussion Items
Item: D. Enrollment Update
Purpose: Discuss
Submitted by:
Related Material: V_D_Enrollment Update.pdf

Agenda Item:	V D: Information/Discussion Item
Date:	June 18, 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 the current enrollment status as of this time last year. Incorporated are the data points with feedback from Board members for visual representation from previous presentations.

Purpose:

Magnolia continues to establish systems related to enrollment priorities, including recruitment and retention, as they align with the enrollment timeline for families. This includes critical deadlines, such as the open enrollment window, which closed last Friday, November 22, 2024, before Thanksgiving Break. 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.

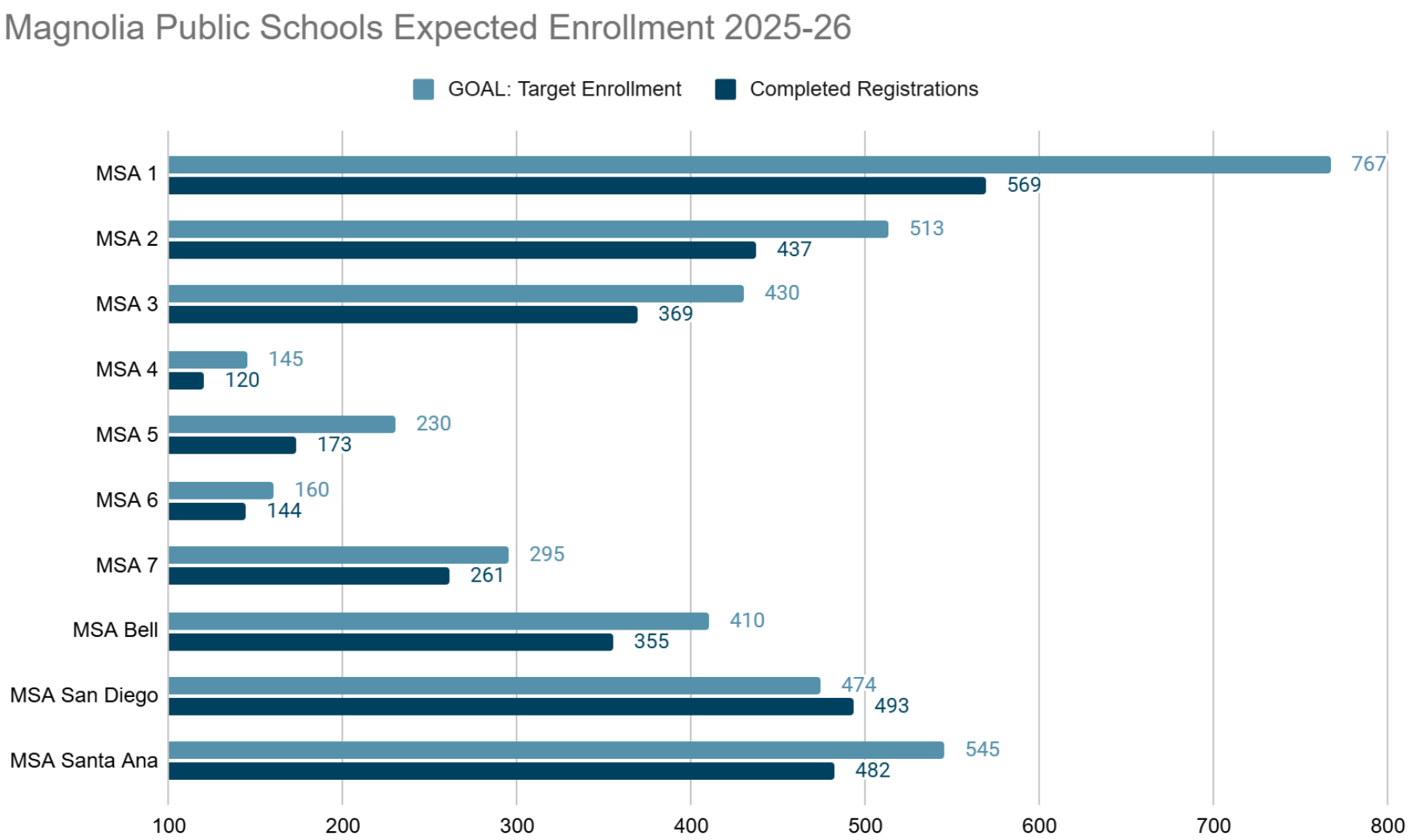
Background:

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. The calculations are conservative to reflect the intent to return numbers as we close out the last week of school. During the next two weeks, Family Success Coordinators under the leadership of the Chief Impact Officer and supporting consultants like Mariposa will contine to analyze the live data and trends while also adjusting recruitment and retention strategies to proactive focus on Summer Freeze efforts for enrollment which plans to counter act Summer Melt which is a current focus for the collective enrollment efforts this school year.


Magnolia Public Schools Expected Enrollment 2025-26
GOAL: Target Enrollment
Completed Registrations
MSA 1
767
569
MSA 2
513
437
MSA 3
430
369
MSA 4
145
120
MSA 5
230
173
MSA 6
160
144
MSA 7
295
261
MSA Bell
410
355
MSA San Diego
474
493
MSA Santa Ana
545
482
100
200
300
400
500
600
700
800

MPS	2025-2026 June 5, 2025		Percentage towards enrollment goal	2024-2025 June 7, 2024	
	Completed Registrations	Total Applications		Completed Registrations	Total Applications
Magnolia Science Academy 1	102	139	74.20%	128	201
Magnolia Science Academy 2	70	93	85.20%	108	151
Magnolia Science Academy 3	75	91	85.80%	100	119
Magnolia Science Academy 4	26	66	82.80%	42	72
Magnolia Science Academy 5	33	48	75.20%	44	56
Magnolia Science Academy 6	56	66	90%	49	66
Magnolia Science Academy 7	64	93	88.50%	57	68
Magnolia Science Academy Bell	133	150	86.60%	100	126
Magnolia Science Academy San Diego	211	239	104%	210	252
Magnolia Science Academy Santa Ana	98	139	88.40%	70	110
Total	**868**	**1,124**	**86.07%**	**908**	**1,221**

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 that we must adjust our focus at specific school sites. The Summer Freeze campaign will be critical to keeping families enrolled with Magnolia for the 2025-26 school year. Retention is key during these next three months and the focus is high quality engagement opportunities between school site leaders, staff and most importantly FSCs.

Exhibits:

None

Coversheet

Approval of Adoption of Multitudes as the MPS Risk of Reading Difficulties Screener

Section: VI. Action Items
Item: A. Approval of Adoption of Multitudes as the MPS Risk of Reading Difficulties Screener
Purpose: Vote
Submitted by:
Related Material: VI_A_Risk of Reading Difficulties Screener Adoption.pdf

Agenda Item:	VI A: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Katie Mann, Director of EL and ELA Programs
RE:	Adoption of Multitudes as the MPS Risk of Reading Difficulties Screener

Action Proposed:

I recommend that the Board approve the adoption of **Multitudes** as the Risk of Reading Difficulties Screener for Magnolia Public Schools, beginning in the 2025–26 school year, to comply with California Education Code Section 53008.

Purpose:

To ensure compliance with state law requiring annual screening of all K–2 students for risk of reading difficulties, and to support early identification and intervention efforts that improve literacy outcomes.

Background:

Education Code Section 53008 requires all local educational agencies serving K–2 students to adopt, by June 30, 2025, one or more screening instruments approved by the California State Board of Education. Annual screening must begin in the 2025–26 school year and must be administered in both English and students' primary languages when appropriate instruments are available.

The goal is to identify students at risk of reading difficulties—including dyslexia—early, so targeted supports can be provided within a Multi-Tiered System of Support (MTSS) framework. Screenings are not diagnostic but help guide instructional and intervention planning.

Four screening instruments were approved by the CDE: Amira, mCLASS DIBELS and Lectura, Multitudes, and Rapid Online Assessment of Reading (ROAR).

Analysis:

On April 29, 2025, MPS convened an adoption committee composed of:

- Three Kindergarten–2nd grade teachers
- Two Elementary School Deans of Academics
- One Elementary Principal
- Representatives from the Special Education (SPED) and English Language Development (ELD) departments

The committee reviewed the four screeners approved by the California State Board of Education and unanimously selected **Multitudes** based on the following criteria:

- Evidence-based and validated for diverse student populations
- Aligned with California Dyslexia Guidelines and the ELA/ELD Framework
- Provides timely, actionable data to inform instruction
- Supports multilingual learners with linguistically appropriate measures; including the availability of the full assessment in Spanish

Multitudes was deemed the best fit for Magnolia Public Schools students and instructional systems.

Impact:
Students: Early support for literacy challenges and equitable identification of needs
Educators: High-quality formative data to drive reading instruction and interventions, including stronger alignment with MTSS and early literacy goals
Families: Clear communication on student progress and supports available

Budget Implications:
California has allocated $25 million one-time funds **for training to administer screenings** to assess for risk of reading difficulties using an instrument from the approved list of screeners. The per-pupil funding rate is approximately $21.17
MSA-7: $2,434
MSA-SA: $1,778

The Multitudes screener is provided at no cost to public schools and students in California. Live virtual professional development for up to 30 teachers is available for approximately $700, which will be covered by these one-time funds. Future training for new-hires is available asynchronously at no additional cost.

Budget Impact: None

Exhibits:

ED Code 50038

State of California

EDUCATION CODE

Section 53008

53008. (a) (1) The Legislature ®nds and declares that screening pupils for risk of reading dif®culties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their pupils' learning. Screening should be considered part of a school's comprehensive instructional strategy, and should be used by educators like other types of formative and summative assessments: to inform individualized instruction, measure a pupil's progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.

(2) The Legislature further ®nds and declares that early identi®cation and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading dif®culties, including dyslexia. Dyslexia is the most common learning disability; however, many pupils on the dyslexia spectrum struggle every day to read without proper identi®cation and support. By screening all pupils for risk of reading dif®culties early, California can help families and teachers achieve the best learning and life outcomes for all pupils and close academic achievement gaps.

(3) It is the intent of the Legislature that local educational agencies be provided funding to offset costs related to administering pupil screenings pursuant to this section if the Commission on State Mandates determines that this section contains costs mandated by the state, pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

(b) On or before January 31, 2024, the state board shall appoint an independent panel of experts for the purpose of creating an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for pupils in kindergarten and grades 1 and 2 to assess pupils for risk of reading dif®culties, including possible neurological disorders such as dyslexia, pursuant to this section. The state board shall not appoint any person to the panel of experts with a ®nancial interest in the screening instruments under consideration.The state board shall establish a review process, including how screening instruments will be evaluated against the criteria speci®ed in subdivision (g), for the panel to use to evaluate and approve screening instruments. This subdivision does not prohibit the state board from periodically reconstituting this expert panel or updating the review process, nor does it prohibit the expert panel from periodically amending the list of screening instruments described in subdivision (c) at the request of the state board.

(c) (1) The work of the panel of experts appointed by the state board pursuant to subdivision (b) is subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of

the Government Code) and all meetings of the panel are subject to the Bagley-Keene Open Meeting Act.

(2) On or before December 31, 2024, the panel of experts appointed by the state board shall, at a regularly scheduled public meeting, vote to approve a list of screening instruments pursuant to the review process and evaluation criteria established by the state board pursuant to subdivision (b). The list shall include screening instruments that are developed both for English-speaking pupils and for non-English speaking pupils, in languages reflecting the primary languages of pupils in the state, to the extent assessments in those languages are available. The panel of experts shall also identify information about the appropriate administration of each screening instrument, including the appropriate grade or grades for administration of each screening instrument.

(d) On or before June 30, 2025, the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 shall adopt, at a public meeting, one or more screening instruments from the list adopted pursuant to subdivision (c) to assess pupils for risk of reading difficulties pursuant to this section. The screening instrument or instruments adopted shall provide assessments for both English-speaking pupils and non-English speaking pupils, in languages reflecting the primary languages of pupils in the local educational agency, to the extent assessments in those languages are available.

(e) Commencing no later than the 2025–26 school year, and annually thereafter, a local educational agency serving pupils in kindergarten or grades 1 or 2 shall assess each pupil in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument or instruments adopted by the governing board or body of the local educational agency pursuant to subdivision (d), unless the pupil's parent or guardian opts out of the screening in writing. In determining when during the school year to administer each screening instrument, a local educational agency shall consider whether pupils have received sufficient instruction in foundational reading skills to support a valid assessment. Nothing in this section restricts local educational agencies from providing additional pupil screenings or diagnostic evaluations, as appropriate. Employees administering screening instruments shall be appropriately trained to administer the instrument.

(f) If a pupil enrolls for the first time in kindergarten or grades 1 or 2 after the screening instrument or instruments have been administered to all pupils in the given grade in that school year pursuant to subdivision (e), the local educational agency shall assess the pupil using the screening instrument or instruments adopted by the governing board or body of the local educational agency pursuant to subdivision (d) within 45 calendar days of enrollment, unless the pupil's parent or guardian opts out of the screening in writing, or unless the parent or guardian provides documentation or the local educational agency has documentation that the pupil has had a similar screening in their prior school for their current grade and the parent or guardian was made aware of the results.

(g) (1) To support the adoption of high-quality screening instruments that minimize the overidentification or underidentification of pupils' risk of reading difficulties, and

offer meaningful information for follo wup, the state board shall consider the e xtent to which a screening instrument addresses the follo wing f actors when adopting evaluation criteria pursuant to subdivision (b):

(A) Use of direct measurement, supplemented by other pupil data, to determine if a pupil is at risk of a reading dif®culty, including dyslexia.

(B) Measurement of domains that may predict dyslexia and other reading disorders, including, but not limited to, measures of oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading ¯uenc y, v ocabulary, and language comprehension.

(C) Evidence that the tool is normed and v alidated using a contemporary multicultural and multilanguage sample of pupils, with outcome data for pupils whose home language is a language other than English as well as those who are nativ e English speakers.

(D) Integration of relevant pupil demographic information, such as home language, English language ¯uenc y, and access to prekinder garten education, to more fully understand a pupil's performance.

(E) Guidance and resources for educators re garding how to administer screening instruments, interpret results, explain results to families, including in pupils' primary languages, and determine further educational strate gies, assessments, diagnostics, and interventions that should be considered and that are speci®c to each type of pupil result. Guidance and resources pro vided pursuant to this subparagraph shall be informed by the English Language Arts/English Language Development Framework for California Public Schools developed pursuant to Section 60207 and the California Dyslexia Guidelines developed pursuant to Section 56335, as well as kno wledge of effective interventions for the speci®c needs of individual pupils, and shall re¯ect a tiered interventions model aligned with the Multi-Tiered Systems of Support.

(2) Assessments administered pursuant to this section shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities EducationAct (20 U.S.C. Sec. 1400 et seq.), or an e valuation to determine eligibility for a plan pursuant to Section 504 of the federal RehabilitationAct of 1973 (29 U.S.C. Sec. 794). However, assessments administered pursuant to this section shall not be used to delay the child ®nd process required under the federal Individuals with Disabilities Education Act. Additionally, assessments administered pursuant to this section may be used by a local educational agenc y to recommend that a pupil recei ve further assessment and evaluation to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act, or to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

(h) Pupils who do not speak suf®cient English to be screened with an English-language instrument shall be screened pursuant to this section in their primary language if a screening instrument in their primary language appro ved pursuant to subdivision (c) is available. If a screening instrument is not a vailable in at least one language in which a pupil is pro®cient, before the pupil can be screened, the pupil's

risk for reading dif®culties shall be e valuated through an analysis of the pupil' s developmental history, educational history, and literacy progress, taking into account the pupil' s home background and e volving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the California Dyslexia Guidelines. Components of screening instruments that do not require English language pro®ciency may be used in this evaluation. When a pupil acquires suf®cient English language knowledge and ¯uency to be able to be assessed using a screening instrument pursuant to this section, or if a screening instrument in their primary language becomes available, the local educational agency shall assess that pupil using the appropriate screening instrument.

(i) A pupil may be exempted from the requirements of this section with the prior written consent of the parent or guardian if any of the following criteria are satis®ed:

(1) The pupil has a current identi®cation or diagnosis of a reading dif®culty, reading disorder, or other disability.

(2) The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

(3) The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Indi viduals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening pursuant to this section redundant.

(j) A local educational agency shall provide parents or guardians of pupils eligible for screening pursuant to this section with information about the screening, including the date or dates of the screening and instructions for ho w parents or guardians can opt out of the screening on behalf of their child, no later than 15 calendar days before the administration of the screening instrument or instruments. A local educational agency is encouraged to provide information about screening pursuant to this section with other back-to-school materials at the beginning of the school year.

(k) Pupil results from assessments administered pursuant to this section shall be made available to the pupil's parent or guardian in a timely manner, but no more than 45 calendar days from the date the assessment was administered. These results shall include information about how to interpret the results, as well as the next steps pursuant to subdivision (*l*), if applicable.

(*l*) Screening results shall be used as a ¯ag for potential risk of reading dif®culties, not as a diagnosis of a disability. Results from a screening instrument shall be used as part of a broader process that further evaluates pupil needs and progress, identi®es supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve. Accordingly, if a pupil is identi®ed as being at risk of having reading dif®culties after being screened pursuant to this section, the local educational agency shall provide the pupil with supports and services, appropriate to the speci®c challenges identi®ed by the screening instrument and other pertinent information about the pupil, which may include, among other supports and services, any of the following:

(1) Evidence-based literacy instruction focused on the pupil's speci®c needs.
(2) Progress monitoring.
(3) Early intervention in the regular general education program.
(4) One-on-one or small group tutoring.
(5) Further evaluation or diagnostic assessment.

(m) Results of an assessment administered pursuant to this section shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identi®cation for gifted or talented education, reclassi®cation of English learners, or identi®cation as an individual with exceptional needs.

(n) Noti®cations to parents or guardians pro vided pursuant to this section shall comply with the translation requirements set forth in Section 48985.

(o) For purposes of this section, the following de®nitions apply:

(1) ªEnglish learnerº has the same meaning as de®ned in subdivision (a) of Section 306.

(2) ªKinder gartenº shall not include transitional kinder garten, as de®ned in subdivision (d) of Section 48000.

(3) ªLocal educational agencyº means a school district, county of®ce of education, or charter school.

(4) ªReading dif®culties º means a barrier that impacts a pupil's ability to learn to read or improve reading abilities, including dyslexia.

(5) ªScreening instrumentº means a brief tool administered by an appropriately trained school employee, including, but not limited to, a certi®cated teacher of record, measuring discrete areas to determine pupils at risk of reading dif®culties, including dyslexia.

(Amended by Stats. 2024, Ch. 38, Sec. 79. (SB 153) Effective June 29, 2024.)

