



## Magnolia Public Schools

### Regular Board Meeting

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#### Date and Time

Thursday November 13, 2025 at 6:00 PM PST

#### Location

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

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#### 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 Anaheim (412 W. Carl Karcher Way, Anaheim, CA 92801)
- Magnolia Science Academy-Orange County Placentia Yorba Linda (1891 Kellogg Dr, Anaheim, CA 92807)

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

- 2460 W Bayshore Rd, Apt 6, Palo Alto, CA 94303 (**Dr. Umit Yapanel**)

**Dialing information for this meeting is included below:**

**Dial in:** 1-669-444-9171

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

**Zoom:** <https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Accessibility**

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email [jlara@magnoliapublicschools.org](mailto: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](http://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](mailto: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

Mr. Serdar Orazov

**Student Board Member:**

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Ms. Sofia Perez

## CEO & Superintendent:

Mr. Alfredo Rubalcava

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Pledge of Allegiance			1 m
<b>C.</b> Record Attendance and Guests			1 m
<b>D.</b> Approval of Agenda	Vote		1 m
<b>E.</b> Public Comments			3 m
<b>F.</b> Announcements - CEO & Superintendent, Board, Student Board Member			15 m
<b>G.</b> Approval of Minutes from MPS Regular Board Meeting - October 9, 2025	Approve Minutes		1 m
<b>II. Closed Session</b>			<b>6:23 PM</b>
<b>A.</b> Public Announcement of Closed Session	FYI		1 m
<b>B.</b> Public Employee Discipline/Dismissal Release (§ 54957)			60 m
<b>C.</b> Conference with Legal Counsel – Anticipated Litigation			80 m
Initiation of litigation pursuant to §54956.9(c): 2 cases			
<b>D.</b> Conference with Real Property Negotiations (§ 54956.8)			5 m

	Purpose	Presenter	Time
Property: 1115-1125 Lillian Way, 6331-6363 Santa Monica Boulevard, 6325 Santa Monica Boulevard, Los Angeles, CA Agency Negotiation: Alfredo Rubalcava Negotiating Parties: Magnolia and Current Owner of Property Under Negotiation: Terms of Potential Purchase including Price			
E.	Report Out of Closed Session	FYI	1 m
III.	Action Items		8:50 PM
A.	Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year	Vote	Fiorella Del Carpio 15 m
B.	Approval of General Contractor for Magnolia Science Academy-5 Charter School Facilities Program Increment #2	Vote	Patrick Ontiveros 15 m
C.	Approval of Solar Contractor for Magnolia Science Academy-5 Charter School Facilities Program Increment #2	Vote	Patrick Ontiveros 15 m
D.	Approval of Gibson Dunn to Provide Legal Counsel to Magnolia Public Schools on an As-Needed Basis	Vote	Patrick Ontiveros 5 m
E.	Approval of Updated English Learner (EL) Master Plan	Vote	Katie Mann 5 m
F.	Approval of Custodial and Janitorial Services Vendors to the Approved Vendors List	Vote	Suat Acar 5 m
G.	Approval of Integrated Pest Management Policy as a MPS Policy for Compliance with AB 2260 / Healthy Schools Act (2000)	Vote	Suat Acar 5 m
H.	Approval of the MPS SB 1383 Waste Diversion Requirements Compliance Policy	Vote	Suat Acar 5 m
IV.	Informations/Discussion Items		10:00 PM
A.	MPS Annual Authorizer Oversight Reports From San Diego Unified School District (SDUSD)	Discuss	David Yilmaz 15 m



	Purpose	Presenter	Time
<b>V