Coversheet

Approval of the Expanded Learning Opportunities Program Plans for All MPS Schools

Section: VI. Action Items
Item: B. Approval of the Expanded Learning Opportunities Program Plans for All MPS Schools
Purpose: Vote
Submitted by:
Related Material: VI_B_ELOP Program Plans.pdf

Agenda Item:	VI B: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer Andross Milteer, Expanded Learning Opportunities Program (ELO-P) Coordinator
RE:	Approval of the Expanded Learning Opportunities Program Plans for MSA-1, 2, 3, 4, 5, 6, 7, 8, Santa Ana and San Diego

Action Proposed:

I recommend that the Board approves the Expanded Learning Opportunities Program Plan for Magnolia Science Academy 1, 2, 3, 4, 5, 6, 7, 8, Santa Ana and San Diego.

Purpose:

Every three years, the California Department of Education requires Local Educational Agencies to review and approve the ELO-P Program Plan by the governing board according to EC Section 46120(b)(2). It is a living document that governs how expanded learning programs operate

Background:

The Expanded Learning Opportunities Program (ELO Program or ELO-P) is established beginning in fiscal year 2021–22 and provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. Local educational agencies benefit from $1.75 billion dollars in FY21-22 with an anticipated growth to $5 billion dollars within 3-5 years.

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year."

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California Education Code Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

Analysis:

School ELOP program plans are updated to reflect the current expanded learning programs. When first approved, it included the use of the Task Force that was implemented to establish the expanded learning offerings within Magnolia. Since, the Expanded Learning Coordinator and team has assumed most of the responsibilities of setting and carrying out the vision for the programs which should be reflected in the program plans

Impact:

Without proper board approval, the expanded learning programs will be out of compliance and will result in an audit finding.

Budget Implications:

No new budget implications. The budget and expenditures are audited annually

Exhibits:

- ELO-P plans for schools MSA-1, 2, 3, 4, 5, 6, 7, 8, Santa Ana and San Diego

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-1

18238 Sherman Way, Reseda, CA 91335

School Website

https://www.msa1.magnoliapublicschools.org/#

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

Contact Name:Brad Plonka

Contact Email: bplonka@magnoliapublicschools.org

Contact Phone: 818.609.0507

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-1

_____

_____

_____

_____

_____

_____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -1 (MSA-1) is a directly funded traditional charter school and provides education to 746 students enrolled in grades 6 through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-1 has been serving students in Los Angeles County since the fall of 2002 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-1 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	12	714	629	88.1%
2024-2025	6	12	746	643	86.2%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	188	1	106	10	11
Percentage	25.2%	0.1%	14.2%	1.3%	1.5%

MSA-1 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-1's current program is run by the school team. MSA-1 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-1's site includes a big campus with access to 20 classrooms and two office spaces. The campus includes a PE area gym, outdoor playground and lunch area.

MSA-1 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-1 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-1 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-1 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-1 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,we do not offer this and Khan Academy to improve student learning outcomes. MSA-1’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-1 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-1 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-1 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM7:40 am - 8:25	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM3:38 pm - 6:00 pm	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Snack is offered by afterschool program**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM7:30 am - 11:00 am	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities

11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM4:30 pm	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-1 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark

the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-1's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-1's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being

forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-1 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards.

Our healthy nutrition snack choices include but are not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-1 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-1 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-1 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-1 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 25.2% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-1 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-1 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-1 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical

education, and college preparation services. MSA-1 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-1 and MPS home office staff. MSA-1 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-1 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-1 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-1 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-1 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-1 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-1 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-1 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-1's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-1 partners with the city of Reseda for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-1 established partnerships with organizations and resources such as Pierce College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-1 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-1's ELO-P vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-1 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-1 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-1 Expanded Learning school programs are closely monitored by the principal and the MPS ELO-P Coordinator. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-1 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public

Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-1 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-1 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).

- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements
The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-1's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-1 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-1 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-1 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-1 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles County. MSA-1 also solicits public funding to sustain services to name a few:

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

_____

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_____

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-2

17125 Victory Blvd., Van Nuys, CA 91406

School Website

https://www.msa2.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

Contact Name: David Garner

Contact Email: dgarner@magnoliapublicschools.org

Contact Phone: 818.758.0300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-2

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular

school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -2 (MSA-2) is a directly funded traditional charter school and provides education to 514 students enrolled in grades 6 through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-2 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-2 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	12	532	481	90.4%
2024-2025	6	12	514	476	92.6%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	90	1	95	15	10
Percentage	17.5%	0.2%	18.5%	2.9%	1.9%

MSA-2 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-2's current program is run by the school team. MSA-2 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-2's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-2 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-2 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-2teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-2 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-2 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-2’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-2 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-2 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-2 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 9:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:00 PM - 5:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
5:00 PM -5:10 PM	**Nutrition Break**
5:10 PM -5:40 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:40 PM - 6:10 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-2 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-2's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-2's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-2 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-2 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but are not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-2 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-2 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-2 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while

allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-2 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-2 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.

- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-2 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-2 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the

surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-2 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-2 and MPS home office staff. MSA-2 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,

- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-2 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-2 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-2 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-2 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[5] in Careers in Tech, Naviance Career Exploration[6], CareerGirls[7] and SheHereos[8] programs.

MSA-2 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-2 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

[5] Code.org Careers in Tech https://code.org/careers-in-tech
[6] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[7] Career Girls https://www.careergirls.org
[8] SheHeroes http://www.sheheroes.org

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Coordinator monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-2 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-2’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 2 partners with the city of Van Nuys for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services

to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-2 established partnerships with organizations and resources such as Cal-State Northridge and Pierce College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-2 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-2's ELO-P vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-2 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-2 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-2 Expanded Learning school programs are closely monitored by the principal and the Expanded Learning Coordinator. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-2 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-2 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-2 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).

- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements
The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-2's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-2 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-2 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-2 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-2 builds upon partnerships to link, align, and sustain services, public and private partners in the Valley. MSA-2 also solicits public funding to sustain services to name a few:

-

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-3

1254 E. Helmick Street, Carson, CA 90746

School Website

https://www.msa3.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

Contact Name: Andross Milteer

Contact Email:akmilteer@magnoliapublicschools.org

Contact Phone: (310) 637-3806

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-3

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -3 (MSA-3) is a directly funded traditional charter school and provides education to 411 students enrolled in grades 6 through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-3 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-3 is still expanding in Carson while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	12	389	248	71.7%
2024-2025	6	12	411	297	72.3%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	19	6	62	13	19
Percentage	4.6%	1.5%	15.1%	3.2%	4.6%

MSA-3 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-3's current program is run by the school team. MSA-3 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-3's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-3 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-3 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-3teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-3 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-3 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-3’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-3 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-3 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-3 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
7:45AM-8:25 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:40 PM - 4:30 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:30 PM -4:45 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

10 days of 9 hour Summer Schools
4 days outdoor educational experience
4 days College Exploration Field Trips
8 days of Academic/Sports Club gatherings on weekends
4 days of Extended Winter Session

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google

classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-3 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-3's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-3's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-3 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically

because MSA-3 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-3 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-3 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-3 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich

cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-3 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-3 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator:

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-3 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-3 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Harbor College) and universities such as UC Irvine and CSU Dominguez Hills to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-3 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-3 and MPS home office staff. MSA-3 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,

- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-3 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-3 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 74.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-3 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-3 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[9] in Careers in Tech, Naviance Career Exploration[10], CareerGirls[11] and SheHereos[12] programs.

MSA-3 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-3 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and

[9] Code.org Careers in Tech https://code.org/careers-in-tech
[10] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[11] Career Girls https://www.careergirls.org
[12] SheHeroes http://www.sheheroes.org

this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-3 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-3’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 3 partners with the city of Carson for their events and to find out about academic contests that students can participate in. Along with partnering with Harbor College and Cal-State Dominguez Hills to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-3 established partnerships with organizations and resources such as Harbor College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-3 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-3's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-3 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and

5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-3 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-3 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-3 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-3 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-3 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-3's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-3 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-3 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-3 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-3 builds upon partnerships to link, align, and sustain services, public and private partners in Carson. MSA-3 also solicits public funding to sustain services to name a few:

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-4

11330 W. Graham Place B-9, Los Angeles, 90064

School Website

https://www.msa4.magnoliapublicschools.org/#

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

Contact Name: Elizabeth Rizzuto

Contact Email: erizzuto@magnoliapublicschools.org

Contact Phone: 310.473.2464

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-4

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Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -4 (MSA-4) is a directly funded traditional charter school and provides education to 132 students enrolled in grades 6 through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-4 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-4 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	12	124	118	95.2%
2024-2025	6	12	132	118	89.4%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	22	0	36	3	4
Percentage	16.7%	0%	27.3%	2.3%	3.0%

MSA-4 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-4's current program is run by the school team. MSA-4 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-4's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-4 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-4 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-4 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-4 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-4 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-4’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-4 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-4 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-4 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM- 8:30 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-4 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-4's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-4's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-4 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-4 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but are not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-4 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-4 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-4 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while

allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-4 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-4 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-4 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART

goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-4 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-4 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (West LA College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same

neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-4 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-4 and MPS home office staff. MSA-4 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,

- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-4 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-4 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-4 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-4 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[13] in Careers in Tech, Naviance Career Exploration[14], CareerGirls[15] and SheHereos[16] programs.

MSA-4 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-4 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

[13] Code.org Careers in Tech https://code.org/careers-in-tech
[14] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[15] Career Girls https://www.careergirls.org
[16] SheHeroes http://www.sheheroes.org

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-4 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-4’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 4 partners with the city of Venice for their events and to find out about academic contests that students can participate in. Along with partnering with West LA College to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance

and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-4 established partnerships with organizations and resources such as West LA College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-4 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-4’s ELO-P vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program’s impact to continue to evolve to meet the needs of an ever-changing base. MSA-4 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to

site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-4 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-4 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-4 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-4 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-4 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).

- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-4's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-4 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-4 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-4 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-4 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-4 also solicits public funding to sustain services to name a few:

- City of Santa Ana
- Western Youth Services
- Help Me Grow TK-2nd Grade
- OC Health
- OC Family Justice Center
- Planned Parenthood

- Salvation Army Family Services
- El Dorado SELPA
- OC Soccer Club
- Santa Ana College
- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa’s Office
- OC County Board Supervision, Andrew Do’s Office

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

_____

_____

_____

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-5

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www.msa5.magnoliapublicschools.org
June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

Contact Name: Ali Kaplan

Contact Email:akaplan@magnoliapublicschools.org

Contact Phone: (818) 705-5676

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

_____Magnolia Science Academy-5_____

_____

_____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy-5 (MSA-5) is a directly funded traditional charter school and provides education to 218 students enrolled in grades 6 through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-5 has been serving students in Los Angeles County since the fall of 2008 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-5 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	12	218	187	85.8%
2024-2025	6	12	218	182	83.5%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	62	1	46	3	8
Percentage	28.4%	0.5%	21.1%	1.4%	3.7%

MSA-5 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

Magnolia Science Academy-5 (MSA-5)'s current program is run by the school team. MSA-5 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-5's site includes a big campus with access to 11 classrooms and two office spaces. The campus includes an outdoor activity area.

MSA-5 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-5 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-5teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-5 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-5 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-5’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-5 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-5 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-5 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:30 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:30 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days of Saturday School, Intersession - TBD

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-5 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-5's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-5's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-5 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-5 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and White students and families as well as other backgrounds that include White and Asian. MSA-5 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-5 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-5 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while

allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-5 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-5 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART

goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-5 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-5 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (LA Valley, Pierce, LA Mission Colleges) and universities such as CSU Northridge to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same

neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-5 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-5 and MPS home office staff. MSA-5 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,

- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-5 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-5 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-5 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-5 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[17] in Careers in Tech, Naviance Career Exploration[18], CareerGirls[19] and SheHereos[20] programs.

MSA-5 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-5 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

[17] Code.org Careers in Tech https://code.org/careers-in-tech
[18] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[19] Career Girls https://www.careergirls.org
[20] SheHeroes http://www.sheheroes.org

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-5 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-5’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 5 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with CSUN and Pierce College to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance

and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-5 established partnerships with organizations and resources such as LA Valley College and Mission Colleges. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-5 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-5's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-5 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to

site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-5 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-5 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-5 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-5 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-5 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).

- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-5's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-5 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-5 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-5 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-5 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-5 also solicits public funding to sustain services to name a few:

- City of Los Angeles
- Councilmember Bob Blumenfield's Office
- Tarzana Treatment Center
- Local Senior Centers
- One Generation Intergenerational Centers
- California State University, Northridge
- ARC

- LA Valley College
- LA Mission College
- West Valley Police Station
- YMCA
- City Plants

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-6

745 Wilton Place, Los Angeles, CA 90005

School Website

https://www.msa6.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

Contact Name: James Choe

Contact Email: jchoe@magnoliapublicschools.org

Contact Phone: 310.842.8555

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P):

Magnolia Science Academy-6

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -6 (MSA-6) is a directly funded traditional charter school and provides education to 128 students enrolled in grades 6 through 8 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-6 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-6 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	8	111	103	92.8%
2024-2025	6	8	128	119	93.0%

Other significant student groups that serve are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	21	0	18	4	3
Percentage	16.4%	0%	14.1%	3.1%	2.3%

MSA-6 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 4:00 pm.

1—Safe and Supportive Environment

MSA-6's current program is run by the school team. The MSA-6 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-6's site includes a campus with access to 5 classrooms and two office spaces. The campus also includes an outdoor playground.

MSA-6 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-6 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-6 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-6 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-6 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-6’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-6 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-6 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-6 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

7:00 am to 4:00 pm Nine-hour scheduled for 180 days.

Time	Monday- Friday Regular Day
7:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
8:00 AM- 2:15	**Classes in session**
2:15 PM -2:30 PM	**Nutrition Break**
2:30 PM - 6:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee **Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)

B- Nine-hour Summer or Intersession Day Sample schedules

- For 2022-23 July Summer school, MSA-6 is planning an online summer school. No ELOP funds will be used. The below planning is for the future years.
- 15 Days Summer School 2022-2023 June 10-June 30

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes/Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

15 Days Summer School TBD
15 Days TBD; Fall, Winter & Spring Breaks intersessions and Saturday Schools

9 hour Saturday School - once a month

8:00 am - 12:00 Academic Enrichment
12:00 -1:00 PM Lunch/break
1:00 pm - 5PM Clubs and Teams Blocks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-6 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-6's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-6's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven,

and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-6 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-6 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-6 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-6 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-6 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-6 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-6 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement.

Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-6 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-6 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college

experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-6 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-6 and MPS home office staff. MSA-6 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the

responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-6 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-6 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-6 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-6 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[21] in Careers in Tech, Naviance Career Exploration[22], CareerGirls[23] and SheHereos[24] programs.

[21] Code.org Careers in Tech https://code.org/careers-in-tech
[22] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[23] Career Girls https://www.careergirls.org
[24] SheHeroes http://www.sheheroes.org

MSA-6 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-6 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-6 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-6's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 6 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-6 established partnerships with organizations and resources such as West LA College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-6 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-6's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level,

staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-6 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-6 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-6 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-6 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-6 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-6 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.

- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-6's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 4 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-6 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-6 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-6 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-6 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-6 also solicits public funding to sustain services to name a few:

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

_____

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-7

18355 Roscoe Blvd., Northridge, CA 91325

School Website

https://www.msa7.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

Contact Name: Musa Avsar

Contact Email: mavsar@magnoliapublicschools.org

Contact Phone: (818) 886-0585

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-7

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -7 (MSA-7) is a directly funded traditional charter school and provides education to 272 students enrolled in grades TK through 5 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-7 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-7 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	TK	5	280	233	83.2%
2024-2025	TK	5	272	226	83.1%

Other significant student groups that MSA-7 serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	83	0	37	7	8
Percentage	30.5%	0.0%	13.6%	2.6%	2.9%

MSA-7 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-7's current program is run by the school team. MSA-7 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-7's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-7 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-7 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-7 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-7 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-7 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as Accelerated Reader, MyOn Reading, IXL, Xtra Math andStandards Plus to improve student learning outcomes. MSA-7’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a music and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and creativity. Some examples include Coding, Robotics, Choir, Art, Math Olympiads, STEAM Challenge.

3—Skill Building

In the expanded learning programs, MSA-7 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-7 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-7 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM- 8:00 AM	**Academic Block**: Literacy focused program that includes tutoring and homework help. Staff members will use Accelerated Reader and MyOn to support learning time. Breakfast will be served and students will participate in morning exercises.
2:40 PM - 2:50 PM	**Attendance (Sign-In)**
2:50 PM -3:20 PM	**Nutrition Break (Supper)**
3:20 PM -4:30 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:30 PM - 5:35 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club
5:35 PM- 6:00 PM	**Nutritional Break** (Snack) **Dismissal**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:30 AM - 12:00 PM	Summer Learning Academy Classes (ELA & Math)/ STEAM Activities/ SEL Time/ Snack Break and activities
12:00 PM -12: 30 PM	**Lunch Break**
12:30 PM - 5:30 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club, themed event days

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-7 has a Student Council, which works with the after school program staff and leadership team to establish and review program elements and school-wide events. The student council works with school staff to plan and participate in community projects such as campus cleanup days, food drives, and other special events. Students take an active

role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

The Afterschool program develops projects to encourage leadership by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-7's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-7's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive

activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-7 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-7 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-7 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-7 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-7 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-7 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program

staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-7 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-7 has current job descriptions for staff and volunteers responsible for running the after-school programs. Our partner ARC provides the coordinator and support staff running the programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-7 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-7 Expanded Learning staff attends

existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-7 and MPS home office staff. MSA-7 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

Sub Contractors

Our key program partner ARC is nationally recognized after school program and experiential education provider. We bridge the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. We work with over 9,000 students on a daily basis throughout Southern California.

ARC’s COMPREHENSIVE PROGRAM

After school is offered M-F until the campus. Daily schedule includes enrichment activities, homework help, healthy snacks, and outdoor play. A structured learning environment is offered to support our middle school students' transition to high school.

Programs are framed by 6-week enrichment classes, as well as daily homework assistance and experiential group activities. The 6 week cycle culminates in an event for students to showcase their new skills and knowledge.

THE ‘ARC’ MODEL
Students choose an elective for 6 weeks, culminating in a showcase to demonstrate new skills and knowledge. All electives fit within our 5 Pillars of MS Excellence. Students are offered a structured learning environment to support our middle school students' transition to high school.

6-WEEK ENRICHMENT CYCLES
Programs are framed by 6-week enrichment classes (2x/week or 12 total classes), in which students commit to an elective and path of learning. The last Friday of each 6-week rotation is culmination day, a showcase for parents, peers, and staff. This includes dance performances, science projects, newsletter and creative writings showcases, basketball club has their final 3-on-3 tourney, or a service club does their food drive, the Mad Scientists do a mini science fair, etc.

LEADERSHIP COUNCIL
A cornerstone of the middle school program is the Leadership Council. Student leaders take ownership of their site's after school program by organizing events and activities, providing guidance in program selection, and running awareness campaigns to educate peers about important social issues.

MIDDLE SCHOOL PILLARS
Enrichment activities fall within these five categories: Literacy, Leadership & Life, The Arts, Health & Fitness, and STEM.

PILLARS OF EXCELLENCE
Students sign up for 6 weeks (2x/week or 12 total classes) of a specific enrichment club based on the Pillars of Middle School Excellence.

LEADERSHIP COUNCIL
Student leaders design and drive programming with the mentorship of experienced Site Coordinators and Assistant Coordinators.

DROP-IN CENTER
An open and safe space provided on campus for students to spend time after school to finish homework, socialize, play games, and more.

WOW EVENTS
Special school-wide events that engage the entire campus. Students have a direct hand in planning large-scale events such as dances, lunch time entertainment, carnivals, open mic nights, and more.

CLUBS
Survey students on what they want to see in their after school program. ARC builds a schedule of clubs taught by on-site staff, faculty, local professionals, or student peers.

SERVICE LEARNING
Students engage in a year-long service learning campaign, focusing on an issue affecting their local community, as demonstrated through the Take Action Campaign in collaboration with LAUSD's Beyond the Bell.

LEADERSHIP RETREATS
Year-long series of workshops and conferences with a focus on leadership development, with options to blend with outdoor education, college and career preparedness, and subject-specific enrichment classes.

GOALS
The Great Outdoor Leadership & Adventure Series. This outdoor education based leadership development and life skills training program takes students out of the class and to the beaches, forests, and mountains of California.

SD LEADS
A series of conferences focusing on leadership, teamwork, social justice, and overcoming obstacles. Held on various college campuses and reinforces opportunities for students to become leaders on their own campuses.

COLLEGE & CAREER BOUND
College and career tours. College applications. Tuition and financial aid. Resume building. Practice interviews.

ENRICHMENT
Create a catalog of subject-specific classes to offer your students, taught by specialists in their fields. Offerings are customized to meet the needs and interests of your students.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-7 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-7 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-7 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[25] in Careers in Tech, Naviance Career Exploration[26], CareerGirls[27] and SheHereos[28] programs.

MSA-7 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-7 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-7 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

[25] Code.org Careers in Tech https://code.org/careers-in-tech
[26] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[27] Career Girls https://www.careergirls.org
[28] SheHeroes http://www.sheheroes.org

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-7's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-7 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with Cal State Northridge to attend their college events, do college tours, and participate in programs that allow additional support for our students such as their Student Teaching program and counseling services through the CSUN Mitchell Family Clinic.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

Our key program partner, ARC, is nationally recognized after school program and experiential education provider. Their program bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. Arc staff lead daily homework help, academic intervention, nutrition, recreation, and enrichment. They use a whole child approach and strength's perspective philosophy.

10—Continuous Quality Improvement

MSA-7 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-7's ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-7 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-7 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-7 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-7 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office

Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-7 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-7 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).

- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements
The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-7's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-7 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-7 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-7 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-7 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-7 also solicits public funding to sustain services to name a few:

- Mitchell Family Clinic
- The Chicago School of Psychology
- Councilmember Lee's Office
- Atalla Medical Clinic
- Dignity Healthcare
- One Generation
- Baby 2 Baby
- LAUSD SELPA
- Cal State University Northridge
- LACOE , Los Angeles County Department of Education.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

MSA-7 has ASES programs and grants. ELOP plans will be comprehensive and include ASES programs to integrate. ELOP funds will complement and support all expanded learning programs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Programs that are serving transitional kindergarten and kindergarten students both during the day and after school maintain the required ratios and training of staff members who are leading the programs. TK and K students are in school from 8:00am to 2:35pm Monday, Tuesday, Thursday and Friday and until 12:40pm on Wednesdays. It is optional for them to come early from 7:30am-8:00am for breakfast or to stay late in our free after school program until 6:00pm. Knowing this can be a long day for such young students, the staff who are hired for the after school program are trained to plan programming to meet the needs of these younger students including enrichment and recreation time, quiet time, snacks and supper, and imaginative play time.

The requirements for these staff members include 48+ college units, elementary school aged student work experience, experience working with ethnically diverse students and families, being energetic, creative, and motivated to meet the needs of students. All

hired staff are required to participate in ongoing professional development sessions on behavior management, working with special needs students, maintaining line of sight, code of conduct, communications norms, mandated reporting, child development, emergency protocols, lesson planning and more. The staff who work specifically with TK and K students during expanded learning benefit from training and support from qualified educators and the experienced training staff. Staff will align with the school day for resources for the afterschool TK and kindergarten curriculum and programming.

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-8

6411 Orchard Ave., Bell, CA 90201

School Website

https://www.msa8.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-8 Bell

Contact Name: Andross Milteer

Contact Email: akmilteer@magnoliapublicschools.org

Contact Phone: (323) 826-3925

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-8 Bell

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in

EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -8 (MSA-8) is a directly funded traditional charter school and provides education to 3 students enrolled in grades 6 through 8 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-8 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-8 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	8	404	316	78.2%
2024-2025	6	8	385	306	79.5%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	66	4	36	10	34
Percentage	17.1%	1.0%	9.4%	2.6%	8.8%

MSA-8 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-8's current program is run by the school team. MSA-8 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-8's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-8 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-8 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-8 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-8 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-8 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-8’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-8 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-8 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-8 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-8 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-8's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-8's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-8 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-8 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water
  - Protein
  - Whole Grain

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-8 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-8 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-8 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program.

STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-8 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-8 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-8 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-8 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (East Los Angeles College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-8 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-8 and MPS home office staff. MSA-8 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,

- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-8 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-8 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-8 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-8 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[29] in Careers in Tech, Naviance Career Exploration[30], CareerGirls[31] and SheHereos[32] programs.

MSA-8 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-8 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers

[29] Code.org Careers in Tech https://code.org/careers-in-tech
[30] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[31] Career Girls https://www.careergirls.org
[32] SheHeroes http://www.sheheroes.org

mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-8 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-8’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ExPL’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-8 partners with the city of Bell for their events and to find out about academic contests that students can participate in. Along with partnering with East Los Angeles College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-8 established partnerships with organizations and resources such as East Los Angeles College, UC Irvine and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-8 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-8's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-8 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and

5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-8 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-8 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-8 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-8 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-8 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers and Classified Staff:** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-8's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-8 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-8 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-8 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-8 builds upon partnerships to link, align, and sustain services, public and private partners in Bell. MSA-8 also solicits public funding to sustain services to name a few:

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-Santa Ana

2840 West 1st Street, Santa Ana, CA 92703

School Website

https://www.msasa.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-Santa Ana

Contact Name: Steven Keskinturk(Site Director/Principal)

Contact Email: skeskinturk@magnoliapublicschools.org

Contact Phone: (714) 479-0115

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-Santa Ana

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in

EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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Background and Demographics

Magnolia Science Academy -Santa Ana (MSA-SA) is a directly funded traditional charter school and provides education to 524 students enrolled in grades TK through 12 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	TK	12	504	373	74.0%
2024-2025	TK	12	524	418	79.8%

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	137	9	90	17	32
Percentage	26.1%	1.7%	17.2%	3.2%	6.1%

MSA-SA has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-SA's current program is run by the school team. MSA-SA leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SA's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SA operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SA staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SAteachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SA family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SA students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SA’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SA students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SA offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-SA EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-SA currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SA's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SA's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SA uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SA is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-SA links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SA program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SA school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while

allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-SA and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SA uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART

goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-SA has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SA recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same

neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SA Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SA and MPS home office staff. MSA-SA leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,

- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-SA runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-SA mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-SA regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SA students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[33] in Careers in Tech, Naviance Career Exploration[34], CareerGirls[35] and SheHereos[36] programs.

MSA-SA Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SA was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

[33] Code.org Careers in Tech https://code.org/careers-in-tech
[34] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[35] Career Girls https://www.careergirls.org
[36] SheHeroes http://www.sheheroes.org

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SA site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SA’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance

and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-SA established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SA is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SA's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SA establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SA quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SA Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SA principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SA also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SA agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).

- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements
The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SA's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SA staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SA has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SA Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SA builds upon partnerships to link, align, and sustain services, public and private partners in Santa Ana. MSA-SA also solicits public funding to sustain services to name a few:

- City of Santa Ana
- Western Youth Services
- Help Me Grow TK-2nd Grade
- OC Health

- OC Family Justice Center
- Planned Parenthood
- Salvation Army Family Services
- El Dorado SELPA
- OC Soccer Club
- Santa Ana College
- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa’s Office
- OC County Board Supervision, Andrew Do’s Office

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-San Diego

6525 Estrella Ave., San Diego, CA 92120

School Website

https://www.msasd.magnoliapublicschools.org/

June 5, 2025

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy- San Diego

Contact Name: Megan Craig

Contact Email: mcraig@magnoliapublicschools.org

Contact Phone: (619) 644-1300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy- San Diego

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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12—SUSTAINABILITY	25

Background and Demographics

Magnolia Science Academy -San Diego (MSA-SD) is a directly funded traditional charter school and provides education to 464 students enrolled in grades 6 through 8 in the 2024-25 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SD has been serving students in San Diego County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SD is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2023-2024	6	8	439	149	33.9
2024-2025	6	8	464	168	36.2

Other significant student groups that serves are as follows.

2024-2025	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	12	0	98	22	4
Percentage	2.6%	0%	21.1%	4.7%	0.9%

MSA-SD has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-SD's current program is run by the school team. MSA-SD leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SD's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SD operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SD staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SD teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SD family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SD students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SD’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally

fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SD students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SD offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-SD EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School tbd
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-SD currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SD's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SD's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SD uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SD is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-SD links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SD program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SD school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while

allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-SD and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With English Language Learners, MSA-SD shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SD uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART

goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing
MSA-SD has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SD recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same

neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SD Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SD and MPS home office staff. MSA-SD leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,

- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-SD runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-SD mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-SD regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SD students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[37] in Careers in Tech, Naviance Career Exploration[38], CareerGirls[39] and SheHereos[40] programs.

MSA-SD Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SD was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

[37] Code.org Careers in Tech https://code.org/careers-in-tech
[38] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[39] Career Girls https://www.careergirls.org
[40] SheHeroes http://www.sheheroes.org

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SD site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed’s SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SD’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SD partners with the city of San Diego for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance

and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-SD established partnerships with organizations and resources such as UC San Diego. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SD is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SD's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SD establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to

site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SD quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SD Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator, school staff and San Diego County of Education. The MSA-SD principal and admin team commit to supporting the program and get on-boarding and training with the San Diego County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SD also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SD agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).

- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SD's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SD staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SD has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SD Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SD builds upon partnerships to link, align, and sustain services, public and private partners in San Diego. MSA-SD also solicits public funding to sustain services to name a few:

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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Coversheet

Approval of MPS Ethnic Studies Policy

Section: VI. Action Items
Item: C. Approval of MPS Ethnic Studies Policy
Purpose: Vote
Submitted by:
Related Material: VI_C_MPS Ethnic Studies Policy.pdf

Agenda Item:	VI C: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer Traci Lewin, Director of Educational Services
RE:	Magnolia Public Schools (MPS) Ethnic Studies Policy

Action Proposed:

I recommend that the Board approve Magnolia Public Schools (MPS) Ethnic Studies Policy effective August 1, 2025 in alignment with California Assembly Bill 101.

Purpose:

This policy establishes the implementation of an Ethnic Studies program at Magnolia Public Schools in alignment with California's Assembly Bill (AB) 101 graduation requirement. It outlines course options, school leader responsibilities, and monitoring practices to ensure all high school students have access to an inclusive, equity-driven curriculum that reflects diverse histories and lived experiences.

Background:

Assembly Bill 101, enacted in October 2021, requires all California high school students to complete a one-semester course in Ethnic Studies to graduate, beginning with the Class of 2030. Schools are mandated to begin offering these courses no later than the 2025–2026 academic year. This legislation reflects a growing recognition of the importance of inclusive education that addresses the diverse histories and experiences of California's student population. By incorporating Ethnic Studies into the curriculum, the state seeks to promote cultural understanding, reduce biases, and equip students with critical thinking skills to navigate an

increasingly diverse and interconnected world. Importantly, AB 101 specifies that its implementation is contingent upon the appropriation of funds by the Legislature through the annual Budget Act or other statute. As such, successful and sustainable implementation of this requirement depends on the provision of adequate state funding to support course development, teacher training, and instructional resources.

Impact:

The implementation of this policy is expected to have a meaningful impact on student engagement, cultural awareness, and academic outcomes across Magnolia Public Schools. By providing students with opportunities to see their identities and communities reflected in the curriculum, the Ethnic Studies program fosters a stronger sense of belonging and inclusion. Research shows that participation in Ethnic Studies courses is linked to improved attendance, increased credit accumulation, and higher rates of college enrollment—particularly among historically underserved students. This policy not only supports students in meeting California's graduation requirements but also advances Magnolia's broader goals of equity, inclusion, and preparing students to thrive in a diverse and interconnected world.

Budget Implications:

There are no new budget implications due to the new policy adoption.

Exhibits:

- Magnolia Public Schools (MPS) Ethnic Studies Policy

Magnolia Public Schools Ethnic Studies Policy

Purpose

In alignment with California's educational mandates, this policy outlines the implementation of an Ethnic Studies program at Magnolia Public Schools (MPS). This initiative aims to foster cultural understanding, promote equity, and prepare students to meet the state's graduation requirements.

Ethnic Studies is an interdisciplinary field that examines race, ethnicity, and identity through the lived experiences and perspectives of historically marginalized communities. This approach enriches student understanding by highlighting the histories, cultures, struggles, and contributions of groups often overlooked in traditional U.S. history courses.

The curriculum aims to provide students with opportunities to see their own and their families' experiences reflected in the classroom while fostering understanding of diverse backgrounds and lived experiences. It also emphasizes exploring the living history of students' own communities, broadening their sense of belonging and connection.

Research underscores the value of ethnic studies, showing increased school attendance, participation, and credit accumulation among at-risk students, alongside higher probabilities of college enrollment[1]. This aligns with Magnolia Public Schools' commitment to equity, inclusion, and academic success for all students.

In accordance with Assembly Bill 101, the implementation of Ethnic Studies requirements is contingent upon an appropriation of funds by the Legislature in the annual Budget Act or another statute. Magnolia Public Schools is committed to ensuring the necessary resources are allocated in alignment with state funding provisions to support high-quality, sustainable Ethnic Studies programming.

Background

Assembly Bill 101, enacted in October 2021, requires all California high school students to complete a one-semester course in Ethnic Studies to graduate, starting with the class of 2030.

[1] Bonilla, S., Dee, T. S., & Penner, E. K. (2021). Ethnic studies increases longer-run academic engagement and attainment. *Proceedings of the National Academy of Sciences, 118*(37), e2026386118. https://doi.org/10.1073/pnas.2026386118

Schools are mandated to offer these courses beginning in the 2025–2026 academic year, provided that funding is allocated in the state's budget for the school year.

This legislation reflects a growing recognition of the importance of inclusive education that addresses the diverse histories and experiences of California's student population. By incorporating Ethnic Studies into the curriculum, the state seeks to promote cultural understanding, reduce biases, and equip students with the critical thinking skills necessary to engage in an increasingly interconnected and multicultural society.

Guidelines

MPS High Schools are able to select from the following options to offer, at minimum, a one (1) semester ethnic studies course:

1. **Dual Enrollment** – Students enroll in an Ethnic Studies course with a partnering college or university for both high school and college credit. The dual enrollment class must occur entirely within the scheduled school day and the MPS school site will provide a credentialed teacher to serve as a mentor to the students enrolled in the course.
2. **AP African American Studies** (or any additional AP Ethnic Studies course)– A College Board-endorsed Advanced Placement (AP) course providing a rigorous, college-level curriculum. This course would be taught by an MPS teacher with the appropriate teaching credential. In addition, the teacher must attend AP training to ensure teaching strategies for the course are aligned with College Board standards and expectations for the course.
3. **Approved Ethnic Studies Courses** – Standalone courses developed in alignment with state and university (A-G) requirements. This course would be taught by an MPS teacher, with the appropriate teaching credential. If needed, an online course offering from an MPS-approved provider can be used. The course syllabus would be in full compliance and alignment with the California Ethnic Studies course requirement and based on the California Model Curriculum adopted by the State Board of Education on March 18, 2021.

School Leader Responsibilities

School leaders must ensure:

1. **Ethnic Studies Course Availability** – At least one Ethnic Studies course is available to all high school students beginning with the 2025/2026 school year, provided funding is allocated in the State's education budget for the school year.

2. **Dual Enrollment Compliance** – Schools follow all established protocols for dual enrollment courses, including:
    - Formal agreements with partnering colleges/universities
    - Enrollment and credit verification processes
    - Designation of a school-based counselor or coordinator to support students
    - Assignment of a mentor teacher to support students with the course
3. **AP African American Studies Teacher Preparation** – Any teacher assigned to AP African American Studies must attend the official College Board training(s) prior to teaching the course.
4. **Teacher Credentialing and Support** – All teachers assigned to Ethnic Studies courses must:
    - Hold appropriate subject-area credentials
    - Have access to relevant professional development and instructional resources
5. **Students' 4-year plan includes Ethnic Studies requirement**
6. **Student and Family Awareness** – Schools must provide clear information about Ethnic Studies course options to students and families, including eligibility criteria for dual enrollment and Advanced Placement courses, if offered.

Implementation & Monitoring

- School administrators will track student enrollment and completion rates in Ethnic Studies courses.
- The charter network will review course offerings annually to ensure access and alignment with state graduation and college entrance requirements.
- The charter network will complete an annual Ethnic Studies review focusing on enrollment demographics, completion rates, and course effectiveness to ensure alignment with AB 101 goals.

Coversheet

Approval of Addendum to the Services Agreement with InField Leadership Consulting

Section: VI. Action Items
Item: D. Approval of Addendum to the Services Agreement with InField Leadership Consulting
Purpose: Vote
Submitted by:
Related Material: VI_D_Addendum InField.pdf

Agenda Item:	VI D: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Addendum to the Services Agreement with InField Leadership Consulting

Action Proposed:

I move that the Board approve an addendum to the existing July 2024 agreement with InField Leadership Consulting to include additional strategic instructional development support during the June 9–10, 2025 in-person session with Magnolia Public Schools' leadership team.

Purpose:

To authorize a contract extension with InField Leadership Consulting for two additional in-person professional development days aligned with the ongoing instructional enabling systems initiative, and to approve associated costs as proposed in the June 2025 agreement.

Background:

Magnolia Public Schools entered into a yearlong consulting agreement with InField Leadership Consulting on July 15, 2024, for services aimed at codifying and supporting implementation of instructional enabling systems in anticipation of new school openings and network-wide instructional improvement. That agreement spans July 2024 to June 2025 and outlines five phases of work.

This June 2025 addendum supplements that original agreement by extending the scope to include two critical in-person days on June 9 and 10, 2025. These sessions will enable rehearsal and

delivery of high quality professional development on Magnolia's teacher observation and coaching vision.

Analysis:

Under the supplemental agreement:

- On June 9, InField will facilitate an internal rehearsal with the MPS project team for their June 10 training.
- On June 10, InField will co-lead a professional development session with Magnolia's leadership team.
- These services are directly aligned with Phase 5 of the original scope and contribute to leader readiness and system launch.

Impact:

The additional sessions provide timely support as MPS finalizes and launches its instructional systems framework. The coaching and co-facilitation ensure the fidelity of training delivery, elevate leader confidence, and strengthen implementation across MPS.

Budget Implications:

-Professional services: $6,700
-Estimated travel expenses: $1,700

-Total cost not to exceed $8,400
This amount is incremental to the original $103,308 agreement and will be paid from the 2024–25 instructional development budget. These costs will be incorporated into the 2025-26 Adopted Budget to be presented at the Jun 26, 2025 board meeting.

Exhibits:

- InField Leadership Consulting Agreement Addendum – June 3, 2025
- Original Agreement – July 15, 2024

(in)field Leadership Consulting

Client:

Magnolia Public Schools
250 East 1st St, Suite 1500
Los Angeles, CA 90012

Vendor:

InField Leadership Consulting
Attn: Brandon Sorlie
263 Greenwich Rd.
Bedford, NY 10506

Agreement To Provide Consulting Services To Magnolia Public Schools

THIS AGREEMENT, made on this **3rd** day of **JUNE 2025,** between **BRANDON SORLIE of InField Leadership Consulting** (hereinafter called "Provider") and **MAGNOLIA PUBLIC SCHOOLS** (hereinafter called "Customer").

SERVICES:
Provider agrees to provide the following services and deliverables outlined in the schedule of milestones and activities on the subsequent pages.

CONFIDENTIALITY:
The parties acknowledge that under this Agreement each party will likely receive or be shown "Confidential Information" of the other party. The parties agree that they will not disclose any "Confidential Information" of the other party without prior written consent. "Confidential Information" includes, but is not limited to, all information marked confidential by either party as well as all intellectual property and proprietary information of the Customer; all data, research and other information obtained from the client organization; and all data, assessments, and evaluations specific to any individual, student, school, school district, or other entity. The provisions of this Paragraph shall survive the termination of this Agreement.

RELATIONSHIP BETWEEN PARTIES:
Provider shall be an independent agent and not an employee, partner, agent of, or joint venturer with the Customer and shall have no authority to bind the Customer. The Customer shall not be responsible for withholding taxes with respect to Provider's compensation hereunder. Provider shall have no claim against the Customer for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits or employee benefits of any kind. Provider will submit an Internal Revenue Service Form W-9 showing company/ individual name, address, and EIN or social security number prior to any payments being processed.

PRICE:
Customer agrees to **a flat fee of $6,700 and travel expenses estimated at $1,700,** to Provider for specified services as outlined in the invoice schedule on the following pages.

TERM: The term of this agreement shall be for the following dates: **JUNE 2025**.

PAYMENT TERMS:

All charges are due and payable upon receipt of invoices as per the schedule on the subsequent pages. Payment will be made by business check or direct deposit if possible. If by check, it will be mailed to **Brandon Sorlie, 263 Greenwich Rd., Bedford, NY 10506.**

TERMINATION:

a. Termination Without Cause. Either party may terminate this Agreement without cause prior to its scheduled termination date upon providing fourteen (14) days' prior written notice to the other party.

b. Termination With Cause. Either party may terminate this Agreement if the other party is in breach of any material provision, term, representation, or warranty under this Agreement.

OBLIGATIONS IN THE EVENT OF TERMINATION:

Upon termination for any reason, all documents, whether finished or unfinished, and all data, intermediate products, studies, and reports assembled or prepared by Provider under this Agreement shall become the property of the Customer, and Provider shall deliver all such materials to the Customer immediately. The Customer shall compensate Provider for the value of all unpaid services that have been satisfactorily performed and any reimbursable expenses properly incurred and documented by Provider prior to the effective date of termination. Provider shall submit a final invoice to the Customer within sixty (60) days after the termination date.

SUMMARY OF PARTNERSHIP

Magnolia Public Schools wishes to extend InField's work 2024-2025 by two in-person days. This agreement is in addition to the existing agreement for 2024-2025 between Magnolia and InField.

DELIVERABLES AND ACTIVITIES

Brandon will join the MPS+InField Project Team in person on June 9 and 10, 2025.

- Prior to June 9, and as part of the existing agreement between InField and MPS, the Project Team will plan professional development materials to support the roll-out of the new MPS vision for teacher observation and coaching.
- On June 9, he will facilitate the team's rehearsal of their June 10 professional development with leaders.
- On June 10, he will co-facilitate the session with MPS leaders.

ESTIMATED COST FOR SERVICES AND EXPENSES

Professional services for the scope of work outlined above are $6,700 and travel expenses are estimated at $1,700, for a total estimated overall cost of $8,400. Invoice will be sent according to the following schedule.

Note that travel expenses are an estimate based on currently available rates. The expenses to be reimbursed will only include:

- round-trip coach air travel
- hotel accommodations for two nights
- Uber/Taxi to/from home airports
- Uber/Taxi to/from hotel to training site
- 2 travel day and 1 full day per diem (for meals and incidentals traveling to/from the site)

Invoice	Amount	Timing
1	$6,700 + travel expenses	By end of June 2025

_____ _____

"Client", Magnolia Public Schools, Alfredo Rubalcava, CEO Date

_____ _____

"Client", Magnolia Public Schools, Gokhan Serce, CAO Date



_____ 6/3/25

"Vendor", InField Leadership Consulting, Brandon Sorlie, Founder Date

(in)field Leadership Consulting

Customer:

Magnolia Public Schools
250 East 1st St, Suite 1500
Los Angeles, CA 90012

Provider:

InField Leadership Consulting
Attn: Brandon Sorlie
455 Tenth Ave., Apt 31H
New York, NY 10018

Agreement To Provide Consulting Services To Magnolia Public Schools

THIS AGREEMENT, made on this **12th** day of **JULY 2024,** between **BRANDON SORLIE of InField Leadership Consulting** (hereinafter called "Provider") and **MAGNOLIA PUBLIC SCHOOLS** (hereinafter called "Customer").

SERVICES:
Provider agrees to provide the following services and deliverables outlined in the schedule of milestones and activities on the subsequent pages.

CONFIDENTIALITY:
The parties acknowledge that under this Agreement each party will likely receive or be shown "Confidential Information" of the other party. The parties agree that they will not disclose any "Confidential Information" of the other party without prior written consent. "Confidential Information" includes, but is not limited to, all information marked confidential by either party as well as all intellectual property and proprietary information of the Customer; all data, research and other information obtained from the client organization; and all data, assessments, and evaluations specific to any individual, student, school, school district, or other entity. The provisions of this Paragraph shall survive the termination of this Agreement.

RELATIONSHIP BETWEEN PARTIES:
Provider shall be an independent agent and not an employee, partner, agent of, or joint venturer with the Customer and shall have no authority to bind the Customer. The Customer shall not be responsible for withholding taxes with respect to Provider's compensation hereunder. Provider shall have no claim against the Customer for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits or employee benefits of any kind. Provider will submit an Internal Revenue Service Form W-9 showing company/ individual name, address, and EIN or social security number prior to any payments being processed.

PRICE:
Customer agrees to **a flat fee of $91,600 and travel expenses estimated at $11,708,** to Provider for specified services as outlined in the invoice schedule on the following pages.

TERM: The term of this agreement shall be for the following dates: **JULY 2024-JUNE 2025**.

PAYMENT TERMS:

All charges are due and payable upon receipt of invoices as per the schedule on the subsequent pages. Payment will be made by business check or direct deposit if possible. If by check, it will be mailed to **Brandon Sorlie, 455 Tenth Ave., Apt 31H, New York, NY 10018**.

TERMINATION:

a. Termination Without Cause. Either party may terminate this Agreement without cause prior to its scheduled termination date upon providing fourteen (14) days' prior written notice to the other party.

b. Termination With Cause. Either party may terminate this Agreement if the other party is in breach of any material provision, term, representation, or warranty under this Agreement.

OBLIGATIONS IN THE EVENT OF TERMINATION:

Upon termination for any reason, all documents, whether finished or unfinished, and all data, intermediate products, studies, and reports assembled or prepared by Provider under this Agreement shall become the property of the Customer, and Provider shall deliver all such materials to the Customer immediately. The Customer shall compensate Provider for the value of all unpaid services that have been satisfactorily performed and any reimbursable expenses properly incurred and documented by Provider prior to the effective date of termination. Provider shall submit a final invoice to the Customer within sixty (60) days after the termination date.

SUMMARY OF PROPOSED PARTNERSHIP

Magnolia Public Schools, a multi-site network of charter schools in California, plans to launch more schools in the Los Angeles area over the next five years, beginning in the summer/fall of 2025. As part of that work, they seek to strengthen and codify existing instructional enabling systems and develop new instructional enabling systems to complement them. This work will result in the initial build of a set of core instructional enabling systems, codified in writing with a subset of leaders prepared to implement them in the new schools being founded beginning in the fall of 2025. In later years, Magnolia plans to adapt these systems and practices across their system while developing leaders' abilities to implement them with proficiency.

The organization's CEO, Alfredo Rubalcava, has solicited a proposal for a capacity builder to guide them in the work of codifying and implementing these instructional enabling systems. At a high level, this work requires a partner such as Infield, to...

Work with the Magnolia Project Team to:

- Audit the existing instructional enabling systems to identify those that need to be improved and those that need to be established
- Prioritize and sequence the instructional enabling systems to be improved and established
- For each instructional enabling system defined:
    - Define the roles of school-based leaders and regional academic leaders as relates to the system
    - Codify the system in writing
    - Draft exemplar artifact(s)
    - Draft success criteria or rubrics to evaluate the quality of implementation when implemented by a school

Work with the Project Leads to:

- Develop one or more instructional leaders to implement the identified instructional enabling systems with proficiency
- Prepare a school-based leader and regional leader to replicate these systems and practices within the Orange County campuses that are set to launch in the coming five years

The likely range of instructional enabling systems of potential focus include, but are not limited to:

- Vision of Excellent Instruction: Defining in concrete and observable terms what high quality instruction looks like at Magnolia at the universal level and the subject/course specific level.
- Planning: Defining in concrete and observable terms the unit and lesson planning expectations and the systems associated with ensuring teachers are consistently intellectually prepared for instruction.
- Observation/Feedback: Defining in concrete terms the protocols used to collect and act on teacher observation data and the systems associated with ensuring its effectiveness in moving teacher practice and student achievement.
- Data/Student Work Protocols: Defining in concrete terms the protocols used to set student outcome goals and analyze and act on formative assessment data to drive high quality instruction and the systems associated with ensuring its effectiveness in moving teacher practice and student achievement.

PROPOSED SCOPE OF WORK

Given that Magnolia leaders are currently operating schools and must devote the majority of their time to managing established schools, the work they endeavor to undertake will be a multi-year process. This scope of work lays out how inField can partner with them to begin this work during School Year 2024-2025. Should the partnership between inField and Magnolia be impactful, they may decide to continue their work together in future years to achieve the vision above.

The work begins with a deeper audit and examination of current tools and practices in use. This leads to prioritizing up to three Instructional Enabling Systems and Practices to develop and codify, though the team may choose to focus on fewer.

The high level timeline for this first year of work, assuming that 3 systems are selected, is as follows:

- August to Mid-October 2024:
    - Audit Existing Instructional Enabling Systems and Practices
    - Prioritize Instructional Enabling Systems of Focus for 2024-2025 Scope of Work
- Mid-October-December 2024:
    - Develop and Refine Artifacts for Enabling System 1
    - Develop Leader Skill for Enabling System 1
- January-February 2025:
    - Develop and Refine Artifacts for Enabling System 2
    - Develop Leader Skill for Enabling Systems 1 and 2
- March-April 2025:

- Develop and Refine Artifacts for Enabling System 3
- Develop Leader Skill for Enabling Systems 1, 2 and 3

- May-June 2025:
  - Prepare for Launch of New School and Implementation of Enabling Systems 1, 2 and 3
  - Determine how to continue to build on this work in School Year 2025-2026

PROPOSED GOALS AND DELIVERABLES

This scope of work includes a mix of leader proficiency goals and deliverables. Deliverables are concrete documents or tools produced in partnership between inField and Magnolia. Leader proficiency goals are observable outputs of the instructional leaders–in other words, technical instructional leadership skills and teaching skills.

Deliverables

- For each of three instructional enabling systems prioritized, the team will produce:
  - A document that codifies the system, including clarification of school-level and region-level responsibilities for that system
  - Exemplar artifacts that support the system's implementation
  - A success criteria or rubric to be used to evaluate the quality of the system's implementation and inform leader and teacher development priorities

Leader proficiency goals

- For each of three instructional enabling systems prioritized, the instructional leaders who share responsibility with the system will be able to:
  - Model the system/practice with proficiency as measured by the success criteria/rubric
  - Develop other leaders to proficiency with the system/practice as measured by the success criteria/rubric
- The leader(s) charged with founding and replicating new Magnolia schools will be able to:
  - Adapt these systems to varied enrollment schools with an eye toward scaling to full enrollment and staffing levels

PROPOSED FOCUS SUBJECT AREAS, SITES AND GRADES FOR ONSITE WORK

This partnership will be executed through a mix of collaboration that is either "onsite work" or "virtual work." The virtual work is very likely to impact the leadership systems related to both ELA and math and may reach other subject areas. Most of the leader development work happens onsite, in classrooms and professional development spaces. Onsite work is most impactful when the project team is working through consistent subject areas, grade levels, teachers and schools. This focus allows for consistent feedback loops which allow leaders to see demonstrable growth in leader and teacher skill. For these reasons, the onsite work will be limited to just two grade levels and up to two subject areas or courses.

The onsite work will be focused as follows:

- School: Santa Ana campus (MSA-SA)
- Grade levels: 2 and 6
- Subject areas: English Language Arts (ELA) in grade 6 and ELA+Math in Grade 2

PROPOSED PROJECT TEAM

On behalf of inField, the work will be led by Brandon Sorlie. A subset of leaders from Magnolia has been identified to drive and sustain this work. The project team is outlined below, along with core responsibilities and estimated time commitments over the course of the year for this work. There are three categories of roles: Project Sponsor, Project Leads and Project Team Members. Project Leads will commit the most time to this work as they are the individuals in enterprise-level management roles at the regional office or in the role of principal/school leader.

Name	Magnolia Role	Project Role	Project Responsibilities	Estimated Time Commitment
Alfredo Rubalcava	CEO	Project Sponsor	• Participate in as much or as little of the project as able, necessary or desired	~TBD by Alfredo with deeper involvement initially
Gokhan Serce	CAO	Project Lead and Point Person	• Participate in Project Team Meetings • Participate in Project Lead Meetings • Complete pre and post-work as assigned • Manage Project Team Members' participation in project and timely completion of pre and post-work • Support Project Team Members full participation by thoughtfully communicating the team's needs and managing their workloads outside the scope of this project • Continuously develop their leader proficiency on focus skills between sessions • Participate in **all** site-based work	~57 virtual hours ~16 partial days onsite
TBD expected mid-August	Principal Manager/CSO	Project Lead	• Participate in Project Team Meetings • Participate in Project Lead Meetings • Complete pre and post-work as assigned • Continuously develop their leader proficiency on focus skills between sessions • Participate in **all** site-based work	~57 virtual hours ~16 partial days onsite

Name	Magnolia Role	Project Role	Project Responsibilities	Estimated Time Commitment
Maria Rowell	Former MSA-SA Principal and Future Founding Principal	Project Lead	• Participate in Project Team Meetings • Participate in Project Lead Meetings • Complete pre and post-work as assigned • Continuously develop their leader proficiency on focus skills between sessions • Invest focus teachers in project and keep them informed about our work, gathering feedback from them about their experience • Participate in **all** site-based work	~57 virtual hours ~16 partial days onsite
Katie Mann	Network ELA Lead	Project Team Member	• Participate in Project Team Meetings • Complete pre and post-work as assigned • Continuously develop their leader proficiency on focus skills between sessions • Participate in site-based work as assigned or interested	~38 virtual hours ~16 partial days onsite
Traci Lewin	Network Math Lead	Project Team Member	• Participate in Project Team Meetings • Complete pre and post-work as assigned • Continuously develop their leader proficiency on focus skills between sessions • Participate in site-based work as assigned or interested	~38 virtual hours ~16 partial days onsite
Cobi Luciani	Dean of Academics –MSA SA	Project Team Member	• Participate in Project Team Meetings • Complete pre and post-work as assigned • Continuously develop their leader proficiency on focus skills between sessions • Participate in site-based work as assigned or interested	~38 virtual hours ~16 partial days onsite

While not formally part of the Project Team, two teachers will be the focus of the team's practice with core instructional leadership skills and piloting of instructional enabling systems identified. Those teachers have been identified by Magnolia, and are Abdullah Lubna (Grade 6 ELA) and Candice Zakka (Grade 2 ELA and Math). Direct collaboration with them will occur during classroom instruction, professional development hours and some number of planning/preparation periods.

PROPOSED SCHEDULE OF MILESTONES AND ACTIVITIES

The scope of work is defined in narrative terms above. Below is a more detailed description of the milestones, deliverables and activities related to the project, organized by phase. A “deliverable” is a written product. An “activity” pairs a collaboration structure with a clear focus. A “milestone” is a moment in the project when key pieces of the work should come together–when they do come together, the milestone is achieved, and the project can move forward. And when they do not, the project cannot move forward until that milestone is achieved. All “site visits” are in-person; all other activities are virtual. The activities in the right hand column are listed in chronological order.

Key Milestones and Deliverables	Key Activities
Phase 1: Project Launch, Audit and Prioritization (August to Mid-October 2024)	
• Establish project team members, roles, responsibilities • Calendar activities for 2024-2025 • *Milestone*: Define Instructional Enabling Systems of Focus	• One 2-hour virtual planning meeting with Project Lead(s) • One 1-hour virtual Project Kickoff meeting with Project Team • inField conducts artifact collection and leader interviews with members of the Project Team, approximately 20 hours of work for inField and a likely commitment of 2 hours from each Project Team member • One two-day Site Visit with Project Team to share draft audit, revise audit and begin prioritization of Instructional Enabling Systems of Focus for Project • Two 1-hour Project Lead meetings to refine prioritization and set the course for Phase 2 • Two 1-hour Project Team meetings with Project Team to finalize prioritization and set the course for Phase 2
Phase 2: Instructional Enabling System 1 (Mid-October to December 2024)	

• Begin developing leader proficiency with Enabling System 1
• *Milestone:* Complete All Documents for Enabling System 1
	• One 1-hour Project Lead Meeting to draft schedule and pre+post work for next Site Visit
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and pre+post work
	• One two-day Site Visit with Project Team to:
	  o Study exemplar practices with System 1 and compare to Magnolia current state
	  o Draft Magnolia exemplar and success criteria with System 1
	  o Conduct simulations with System 1
	  o Establish next steps to bring drafts forward

Key Milestones and Deliverables	Key Activities

	• One 1-hour Project Lead Meeting to debrief previous Site Visit and finalize goals of next Project Team Meeting
	• InField reviews and provides feedback on Magnolia drafts+revisions as needed
	• Up to three 1-hour feedback sessions with Magnolia author(s) to review feedback
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and anticipated pre+post work
	• One two-day site visit with Project Team to:
	  o Conduct repeated rounds of modeling, practice and feedback with implementing System 1 in focus classrooms
	  o Finalize draft of documents related to System 1.
	• Up to three 1-hour feedback sessions with Magnolia team members who are continuing to implement System 1 practice(s)
	• One 1-hour Project Lead meeting to close Phase 2 and set the course for Phase 3
	• One 1-hour Project Team meeting with Project Team to close Phase 2 and set the course for Phase 3

Phase 3: Instructional Enabling Systems 1 and 2 (January to February 2025)	

• Continue developing leader proficiency with Enabling System 1
• Begin developing leader proficiency with Enabling System 2
• *Milestone:* Complete All Documents for Enabling System 2
	• One 1-hour Project Lead Meeting to draft schedule and pre+post work for next Site Visit
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and pre+post work
	• One two-day Site Visit with Project Team to:
	  o Study exemplar practices with System 2 and compare to Magnolia current state
	  o Draft Magnolia exemplar and success criteria with System 2
	  o Conduct simulations with System 2
	  o Establish next steps to bring drafts forward
	• One 1-hour Project Lead Meeting to debrief previous Site Visit and finalize goals of next Project Team Meeting

Key Milestones and Deliverables	Key Activities

	• InField reviews and provides feedback on Magnolia drafts+revisions as needed
	• Up to three 1-hour feedback sessions with Magnolia author(s) to review feedback
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and anticipated pre+post work
	• One two-day site visit with Project Team to:
	  o Conduct repeated rounds of modeling, practice and feedback with implementing System 2 in focus classrooms
	  o Finalize draft of documents related to System 2.
	• Up to three 1-hour feedback sessions with Magnolia team members who are continuing to implement System 2 practice(s)
	• One 1-hour Project Lead meeting to close Phase 3 and set the course for Phase 4
	• One 1-hour Project Team meeting with Project Team to close Phase 3 and set the course for Phase 4

Phase 4: Instructional Enabling Systems 1, 2 and 3 (March-April 2025)	

• Continue developing leader proficiency with Enabling Systems 1 and 2
• Begin developing leader proficiency with Enabling System 3
• *Milestone:* Complete All Documents for Enabling System 3
	• One 1-hour Project Lead Meeting to draft schedule and pre+post work for next Site Visit
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and pre+post work
	• One two-day Site Visit with Project Team to:
	  o Study exemplar practices with System 3 and compare to Magnolia current state
	  o Draft Magnolia exemplar and success criteria with System 3
	  o Conduct simulations with System 3
	  o Establish next steps to bring drafts forward
	• One 1-hour Project Lead Meeting to debrief previous Site Visit and finalize goals of next Project Team Meeting
	• InField reviews and provides feedback on Magnolia drafts+revisions as needed

Key Milestones and Deliverables	Key Activities

	• Up to three 1-hour feedback sessions with Magnolia author(s) to review feedback
	• One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and anticipated pre+post work
	• One two-day site visit with Project Team to:
	  o Conduct repeated rounds of modeling, practice and feedback with implementing System 3 in focus classrooms
	  o Finalize draft of documents related to System 3.
	• Up to three 1-hour feedback sessions with Magnolia team members who are continuing to implement System 3 practice(s)
	• One 1-hour Project Lead meeting to close Phase 4 and set the course for Phase 5
	• One 1-hour Project Team meeting with Project Team to close Phase 4 and set the course for Phase 5

Phase 5: Preparing for Launch and Continuation of Work (May-June 2025)	
• *Milestone*: Achieve leader proficiency with Enabling Systems 1, 2 and 3	• One 1-hour Project Lead Meeting to draft schedule and pre+post work for next Site Visit • One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and pre+post work • One two-day Site Visit with Project Team to: o Conduct repeated rounds of modeling, practice and feedback with implementing Systems 1, 2 and 3 in focus classrooms • One 1-hour Project Lead Meeting to debrief previous Site Visit and finalize goals of next Project Team Meeting • One 1-hour Project Team Meeting to share+refine upcoming Site Visit schedule and anticipated pre+post work • Up to six 1-hour feedback sessions with Magnolia team members who are continuing to implement Systems 1, 2 and 3 practices • One 1-hour Project Lead meeting to close Phase 5 and determine whether and how to extend the project into future years

Key Milestones and Deliverables	Key Activities
	• One 1-hour Project Team meeting with Project Team to close Phase 5 and share next steps • Up to three Project Lead meetings to prepare for launch of new school year

ESTIMATED COST FOR SERVICES AND EXPENSES

Professional services for the scope of work outlined above are $91,600 and travel expenses are estimated at $11,708, for a total estimated overall cost of $103,308. Billing would be divided into five intervals across the length of the project, with the first installment of 20% due upon signing of agreement. Invoices will be sent according to the following schedule.

Invoice	Amount	Timing
1	$18,320 + expenses incurred to that point	Upon signing of revised agreement, estimated July 2024
2	$18,320 + expenses incurred to that point	Estimated October 2024
3	$18,320 + expenses incurred to that point	Estimated January 2025
4	$18,320 + expenses incurred to that point	Estimated April 2025
5	$18,320 + expenses incurred to that point	Estimated June 2025

DocuSigned by:
Alfredo Rubalcava
B515F6271E00499...
"Customer", Magnolia Public Schools, ALFREDO RUBALCAVA, CEO — 7/15/2024 Date

"Provider", InField Leadership Consulting, Brandon Sorlie, Founder — 7/12/24 Date

Coversheet

Approval of State Teachers Retirement System (STRS) Implementation Orange County Application

Section: VI. Action Items
Item: E. Approval of State Teachers Retirement System (STRS) Implementation Orange County Application
Purpose: Vote
Submitted by:
Related Material: VI_E_STRS Resolution - 2025-26 FY.pdf

Agenda Item:	VI E: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”) (**"Board of Directors")**
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of 2025-26 State Teachers’ Retirement System (STRS) and the STRS Redeposit Payroll Resolutions for MPS

Action Proposed:

I recommend that the Board approves the STRS Resolution and the STRS Redeposit Payroll Resolution for the 2025-26 year, covering the newly established Magnolia Science Academy-Orange County schools to allow for certificated staff to receive Cal STRS retirement benefits beginning in the 2025-26 school year.

Purpose:

The purpose of this resolution is to comply with the State of California and Orange County guidelines so that MPS can allow for new MSA Orange County Schools to be covered under the Cal STRS system for the upcoming school year as the other MPS schools are covered.

Background:

The Magnolia Science Academy Orange County Charter School (Orange County Superintendent of Schools) has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and the Teachers’ Retirement Board of the California State Teachers’ Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

The Magnolia Science Academy Orange County Charter School Board (Orange County

Superintendent of Schools) has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

Analysis:

All of projected costs for MSA Orange County select certificated staff have been included in the 2025-26 Adopted Budget in accordance with the California Education Code as submitted to the Orange County Office of Education for the first year of operation and in multiyear projections.

Exhibits:

- Application for CalSTRS Activation
- Resolution for STRS for the 2025-26 fiscal year
- Resolution for the STRS Redeposit Payroll Resolution for the 2025-26 fiscal year

CalSTRS Activation – Instructions

Read the following information and instructions before completing the CalSTRS Activation Packet (ES1796). Type or print in dark ink and initial all corrections. For timely processing, complete all fields and signatures and submit all supporting documents.

BACKGROUND INFORMATION

Prior to submitting retirement reports and contributions to CalSTRS, a new Charter School, Pre-K-12 School District or Community College District must apply for CalSTRS activation of a reporting account called Report Unit ID (RU ID). Application for CalSTRS Activation ES1796 Form must be fully completed and submitted with supporting documents.

CalSTRS offers the following benefit programs to members. For more details on these programs please follow the links here. The default retirement plan for CalSTRS Activation is DB and DBS. If you are interested in offering CB please contact us for more information.

- Defined Benefit Program - DB
- Defined Benefit Supplement Program - DBS
- Cash Balance Benefit Program - CB
- Pension2® Voluntary Supplemental Savings Plan

INSTRUCTIONS AND DEFINITIONS

SECTION 1: SCHOOL INFORMATION

- **School Name** – School/District/College name
- **CDS Code** – 14-digit County-District-School Code is a unique number assigned to a California public school by the California Department of Education (CDE).
- **County** – The county boundary of the school's location
- **School Type** – Select the most appropriate type of school
  - **Community College District**
  - **Non-Charter Pre-K-12 School or School District**
  - **Other School Types -** ROP, JPA, Adult Schools
  - **Charter School**
- **For Charter School, provide the following:**
  - **Charter Number** – 4-digit tracking number assigned by the State Board of Education (SBE)
  - **Chartering Authority** – The administrative authority whose governing board approved the charter petition. Chartering Authority can either be the School District, the County Office of Education (COE), or the State Board.
  - **CMO** – Charter Management Organization or the non-profit public benefit organization of the charter school
- **Mailing Address** – The mailing address of the school
- **Site Address** – The physical location of the school
- **Activation Contact Name(s)** – Name(s) of the point of contact for activation application
- **Email(s)** – Email address(es) of the Activation Contact Name(s)
- **Telephone(s)** – Phone number(s) of the Activation Contact Name(s)

SECTION 2: CALSTRS RETIREMENT REPORTING

- **Report Unit ID** – This is assigned by the County Office of Education (COE). The 5-digit code consists of the first 2 for the County Code, and next 3 for the school's unit code.
- **CalSTRS Start Date –** The start date of CalSTRS service due for CalSTRS reporting and contributions
- **School Open Date –** The opening date of school operation; first day of classroom instruction
- **Retirement Processing Office –** The District, Third Party/Back Office Vendor, or the CMO office processing retirement data and submitting retirement reports to COE.
- **Retirement Mailing Address –** The mailing address of the Retirement Processing Office
- **Retirement Contact Names(s) –** The contact person(s) at the Retirement Processing Office
- **Retirement Email(s) –** The email address(es) of the Retirement Contact Name(s)
- **Retirement Telephone(s) –** The phone number(s) of the Retirement Contact Name(s)
- **Payroll Processing Office –** The District, Third Party/Back Office Vendor, or the CMO office processing payroll and/or submitting retirement contributions to COE.
- **Payroll Mailing Address –** The mailing address of the Payroll Processing Office
- **Payroll Contact Names(s) –** The contact person(s) at the Payroll Processing Office
- **Payroll Email(s) –** The email address(es) of the Payroll Contact Name(s)
- **Payroll Telephone(s) –** The phone number(s) of the Payroll Contact Name(s)

CalSTRS Activation – Instructions

SECTION 3: EMPLOYER PICK-UP OF MEMBER CONTRIBUTIONS (EPMC)

If employer chose to implement the provisions of EPMC, mark the following checkbox AND provide the required information.

☐ The Governing Board has pursued action to provide EPMC for employees who are members of CalSTRS.

- **Date Adopted by the Governing Board** – The date when the governing board adopted the EPMC Resolutions
- **Effective Date** – The effective date of the adopted EPMC Resolutions; EPMC effective date may be equal to and not later than CalSTRS Start Date.
- **Board Minutes or Memorandum** – The approved board minutes or executed memorandum adopting the EPMC Resolutions
- **Executed Resolutions** – EPMC Resolutions with signatures and dates. See Examples page for Resolution language.

SECTION 4: PRE-TAX DEDUCTIONS FOR VOLUNTARY RECEIVABLE

If employer chose to implement the provisions of Pre-Tax Deductions for Voluntary Receivable, mark the following checkbox AND provide the required information.

☐ The Governing Board has pursued action to provide Pre-Tax Deductions for Voluntary Receivable for employees who are members of CalSTRS.

- **Date Adopted by the Governing Board** – The date when the governing board adopted the Pre-Tax Deductions for Voluntary Receivable Resolutions
- **Effective Date** – The effective date of the adopted Pre-Tax Deductions for Voluntary Receivable Resolutions may not be later than; the resolutions effective date may be equal to and not later than CalSTRS Start Date.
- **Board Minutes or Memorandum** – The approved board minutes or executed memorandum adopting Pre-Tax Deductions for Voluntary Receivable Resolutions
- **Executed Resolutions** – Resolutions with signatures and dates. See Examples page for Resolution language.

SECTION 5: REQUIRED SIGNATURE

Official School Representative – School Administrator, CBO, CEO, Principal, Superintendent. Print name and title of the official representative; affix signature and date.

SECTION 6: SUPPORTING DOCUMENTS

Supporting documents must be submitted along with this activation form.

Charter Schools:

1. Board Minutes, Memorandums, Resolutions or any form of official documents from the authorizing governing board substantiating the adoption of the charter petition, operational agreement, this application, the EPMC Resolutions, and the Voluntary Deductions Resolutions
2. Electronic Copy of all official documents including but not limited to charter petition, any material revisions, memorandum of understanding or operational agreement, official board documents per Item 1, CDE registration
3. Email this completed form with Items 1 and 2 to CharterSchoolQuestions@calstrs.com.

Non-Charter Schools, Community Colleges:

1. Board Minutes, Memorandum, Resolutions or any form of official documents from the authorizing governing board substantiating the adoption of the proposal to establish the school district/community college entity, operational agreement, this application, the EPMC Resolutions, the Voluntary Deductions Resolutions
2. Electronic Copy of all official documents including but not limited to official proposals, any material revisions, memorandum of understanding or operational agreement, official board documents per Item 1, CDE registration or Board of Community Colleges (for CCDs)
3. Email this completed form with Items 1 and 2 to EmployerHelp@calstrs.com.

QUESTIONS AND SUBMISSION

Please submit *completed Application for CalSTRS Activation* packet ES1796 and all supporting documents via email.

Charter schools, please contact CharterSchoolQuestions@CalSTRS.com.

Non-charter schools, including community colleges, please contact EmployerHelp@CalSTRS.com.

CalSTRS Activation – Examples

CALSTRS

IRS APPROVED MODEL OF EMPC RESOLUTION

WHEREAS, the _____ School District [_____ County Superintendent of Schools] has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and
WHEREAS, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and
WHEREAS, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and
WHEREAS, the _____ School Board [_____ County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the School District [County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employees contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.
II. That the contributions made by the School District [County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the School District [County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.
III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the School District [County Superintendent of Schools] to CalSTRS.
IV. That the School District [County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.
V. That the amount of the contributions designated as employee contributions and paid by the School District [County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.)
VI. That the contributions designated as employee contributions made by the School District [County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.
VII. That the School District [County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of Section 414(h)(2) of the Internal Revenue Code and until CalSTRS has officially notified the School District [County Superintendent of schools] that it will accept contributions pursuant to Section 414(h)(2) of the Internal Revenue Code.

PRE-TAX DEDUCTIONS FOR VOLUNTARY RECEIVABLE RESOLUTION

WHEREAS, Internal Revenue Code (IRC) Section 414(h)(2) permits employer "pickup" of the employee portion of contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and
WHEREAS, under the California State Teachers' Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;
NOW THEREFORE, BE IT RESOLVED, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS;
BE IT FURTHER RESOLVED, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

Application for CalSTRS Activation

ES1796 REV 05/20

[For CalSTRS' Official Use Only]

CALSTRS
California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

This activation is for Defined Benefit (DB) and Defined Benefit Supplement (DBS) Retirement Plans.
If you would like to offer the Cash Balance (CB) Retirement Plan, please contact us for more information.

Section 1: School Information

SCHOOL NAME

Magnolia Science Academy- Orange County

CDS CODE

30-10306-0165217

COUNTY

Orange County

SCHOOL TYPE

☐ COMMUNITY COLLEGE DISTRICT: CDS CODE not applicable
☐ NON-CHARTER PRE-K-12 SCHOOL
☐ OTHER SCHOOL TYPE (ROP, JPA, ADULT EDUCATION, CHILD CARE)
☑ CHARTER SCHOOL: Please provide the following additional information for Charter School Type only:

CHARTER NUMBER: 2154
CHARTERING AUTHORITY: Orange County of Education
CMO:

MAILING ADDRESS

250 E.1st. street Los Angeles, CA 90012

SITE ADDRESS

412 W Carl Karcher Way, Anaheim 92801

ACTIVATION CONTACT NAME(S)

1. MARIA CZERNER-ROWELL, PRINCIPAL
2. Steve Budhraja, CFO

EMAIL(S)

1. mrowell@magnoliapublicschools.org
2. sbudhraja@magnoliapublicschools.org

TELEPHONE(S)

1. (714) 479-0115
2. (213) 628-3634

CALSTRS

Section 2: CalSTRS Retirement Reporting Information

REPORT UNIT ID ASSIGNED BY COE	#30
CALSTRS START DATE	07/01/2025
SCHOOL OPEN DATE	08/11/2025
RETIREMENT PROCESSING OFFICE	Delta Managed Solutions, DMS
RETIREMENT MAILING ADDRESS	1451 River Park Drive, Suite 180 Sacramento, CA 95815
RETIREMENT CONTACT NAME(S)	1. Tiffany Divine, Assistant Supervisor - Retirement
	2. Kari Wallace, Director of Payroll and Retirement
RETIREMENT EMAIL(S)	1. tiffany.divine@charteradmin.com
	2. retirement@charteradmin.com
RETIREMENT TELEPHONE(S)	916-649-6461 Ext. 125
PAYROLL PROCESSING OFFICE	Delta Managed Solutions, DMS
PAYROLL MAILING ADDRESS	250 E.1st. street Los Angeles, CA 90012
PAYROLL CONTACT NAME(S)	1. Brock Atar, Payroll Manager
	2. Steve Budhraja, CFO
PAYROLL EMAIL(S)	1. batar@magnoliapublicschools.org
	2. finance@magnoliapublicschools.org
PAYROLL TELEPHONE(S)	213647-17-54 ext.2108

Section 3: Employer Pick-Up of Member Contributions - Tax Treatment of Member Contributions

Employer “pick-up” of member contributions (EPMC) is a program set forth in the provision of Internal Revenue Code section 414(h)(2) whereby employee contributions are non-taxable when they are reported as paid by the employer. The EPMC may be picked up for the purpose of deferring taxes provided the contributions are deducted from the member’s salary. These contributions are still considered part of the employee’s compensation for everything except tax treatment.

If an employer chooses to implement the provisions of EPMC, the governing board of that employer must take formal action to adopt a resolution in conformance with the IRS approved model resolution. Adoption of the EPMC resolution requires all CalSTRS members to be covered. If a resolution for EMPC is not adopted, only non tax-deferred contributions can be reported to CalSTRS.

Select One:

☐ The Governing Board is not pursuing action to provide EPMC for employees who are members of CalSTRS at this time.

☒ The Governing Board has pursued action to provide EPMC for employees who are members of CalSTRS. Please provide the following:

- Date Adopted by the Governing Board: June 12,2025
- EPMC Pre-Tax Receivable Effective Date: JULY 1, 2025
- Required Board Documents:
  - Board minutes or official memorandum adopting pre-tax EPMC
  - Executed EPMC Resolution – see Examples page for resolution language

CALSTRS

Section 4: Pre-Tax Deductions for Voluntary Receivable Resolution (see Examples page for explanation)

The Internal Revenue Service (IRS) has ruled that CalSTRS members may elect to have their payments for voluntary receivables (redeposits or previously withdrawn contributions, permissive or nonqualified service credit purchase) qualify as tax-deferred payments if certain conditions are met, including that the employer must adopt a resolution to offer tax-deferred payroll deduction installment payments to employees for voluntary receivables. If an employer does not adopt a resolution for tax-deferred payroll deductions, only non tax-deferred payroll deductions may be offered for voluntary income.

For more information regarding employer reporting of payroll deductions for accounts receivables, please refer to Employer Directive 2010-02 available for download at CalSTRS.com/employer-and-administrative-directives.

Select One:

☐ The Governing Board is not pursuing action to provide pre-tax deductions for voluntary receivables for employees who are members of CalSTRS at this time.

☒ The Governing Board has pursued action to provide pre-tax deductions for voluntary receivables for employees who are members of CalSTRS. Please provide the following:

- Date Adopted by the Governing Board June 12,2025
- Voluntary Deductions Pre-Tax Receivable Effective Date JULY 1, 2025
- Required Board Documents:
  - Board minutes or official memorandum adopting Pre-Tax Deductions for Voluntary Receivable
  - Executed Pre-Tax Deductions for Voluntary Receivable Resolution - see Examples page for resolution language

Section 5: Required Signature

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. I understand that perjury is punishable by imprisonment for up to four years (Penal Code section 126).

I understand it is unlawful to fail to disclose a material fact or to make any knowingly false material statements for the purpose of altering a benefit administered by CalSTRS and it may result in penalties, including restitution, up to one year imprisonment and a fine of up to $5,000 (Education Code section 22010).

PRINT NAME OF OFFICIAL SCHOOL REPRESENTATIVE	
Steve Budhraja	
POSITION TITLE	
Chief Financial Officer	
OFFICIAL'S SIGNATURE	SIGNATURE DATE
Steve Budhraja	4/28/2025

CALSTRS

Section 6: Supporting Documents

Please attach the following supporting documents with the completed activation form.

Charter School

1. Governing Board Minutes, Official Memorandum or Resolutions on the following:
    a. Adopting the Final Charter Petition
    b. Adopting the option to offer CalSTRS Retirement Plans and CalSTRS Activation Application
    c. If pursuing Pre-Tax EPMC: Adopting the EPMC Resolutions
    d. If pursuing Pre-Tax Voluntary Deductions: Adopting the Voluntary Receivable Resolutions
2. Electronic Copy of the following:
    a. Charter Petition – Final and approved version
    b. Executed Memorandum of Understanding or Operational Agreement
    c. Executed EPMC Resolution
    d. Executed Voluntary Receivable Resolution
    e. Registration to the California Department of Education - Application or Notice for a CDS Code
3. Email completed packet to CharterSchoolQuestions@CalSTRS.com

Community College District, Non-Charter Schools Pre-K-12 School/School District, JPA, ROP, Adult Education, Child Care:

1. Governing Board Minutes, Official Memorandum or Resolution on the following:
    a. Adopting the proposal to form and establish the school
    b. Adopting the operations agreement or board policy
    c. Adopting the option to offer CalSTRS Retirement Plans and CalSTRS Activation Application
    d. If pursuing Pre-Tax EPMC: Adopting the EPMC Resolution
    e. If pursuing Pre-Tax Voluntary Deductions: Adopting the Voluntary Receivable Resolution
2. Electronic Copy of Memorandum of Understanding, Operational Agreement, or Board Policy
3. Electronic Copy of the official registration to the State:
    a. For Pre-K-12: Registration to California Department of Education - Application or Notice for a CDS Code
    b. For Community College: Registration to California Community Colleges
4. Email completed packet to EmployerHelp@CalSTRS.com

California State Teachers' Retirement System
Resolution

WHEREAS, the Magnolia Science Academy – Orange County Charter School [Orange County Superintendent of Schools] has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and
WHEREAS, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and
WHEREAS, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and
WHEREAS, the Magnolia Science Academy – Orange County Charter School Board [Orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the Magnolia Science Academy – Orange County School District [Orange County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2 by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employees contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.

II. That the contributions made by Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the School District [County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] to CalSTRS.

IV. That Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the amount of the contributions designated as employee contributions and paid by Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.)

VI. That the contributions designated as employee contributions made by Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.

VII. That Magnolia Science Academy – Orange County [Orange County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of Section 414(h)(2) of the Internal Revenue Code and until CalSTRS has officially notified the School District [County Superintendent of schools] that it will accept contributions pursuant to Section 414(h)(2) of the Internal Revenue Code.

VIII. That this resolution shall be effective July 1, 2025.

Passed and adopted this _____ day of _____, 2025 by the board of Magnolia Science Academy – Orange County, of Orange County, California, by the following vote:
AYES:
NOES:
ABSENT:
STATE OF CALIFORNIA)
SS)
COUNTY OF ORANGE)
I _____, Clerk/Secretary of the Board of Magnolia Science Academy – Orange County of Orange County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at it's regular place of meeting at the time and by the vote above state, which resolution is on file in the office of the said Board.

_____
Clerk/Secretary of Board

California State Teachers' Retirement System
REDEPOSIT PAYROLL RESOLUTION

WHEREAS, Internal Revenue Code (IRC) Section 414(h)(2) permits employer "pickup" of the employee portion o contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and

WHEREAS, under the California State Teachers' Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;

NOW THEREFORE, BE IT RESOLVED, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS;

BE IT FURTHER RESOLVED, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

BE IT FURTHER RESOLVED, that this resolution shall be effective as of July 1, 2025

PASSED AND ADOPTED this _____ day of _____, 2025, by the Board of Magnolia Science Academy – Orange County of Orange County, California, by the following vote:

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA)
SS)
ORANGE COUNTY)

I _____, Clerk/Secretary of the Board of Magnolia Science Academy – Orange County of Orange County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above state, which resolution is on file in the office of the said Board.

_____
Clerk/Secretary of Board

Coversheet

Approval of the Education Protection Act (EPA) Resolution for the 2025-26 School Year

Section: VI. Action Items
Item: F. Approval of the Education Protection Act (EPA) Resolution for the 2025-26 School Year
Purpose: Vote
Submitted by:
Related Material: VI_F_EPA Spending Resolution 2025-26.pdf

Agenda Item:	VI F: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of 2025-26 Education Protection Act (EPA) Spending Resolution for MPS

Action Proposed:

I recommend that the Board approves the Resolution for the Education Protection Act for the 2025-26 year.

Purpose:

The purpose of this resolution is to comply with the State of California guidelines so that MPS can continue receiving Local Control Funding Formula (LCFF) dollars as part of our general funding for the upcoming school year.

Background:

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, the Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.

The EPA is the way for the State to collect and distribute funds that are generated by the tax increases related to personal income and sales tax as authorized by Proposition 30. Similar to local property taxes, local education agencies' (LEAs) State Aid is reduced by one dollar for each dollar received from the EPA. California Education Code requires that LEAs adopt an EPA resolution annually as part of receipt for LCFF.

Analysis:

All projected EPA funding is included in the 2025-26 Adopted Budget in accordance with the California Education Code.

Exhibits:

- Resolution for the Education Protection Act for the 25/26 school year.

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA)

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the Incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; 2025-26

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting *of* the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and *verify* whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW; THEREFORE, IT IS HEREBY RESOLVED;

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Magnolia Public Schools.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Magnolia Public Schools has determined to spend the monies received from the Education Protection Act as attached.

_____ _____

Board President Date

Coversheet

Approval of Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy-Orange County

Section: VI. Action Items
Item: G. Approval of Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy-Orange County
Purpose: Vote
Submitted by:
Related Material: VI_G_Resolution for OCDE to Issue Funds to MSA OC.pdf

Agenda Item:	VI G: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") **("Board of Directors")**
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy Orange County (MSA OC)

Action Proposed:

I recommend that the Board approves the Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy-Orange County so that Magnolia Public Schools can receive funds through the Orange County Treasury beginning July 1, 2025.

Purpose:

The purpose of this resolution is to allow MSA OC to receive Local Control Funding Formula (LCFF) apportionments as well as other State and Federal revenues into its bank account to fund the School's financial operations.

Background:

The MSA OC Charter School's Governing Board is required under the Orange County Superintendent of Schools to pass this resolution as part of its protocol so that the Charter School can begin to receive funding as part of its Charter petition that begins on July 1, 2025. The resolution provides bank account information so that funds can be transferred electronically into MSA OC's bank account to facilitate school operations.

Analysis:

This resolution must be passed in order for MSA OC to begin commencing its operations and meet its fiscal obligations. MSA OC has designated select MPS staff in the resolution to include the Chief Financial Officer, Senior Financial Analyst and Fiscal Analyst as noted in the resolution.

Exhibits:

- Resolution for the Orange County Department of Education to Issue Funds to Magnolia Science Academy Orange County (MSA OC)

RESOLUTION FOR THE ORANGE COUNTY DEPARTMENT OF EDUCATION TO ISSUE FUNDS TO MAGNOLIA SCIENCE ACADEMY ORANGE COUNTY CHARTER SCHOOL

WHEREAS, the _Magnolia Science Academy Orange County Charter School has been authorized by the Orange County Department of Education as a charter school; and

WHEREAS, Magnolia Science Academy Orange County is operated as, or operated by the Magnolia Educational and Research Foundation, a California nonprofit corporation; and

WHEREAS, Magnolia Science Academy Orange County Charter School has requested and has been approved to be funded under the New Charter School Funding Model and to receive funding; and

WHEREAS, the charter school is not required to deposit and invest its money with the County Treasurer; and

WHEREAS, the County Treasurer shall pay out monies as requested by the Charter school and the Orange County Department of Education.

THEREFORE, BE IT RESOLVED that the Governing Board of the Magnolia Science Academy Orange County Charter School authorizes the Orange County Department of Education, in the form of a deputized signature, to issue funds in favor of the Charter School referred to herein, for all public funds received in the Orange County Treasury for the Charter School. The funds will be distributed when OCDE receives public funds with documentation indicating the Charter School as the recipient. These public funds include, but are not limited to, charter school Local Control Funding Formula (LCFF) state aid, other state and federal categorical aid, and lottery funds.

BE IT FURTHER RESOLVED, that the Magnolia Science Academy Orange County Charter School has requested that all public funds received in the Orange County Treasury be issued using the Electronic Funds Transfer (EFT) payment method to the following charter school bank account:

Financial Institution:	Customers Bank
Address:	40 General Warren Blvd. Suite 200
	Malvern, PA 19355
Routing Number:	######
Account Number:	######
Account Type:	Checking

BE IT FURTHER RESOLVED, only the following individuals employed by the charter school are authorized to request withdrawals from the county treasury to the above-mentioned charter school bank account:

Name	Signature	Position	Phone Number	E-Mail Address
Steve Budhraja		**CFO**	**(213) 628-3634**	**sbudhraja@magnoliapublicschools.org**
Harun Ciftci		**SFA**	**(213) 628-3634**	**hciftci@magnoliapublicschools.org**
Dhaval Prajapati		**Financial Analyst**	**(213) 628-3634**	**dsprajapati@magnoliapublicschools.org**

PASSED AND ADOPTED this ____ day of _____ 20___, by the Governing Board of the _____ Charter School, by the following vote:

Ayes: _____

Nayes: _____

Absent: _____

CERTIFICATION

I, Mekan Muhammedov, certify that the Governing Board of the Magnolia Educational & Research Foundation (Magnolia Science Academy Charter School) took action at a board meeting on June 12, 2025 to authorize the Orange County Department of Education to distribute funds to

the Charter School, for all public funds received in the Orange County Treasury for the Charter School, according to the terms set forth in the authorization above.
I also certify that the voided check attached to this board resolution is a true payment instrument for the school's account at the institution listed above. If no check is attached, then a bank letter verifying the wiring instructions shall be required.

_____ _____
Signature, Board President Date

_____
Printed Name

_____ _____
Signature, Secretary of the Board Date

_____
Printed Name

ACKNOWLEDGEMENT OF RECEIPT BY:

_____ _____
Signature, Charter School Authorizing LEA Date

_____
Printed Name

Coversheet

Approval of Security Companies RFP Winning Bid Decision

Section: VI. Action Items
Item: H. Approval of Security Companies RFP Winning Bid Decision
Purpose: Vote
Submitted by:
Related Material: VI_H_Security Companies.pdf

Agenda Item:	VI H: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer
RE:	Approval of Security Companies RFP Winning Bid Decision

Action Proposed:

I move that the board approves the following companies to be added to the approved vendors list of Magnolia Public Schools:

- Access Control Security
- American Guard Services
- Cityguards Inc.
- Code 4 Private Security

Purpose:

The MPS needed security companies for its sites to provide the following services upon demand of any of the site administration.

- Uniformed security personnel at school sites during operational hours and events.
- Patrol and surveillance services during business hours and after hours (in case of the request of the school)
- Traffic, parking, and crowd control.
- Emergency response coordination.
- Incident reporting.
- Access control and ID verification for visitors.
- Participation in emergency drills and safety planning.
- Daily activity and incident documentation.

Background:

The MPS wants to make sure that our school sites and the construction sites are safe every day for our educational partners. To maintain this, we are seeking the services of professional security guard providers. We also wanted to make sure that all services of these companies will comply with federal, state, and local regulations, including:

- SB 390 – All school security officers must complete the BSIS-approved training program as required by the California Department of Education.
- AB 390 – Security personnel must complete the designated training curriculum within the required timeframes and maintain certification.
- BSIS Guard Card – All officers must possess a current California Guard Card issued by the Bureau of Security and Investigative Services (BSIS).

The MPS home office made sure the selected companies all comply with these requirements for compliance purposes. We also made the necessary reference checks to make sure the companies selected do have a positive reputation, especially in the education sector.

Analysis:

The RFP was posted on the MPS website on May 8, 2025. MPS received 10 responses by the RFP response deadline. The names of the companies responding to the RFP are as follows in alphabetical order: Access Control Security, American Guard Services, Cityguards Inc., Code 4 Private Security, Contact Security Inc., Esprit de Security Services Inc., Guardian International Services Inc., Secur Solutions Inc., Wolf Pack, World Security Inc.

We formed an Evaluation Committee consisting of the Deputy Superintendent, the COO, the Facilities Department and a school principal representative to go over all of the submissions. We utilized the rubric explained in the RFP. The committee made the decision to have 4 of the top qualifying bidders to become approved vendors of the MPS to have a **pool** of multiple companies to serve our schools in case of need.

The committee did not only look at the pricing but to all of the services, the quality of offerings, the training they provide to their personnel who will serve on our campuses and the HR services they provide to the schools they work with for compliance purposes. The school administrations will be independent to make their decisions based on the submitted paperwork, quality of

services provided, the cost of the services of the companies and we as the operations team will always be there for our school teams to assist them.

Impact:

a. Currently we need continuous services for the MSA 1 Reseda campus for the 2025-26 school year. We needed at least 2 security guards for MSA 1 for the current school year. The guards guarded the alley at the back of the main building at 18238 Sherman Way, Reseda, CA (main building) and the two buildings to the west and east of this building both of which also belong to Magnolia Science Academy 1. The school's pick up and drop off take place in this alley.
b. We also have two construction sites that we need ***temporary*** security services in the 2025-26 school year.
    i. The MPS is working to complete the construction of two additional facilities sites and has decided to work with a new security company (vendor 2) to assign this task. *These services are temporary and will be terminated once the constructions are completed*. Service locations and services requested are listed below:
        1. MSA 2 New Campus Construction site - 16600 Vanowen Avenue, Van Nuys, CA 91406
            a. We need 4-hour night security services 7 days a week. Varying hours
        2. MSA 5 New Campus Construction site -7111 Winnetka Avenue , Winnetka, CA 91306
            a. We need 15-hour security services per day, Monday-Friday, 4 pm to 7 am, Saturday, and Sunday, 24 hours a day.
c. There are 180-to-185 weekdays that our schools are in session in the LA and OC area. School business days will be starting 10th of August and 10th of June of the following year, approximately, in each school year.
    i. Each school day we will need at least 7am to 4pm of security services.
d. Our schools may also ask for services during summer school hours which will take place between mid-June and mid-July each year. These will add another 20 to 25 days.
    i. Summer school hours will be between 8am and 4pm.

e. The MPS spent $156,000 and $102,000 within the last fiscal year for two separate security companies providing these services to MSA 1 school site and the construction sites mentioned above.

Budget Implications:

MSA 1: Approximately $160,000 to $200,000 to be budgeted for 2025-26 school year.
MSA 2 and MSA 5 construction sites: Approximately $100,000 to$150,000 will be incorporated into the 2025-26 Adopted Budget. The variance in the amount will depend on the length of the construction project.

Other schools currently did not show any interest in year-round security services, but we were informed that they may need services throughout the year for certain events.

Coversheet

Approval of Lot Improvement Proposal for Magnolia Science Academy-1

Section:	VI. Action Items
Item:	I. Approval of Lot Improvement Proposal for Magnolia Science Academy-1
Purpose:	Vote
Submitted by:	
Related Material:	VI_I_Lot Improvement Proposal MSA-1.pdf

Agenda Item:	VI I: Action Item
Date:	June 18, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Lot Improvement Proposal for MSA-1 (Peter Lee Site)

1. ***Action Proposed:***

   MPS staff recommends that the MPS Board approve the selection of **EPI CONSTRUCTION, INC.** to provide grading, surface stabilization, and parking lot striping services for Magnolia Science Academy-1's parking lot improvement project at **18140-18160 Sherman Way, Reseda CA 91335** for a total fee of **$146,888.34,** which includes a **10% contingency ($13,353.49)** on the base proposal of **$133,534.85**. 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.

2. ***Purpose:***

   The purpose of this proposed action is to approve the selection of **EPI Construction, Inc.** to provide parking lot improvement services for Magnolia Science Academy-1's at 18140-18160 Sherman Way, Reseda CA 91335.

3. ***Background:***

   Magnolia Science Academy 1 (MSA-1) has been leasing the property at 18140-18160 Sherman Way from Peter Lee under a lease agreement originally executed on **July 28, 2021** and most recently amended and re-signed on **July 16, 2024**. The current lease is operating on a month to month basis.

   On **May 27, 2025** Mustafa, Project Manager spoke directly with Peter Lee to discuss planned upgrades to the site, including installing a new hard surface to the lot. Mr. Lee indicated he was supportive of these improvements and acknowledged that they would be temporary in nature. When asked about the potential duration of continued use, Mr. Lee shared that MSA-1 can remain on the property for at least two more years.

   This project has been in development and was formally prioritized during a Safety Site-Walk on **March 12, 2025**, following a campus related concern earlier that month. While the improvements will be made on a leased property, they are also part of a broader **Master Plan** effort for the MSA-1 and MSA-7 campuses, focused on enhancing safety, site security, and beautification of the area.

The Master Plan includes the following phased improvements:

Project Phase:	Status:
Alley Closure	Ongoing process
Installation of Iron Gates and Fencing	Next step for the Alley Closure; pending A-Permit approval
Parking Lot Reconfiguration	Proposals currently being collected
Development of Additional Green Space	Preliminary stages

A preliminary Master Plan is attached as **Exhibit A.** and MSA-1 Campus Now and Years to Come attached as **Exhibit B.** for reference.

The proposed parking lot improvements for the leased lots will also serve to remedy the loss of parking spaces resulting from MSA-1 Parking Lot Reconfiguration project, making sure that the MSA staff and visitor parking needs continue to be met.

In parallel, MPS Team is actively working with the City's Outdoor Skate Park and Ice Rink Project Team. This parking lot improvement project is an early phase of this larger vision, supporting the long-term goal of enhancing the site and surrounding area for the benefit of our school community and neighborhood.

On **April 28, 2025**, MPS staff released a Request for Proposals (RFP) for Grading Project at 18140-18160 Sherman Way, Reseda CA 91335. The following vendors submitted proposals:

- Zingo Construction
- EPI Construction
- Global Industries Construction
- City Service Paving

A selection committee reviewed all the proposals. After careful evaluation, EPI Construction's proposal was selected as the best overall fit based on scope, cost, durability.

EPI Construction's response to the RFP is attached as **Exhibit C**.

4. ***Analysis & Impact:***

Though MSA-1 is operating on leased property, MPS staff believe it is worthwhile to invest in a quality, temporary paved surface for the benefit of students, families, and staff. The selected option provides 3" of road base, 2" of asphalt paving, and full parking lot striping. EPI has estimated that the full scope of work will take approximately two weeks to complete. This timeframe aligns well with the school calendar and allows the work to be completed prior the start of summer school, minimizing disruption to students and staff.

Compared to all other proposals received, EPI's asphalt proposal is the most cost-effective fully paved solution:

- Zingo and Global Industrial proposed less durable base-only options (no asphalt)
- City Service Paving submitted similar asphalt and concrete options at significantly higher costs ($271,941 and $417,444, respectively)

EPI Construction's total cost of $133,534.85 represents the best balance of quality, durability, and budget-conscious investment for a temporary site enhancement.

5. ***Budget Implications:***

The cost of the project will be covered using MSA-1 reserves. Based on the most recent financial projections, MSA-1 is expected to maintain a budget surplus and continue meeting all financial obligations for the 2025–26 school year.

The Facilities Department is in the process of updating its Master Plan for MSA 1 and does not plan on making any additional facilities upgrades during the Summer. The Finance Department will include this information into the school's budget projections and will update projections accordingly.

6. ***Exhibits:***

Exhibit A. MSA1 Parking Lot Preliminary Master Plan
Exhibit B. MSA-1 and MSA-7 Campus Now and Years to Come
Exhibit C. EPI Construction RFP Response

Exhibit A.

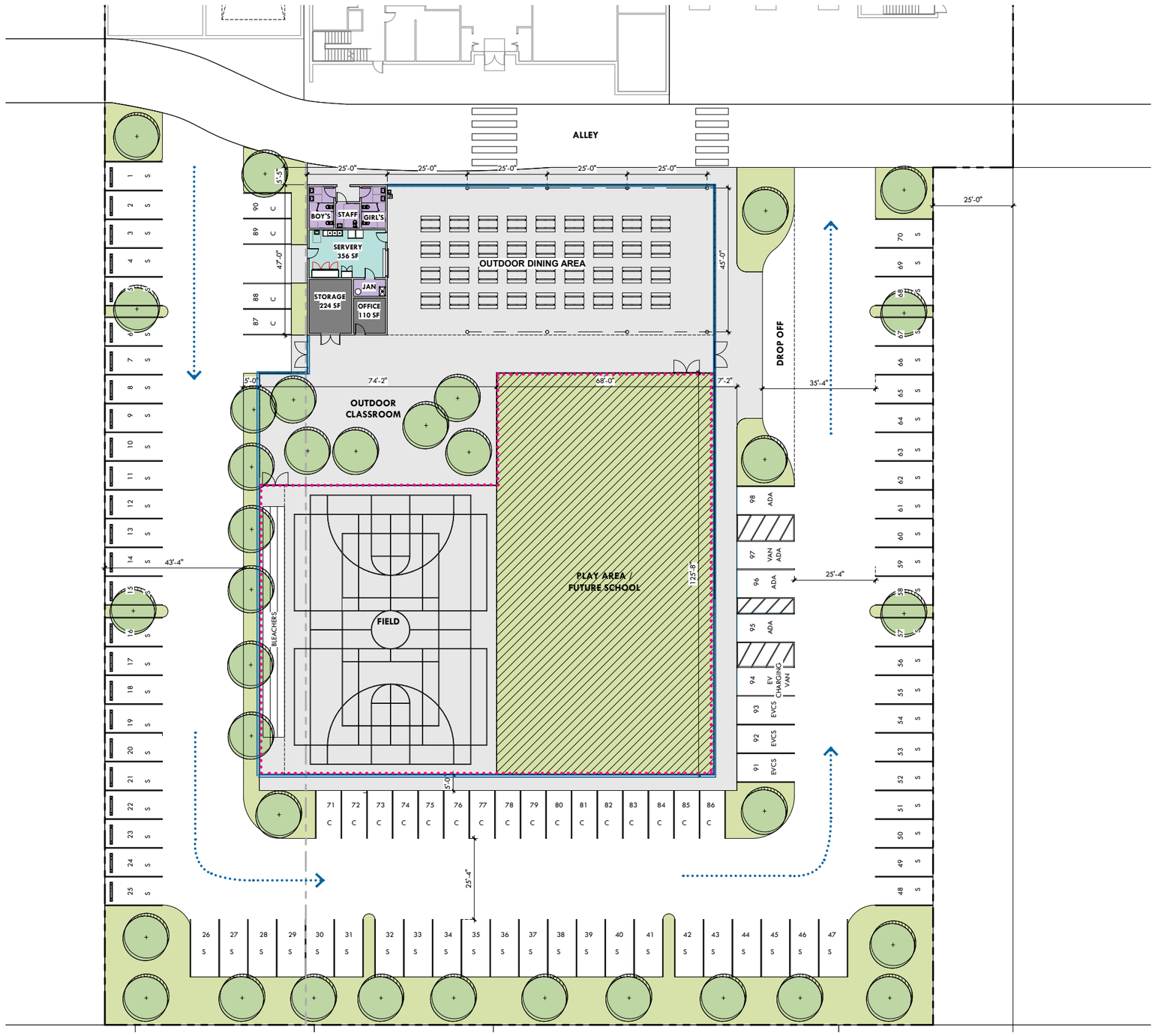
MSA1
Parking Lot Preliminary Master Plan



MAGNOLIA SCIENCE ACADEMY 1

05/21/2024

OPTION - A

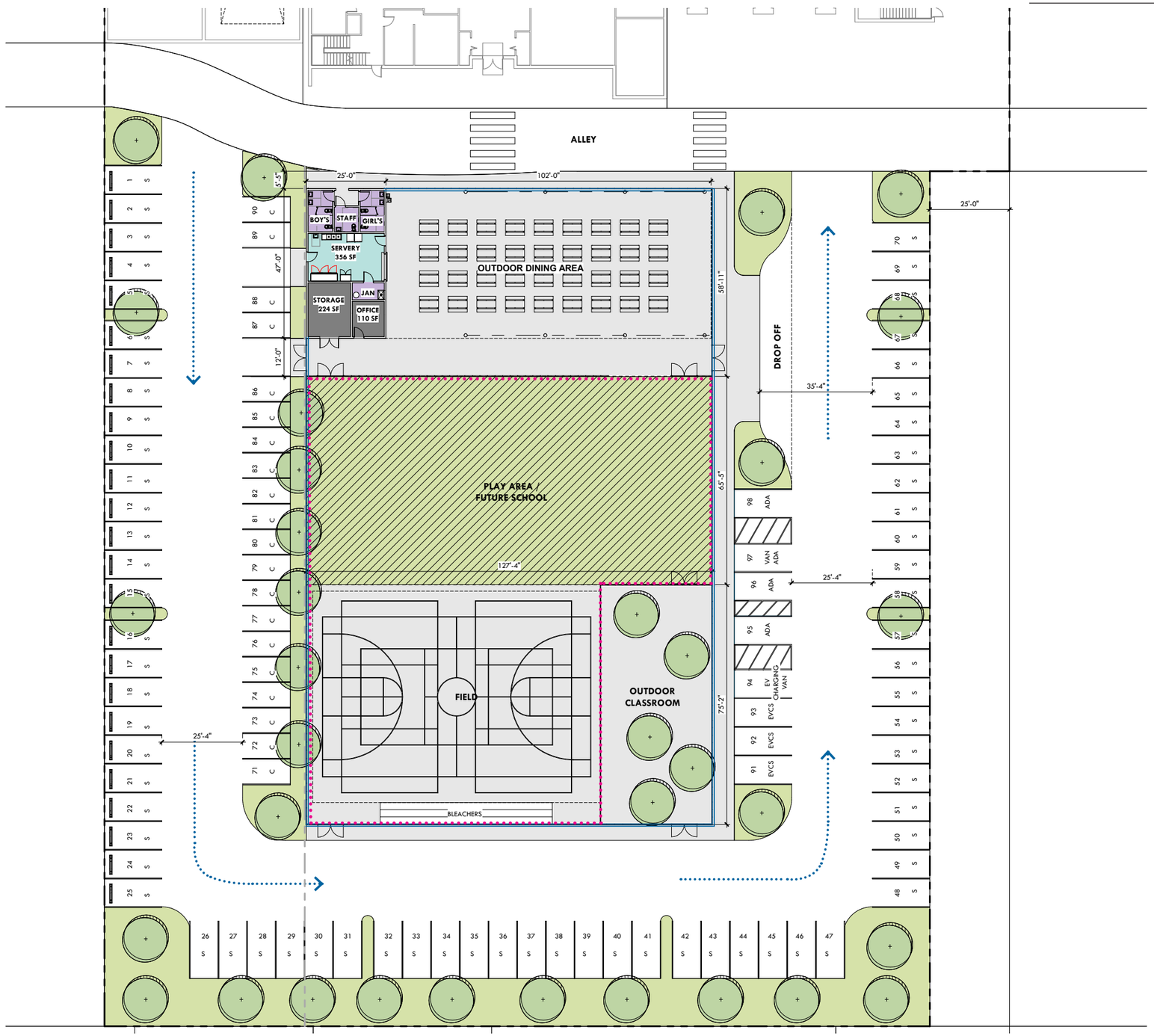


LEGEND

- LANDSCAPING
- CONCRETE FLOOR
- FUTURE SCHOOL BUILDING
- TREE
- DINING TABLE AND BENCH
- SPORT NETTING
- FENCING

2

OPTION - B

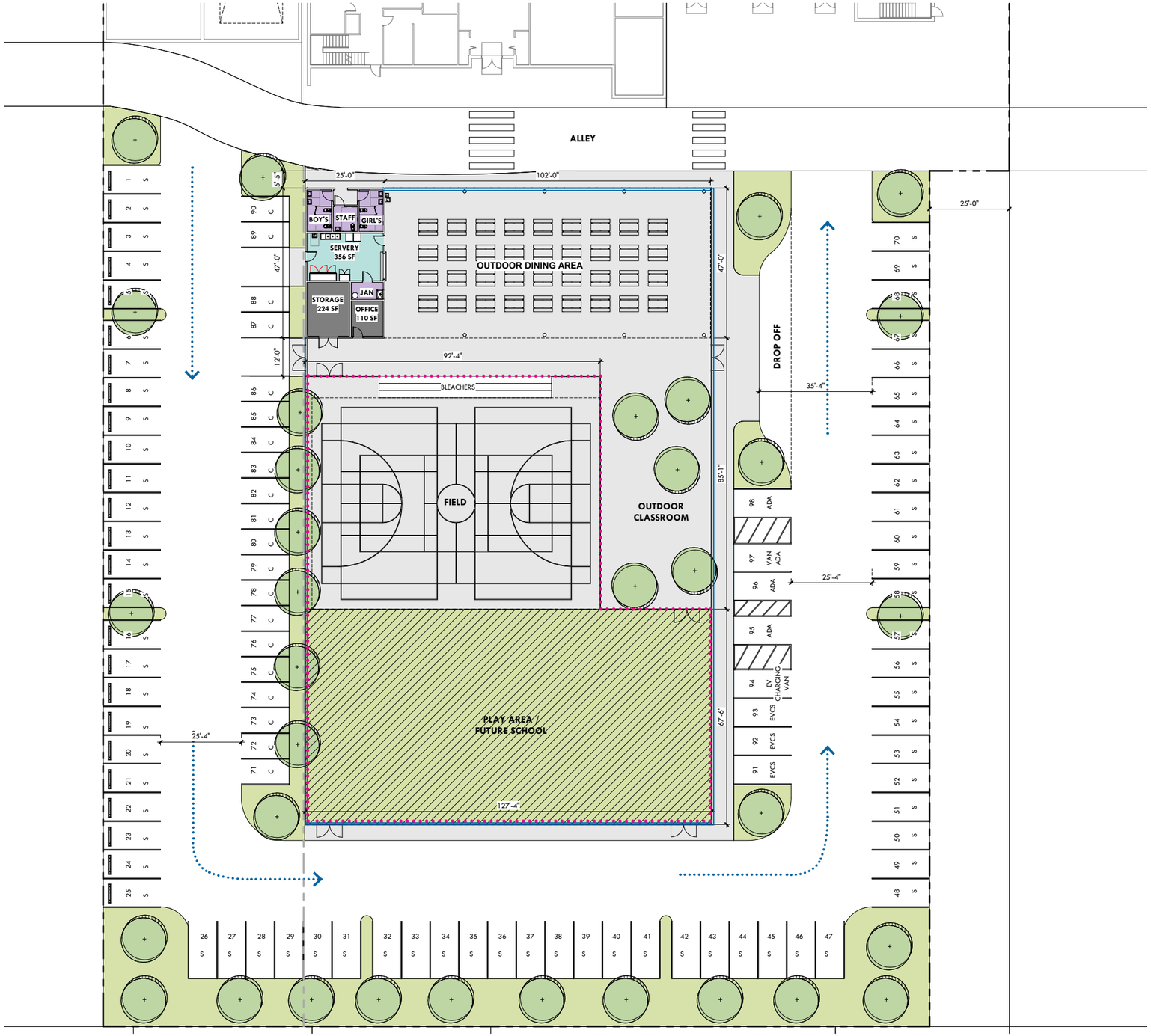


LEGEND

- LANDSCAPING
- CONCRETE FLOOR
- FUTURE SCHOOL BUILDING
- TREE
- DINING TABLE AND BENCH
- SPORT NETTING
- FENCING

3

OPTION - C



LEGEND

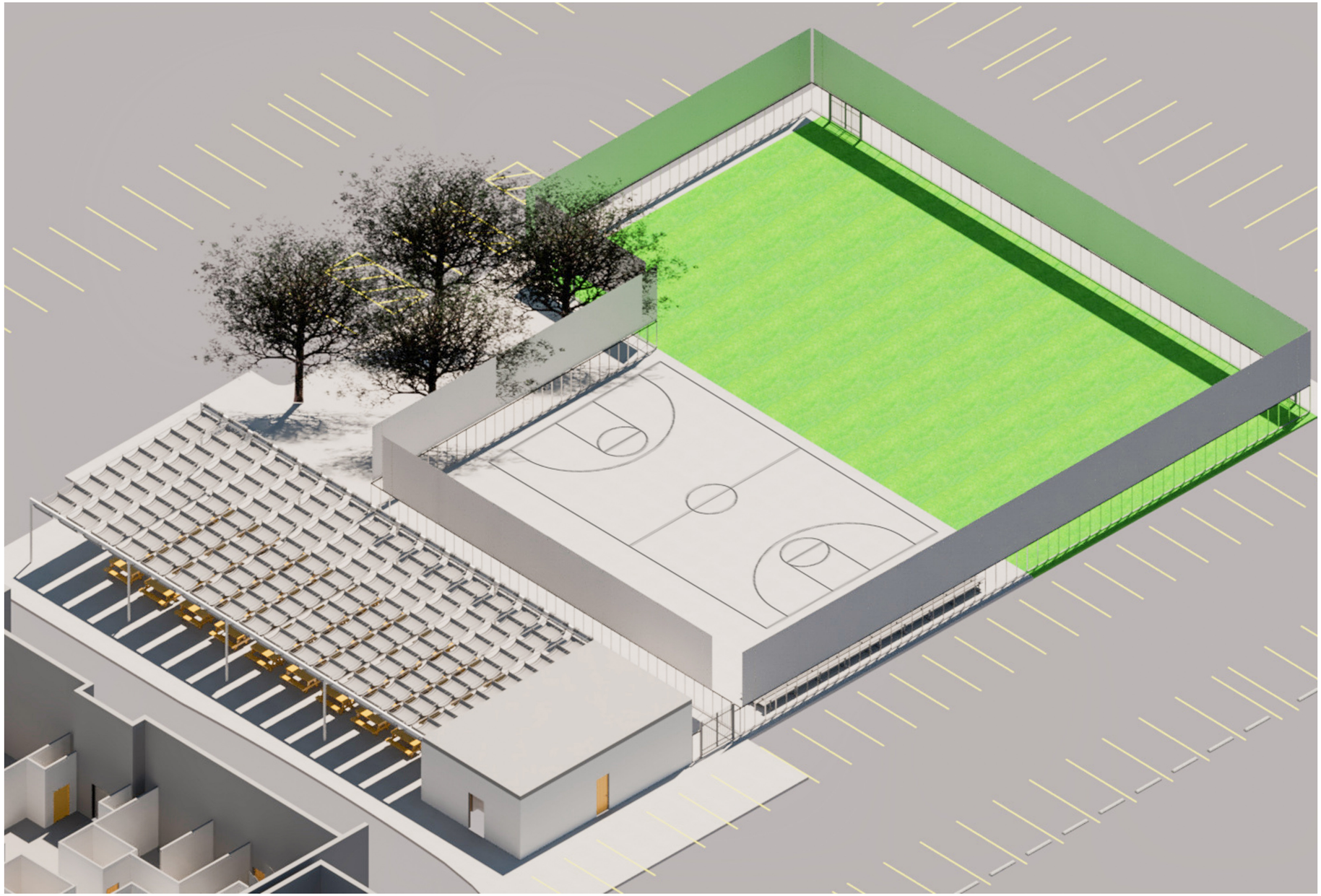
- LANDSCAPING
- CONCRETE FLOOR
- FUTURE SCHOOL BUILDING
- TREE
- DINING TABLE AND BENCH
- SPORT NETTING
- FENCING

3D VIEWS





3D VIEWS





Powered by BoardOnTrack

Exhibit B.

MSA-1 and MSA-7 Campus Now and Years to Come

MSA-1 and MSA-7 CAMPUS NOW AND YEARS TO COME



Exhibit C.

EPI Construction
RFP Response

Parking Lot Improvement

18140-18160 Sherman Way
Reseda, CA 91335

PROPOSAL

WEBSITE: WWW.EPICONST.COM

EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604

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SECTION VI:	PROJECT TEAM / KEY PERSONNEL
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SECTION VIII:	LIST OF REFERENCE

SECTION I

COVER LETTER

Mustafa Sahin
Magnolia Public Schools
E: msahin@magnoliapublicschools.org

RE: EPI Statement of Qualifications

Dear Mustafa,

EPI Construction, Inc. is pleased to present its Statement of Qualifications for the upcoming Grading Project at 18140-18160 Sherman Way, Reseda Ca 91335 with a potential start date of June 16, 2025. EPI is a commercial general contractor that specializes in private school, charter school, health & fitness, commercial office and tenant improvement projects. EPI Construction is a full-service contractor that collaborates with the project team from inception through completion. EPI has over 40 years of construction experience as well as a highly successful work history in completing projects on time. Both EPI and Blackwell have built over seventy charter school projects.

EPI strives to continually exceed client expectations on every project with teamwork and dedication fostering a positive working relationship with the owner, architect and subcontractors. Lastly, all of EPI's staff members and its close-knit family of dedicated subcontractors fully understand that our presence in your community during construction is a reflection of your charter group, its interests, and mission to serve the families and community.

We have provided two options:

- Option 1: Provided 2" of asphalt over 3" of road base.
- Option 2: Provide 3" of DG (Striping on DG will not last)

We also provided a site map showing parking stalls and proposed sloping.

Note: Actual square footage is 28,896 SF and not 25,000 SF as stated in the RFP.

Sincerely,
EPI Construction, Inc.

Colin Beal

Colin W. Beal
Vice President

EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604

SECTION II

SCHEDULE OF VALUES

OPTION :1

Project: **Magnolia Public Schools**
Loc **18140-18160 Sherman Way, Reseda, Ca. 91335**
Desc. **Parking Lot Regrading - Asphalt Option**
Size
Date: 5/22/2025

Based on RFP Narrative

Category	
General Conditions	$6,574.50
Site Work	$113,500.00
Liability Insurance - $10.50/1,000	$1,320.82
Contractor Fee - 10%	$12,139.53
CONSTRUCTION PROJECT TOTAL	**$133,534.85**

Scope

1. ***Clear Site of minor debris***
2. ***Grade +/- 28896 Sq Ft Lot for proper drainage***
3. ***Install Road base***
4. ***Install 2" of Asphalt***
5. ***Stripe the graded surface***
6. ***No fencing is include. Existing to remain***
7. ***Existing Palm trees to remain***

Project:	**Magnolia Public Schools**					
Loc	**18140-18160 Sherman Way, Reseda, Ca. 91335**					
Desc.	**Parking Lot Regrading - Asphalt Option**					
Size						
Date:	11/13/2024					
	Based on RFP Narrative					
Code#	**Trade**	Quantity	Unit	Unit Cost	Total	
01	**GENERAL CONDITIONS**					
010104	***Project Manager***	1	weeks	$1,812.00	$906.00	**$6,574.50**
010109	***Superintendent***	2	weeks	$1,425.00	$2,850.00	
010111	***Project Engineer***	1	weeks	$1,137.00	$568.50	
010620	***Architectural Services - Draftings***	1	LS	$0.00	$0.00	
010901	***Temporary Toilets & Hand Wash***	1	months	$600.00	$600.00	
010906	***Telephones***	1	months	$250.00	$250.00	
011201	***Small tool purchase***	1	LS	$250.00	$250.00	
011204	***Gas and Oil Costs***	1	months	$250.00	$250.00	
011404	***Temporary fire extinguishers***	1	LS	$0.00	$0.00	
011403	***Safety equipment + Site Inspections***	1	LS	$0.00	$0.00	
011501	***Final building clean before move in***	1	LS	$0.00	$0.00	
011508	***Trash Bins - 40 yard units***	1	each	$900.00	$900.00	
02	**SITE WORK**					
028701	**Lot Clearing**	1	LS	$18,500.00	$18,500.00	**$113,500.00**
	Grading and Installing 3" Base	1	LS	$17,500.00	$17,500.00	
	2" Asphalt Including Striping	1	LS	$65,000.00	$65,000.00	
	Provide and Install Road Base	1	LS	$12,500.00	$12,500.00	
	Total Hard Costs				$120,074.50	$120,074.50
	Liability Insurance - $10.50/1,000				$1,320.82	
	Total Costs				$121,395.32	
	Contractor Fee - 10%				$12,139.53	
	CONSTRUCTION PROJECT TOTAL				***$133,534.85***	
	NOTES:					
1	Project will take 2 weeks to complete - Excludes holiday					
2	No overtime Costs are included					
3	Permits and Agency to be Reimbursed by Owner if Applicable					
4	See Scope on front page					

SECTION II

SCHEDULE OF VALUES
OPTION :2

Project:	**Magnolia Public Schools**
Loc	**18140-18160 Sherman Way, Reseda, Ca. 91335**
Desc.	**Parking Lot Regrading - DG Option**
Size	
Date:	5/22/2025

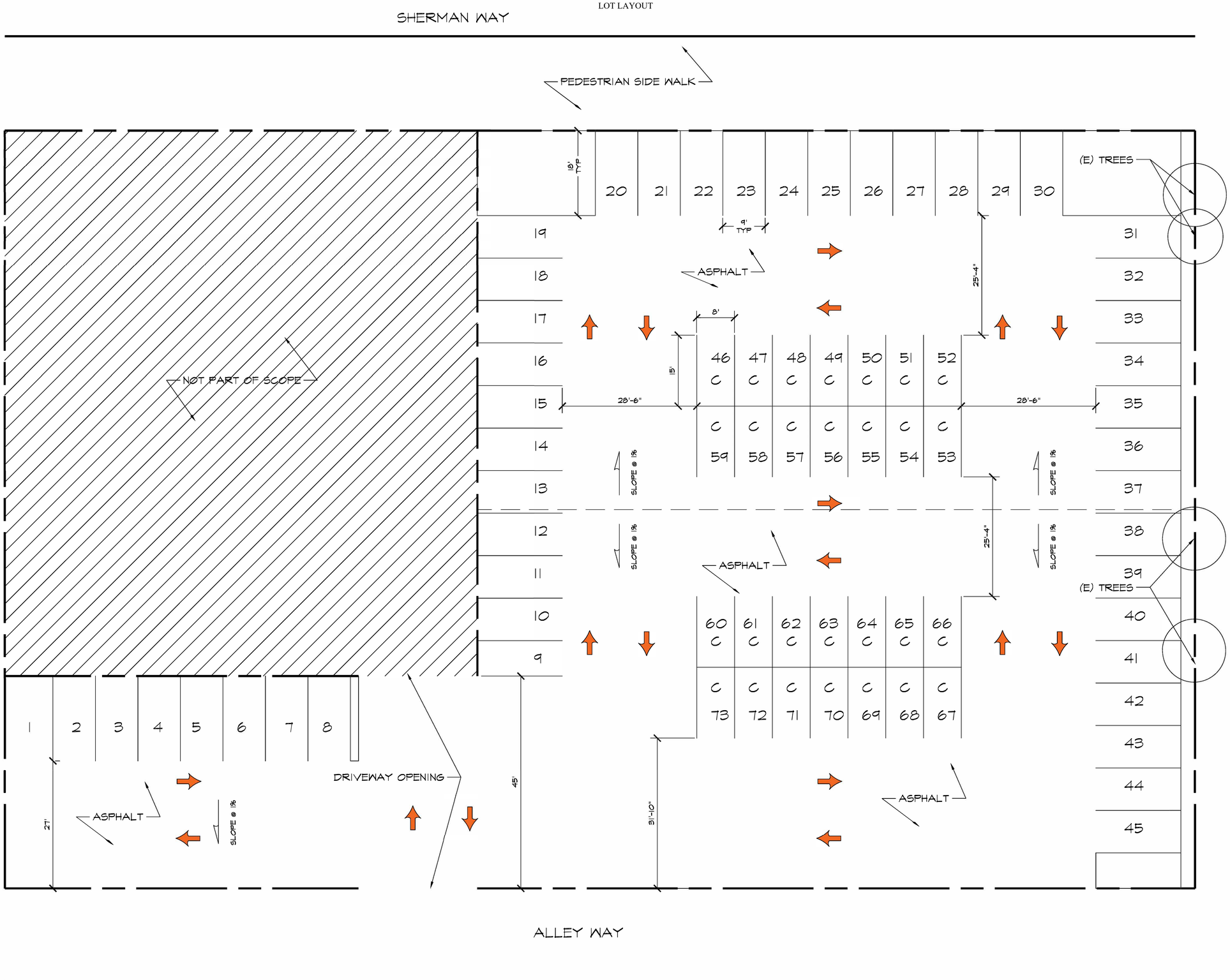
Based on RFP Narrative

Category	
General Conditions	$6,574.50
Site Work	$93,000.00
Liability Insurance - $10.50/1,000	$1,095.32
Contractor Fee - 10%	$10,066.98
CONSTRUCTION PROJECT TOTAL	**$110,736.80**

	Scope
1	***Clear Site of minor debris***
2	***Grade +/- 28896 Sq Ft Lot for proper drainage***
3	***Install 3" of Asphalt***
4	***Stripe the graded surface (Striping will not last on top of DG)***
5	***No fencing is include. Existing to remain***
6	***Existing Palm trees to remain***

Project:	**Magnolia Public Schools**					
Loc	**18140-18160 Sherman Way, Reseda, Ca. 91335**					
Desc.	**Parking Lot Regrading - DG Option**					
Size						
Date:	11/13/2024					
	Based on RFP Narrative					
Code#	**Trade**	Quantity	Unit	Unit Cost	Total	
01	**GENERAL CONDITIONS**					
010104	***Project Manager***	1	weeks	$1,812.00	$906.00	**$6,574.50**
010109	***Superintendent***	2	weeks	$1,425.00	$2,850.00	
010111	***Project Engineer***	1	weeks	$1,137.00	$568.50	
010620	***Architectural Services - Draftings***	1	LS	$0.00	$0.00	
010901	***Temporary Toilets & Hand Wash***	1	months	$600.00	$600.00	
010906	***Telephones***	1	months	$250.00	$250.00	
011201	***Small tool purchase***	1	LS	$250.00	$250.00	
011204	***Gas and Oil Costs***	1	months	$250.00	$250.00	
011404	***Temporary fire extinguishers***	1	LS	$0.00	$0.00	
011403	***Safety equipment + Site Inspections***	1	LS	$0.00	$0.00	
011501	***Final building clean before move in***	1	LS	$0.00	$0.00	
011508	***Trash Bins - 40 yard units***	1	each	$900.00	$900.00	
02	**SITE WORK**					
028701	**Lot Clearing**	1	LS	$18,500.00	$18,500.00	**$93,000.00**
	Grading and Installing 3" DG	1	LS	$17,500.00	$17,500.00	
	3" DG	1	LS	$42,000.00	$42,000.00	
	Striping	1	LS	$15,000.00	$15,000.00	
	Total Hard Costs				$99,574.50	$99,574.50
	Liability Insurance - $10.50/1,000				$1,095.32	
	Total Costs				$100,669.82	
	Contractor Fee - 10%				$10,066.98	
	CONSTRUCTION PROJECT TOTAL				***$110,736.80***	
	NOTES:					
1	Project will take 2 weeks to complete - Excludes holiday					
2	No overtime Costs are included					
3	Permits and Agency to be Reimbursed by Owner if Applicable					
4	See Scope on front page					

SECTION III
SITE PLAN / PARKING
LOT LAYOUT



SITE PLAN / PARKING LAYOUT
SCALE: 1/8" = 1'-0"

EPI CONSTRUCTION

MAGNOLIA PUBLIC SCHOOL GRADING PROJECT

18140 SHERMAN WAY
RESEDA, CA 91355

REVISIONS

SITE PLAN / PARKING LAYOUT

P-1

SCALE: AS NOTED
DATE: 05.22.2025
DRAWN BY: EL

SECTION IV

COMPANY BACKGROUND

EPI is a commercial construction company that has been in business for over 40 years. EPI's portfolio of commercial construction projects includes school facilities, fitness facilities, office buildings, retail buildings, site development, food processing and light industrial. In 2005, the original owner retired, and a group of valued employees assumed the legacy and leadership of the firm. The principals of EPI, an employee-owned firm, include Gary Blackwell, John Rutter, and Bill Maine. Gary Blackwell, President, started with EPI in 1979. John Rutter, Vice President/Sr. Project Manager, started working while at UC San Diego and has been with EPI since 1985. Bill Maine, Vice President/Sr. Project Manager, interned while attending Arizona State University and was subsequently hired in 1999. All three principals are licensed contractors.

EPI's strength, success, and consistency come from running its projects with its principals as the project managers. John, Bill and Aaron are on their projects from design budgeting through close out. Seasoned office staff provides support, and a highly experienced field superintendent is on site, accountable for the project for the duration.

The EPI philosophy is to provide and foster a positive working environment for the owner, architect, and subcontractors. We do not promote or condone adversarial relationships between parties. The success, longevity of the firm, and repeat clients is testimony to that philosophy.

COMPANY LICENSES

EPI is currently licensed in California, Arizona, New Mexico, and South Carolina.

SELF PERFORMED WORK

EPI has an in-house labor force that performs Metal Stud Framing, Drywall, and Concrete.

PAST LITIGATION

EPI has not been involved in any litigation or disputes within the last five (5) years. EPI takes an assertive, proactive approach to resolve disputes prior to escalation to legal action.

CONSTRUCTION APPROACH

Typically, the EPI Project Manager who estimates the project will see the project through to completion. EPI preconstruction includes in-house take off in addition to subcontractor competitive bidding. The goal on each project is to obtain a minimum of three (3) bids per trade. EPI Project Managers will perform a thorough bid analysis to confirm that a complete scope of work has been included. EPI has a long history with both Negotiated and Hard Bid projects.

SECTION IV

COMPANY BACKGROUND

Preconstruction will include and not be limited to generating preliminary schedules, identifying long lead items, providing alternate cost savings, and identifying missing information on plans. EPI will meet with the City to obtain permits, as necessary.

EPI Project Managers are responsible for all administrative and paperwork associated with a project, together with maintaining effective relationships with the Client, City, Subcontractors, Lenders, Landlords, et al. EPI Project Managers are the main point of contact for all Clients.

Generally, Project Managers have full authority relating to financial commitments, and Project Superintendents have full authority relating to scheduling commitments. Both Project Managers and Site Superintendents bring a sense of urgency to the project for its on-time completion and within budget. EPI Superintendents oversee all aspects of the daily jobsite activities, including and not limited to scheduling, problem-solving, RFI's daily reports, safety, site security, site cleanup, quality control, delivery coordination, inspections, and shop drawings. Project Superintendents are onsite whenever construction activity is conducted. Project Managers will visit as often as required; at a minimum, the Project Managers are onsite once weekly for Owner/Architect/Contractor weekly meetings.

MISC RESOURCES

EPI uses Timberline Accounting, Procore (Project Management), Complete Microsoft Office including Projects and Outlook, and AIA Contract Software. All Project Managers and Superintendents have laptop computers and cell phones. Superintendents employ multifunction machines on site for copying, and scanning.

SECTION V

EPI CONTACT INFORMATION

CONTACT INFORMATION:

EPI Construction, Inc.

12345 Ventura Blvd., Ste. H

Studio City, CA 91604

Ph: 818-760-9100

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Email: gblackwell@epiconst.com

Bill Maine, Vice President

Cell: 818-232-2523

Email: bmaine@epiconst.com

John Rutter, Vice President

Cell: 818-983-8066

Email: jrutter@epiconst.com

Colin Beal, Vice President

Cell: 818-917-8350

Email: cbeal@epiconst.com

SECTION VI

PROJECT TEAM / KEY PERSONNEL

COLIN W. BEAL, Vice President / Senior Project Manager
California State University Northridge, Ca
Colin Beal joined EPI Construction, Inc. in 2017 as a Senior Project Manager, bringing with him a wealth of knowledge from many years in Commercial Construction. Colin has experience as a Construction Executive/Professional for over 25 years in Commercial Construction. He has successfully managed crews and sub-contractor groups of up to 60. In his most recent roles, Colin has specialized in the construction of multi-million dollar Charter School building projects. Colin is also active in voluntary contributions through his church, where he serves on both the Finance and Operations teams and was instrumental in the construction of the new church building, a $19 Million project.

ERIK LIEU, Project Engineer / Assistant Project Manager
Full Sail University, B.S. in Computer Animation
Erik joined EPI Construction in 2022 as a project engineer writing subcontracts, change orders, processing submittals, sending out bid packages, bid tracking, organizing project information, drafting / renderings, photography, and a license SUAS drone pilot. Prior to joining EPI, Erik started his career in Architecture as an Architectural Designer for 8 years. His Role included writing specifications, creating bid documents, architectural drawings, renderings, design team coordination, building code analysis, obtaining approved permits and construction administration. Projects included Cathedral High School – The Arts Complex, Bishop Amat – Aiden Carroll Performing Arts Center, and Bishop Montgomery – Seminarian Living.

FRED HALL, Superintendent
Fred began his construction career in 1988, working on metal stud framing, T-Bar ceilings, and running crews. Fred has extensive experience in site work, education, church facilities, fitness facilities, large commercial/industrial malls, and tenant improvements. He became a superintendent in 1998 and joined EPI in 2013. His first major project with EPI was Equinox Westlake Village and has also successfully completed Equinox Glendale. Fred recently completed Set and Flow Yoga Studio located in Hollywood, CA.

SECTION VII

LIST OF RELEVANT PROJECTS

CHARTER SCHOOL PROJECTS:

- KIPP Empower – Hotel Demolition / Parking Lot Upgrade – Los Angeles
- KIPP Illinois - Parking Lot Upgrade – Los Angeles
- KIPP Vida Preparatory Academy – Parking Lot Upgrade – Los Angeles

SECTION VIII

LIST OF REFERENCES

1. Maggie Ford
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   C 661-666-1049
   E mford@equitasacademy.org

2. Dean Felton
   Director of Facilities
   Green Dot Public Schools California
   C 323-312-7720
   E dean.felton@greendot.org

3. Erik Hagstrom
   KIPP So Cal
   C 323-246-3367
   E ehagstrom@kippsocal.org

4. Frank Gonzalez
   President & CEO
   Educational Facilities Group
   C 323-422-9129
   E frank@edfacgroup.org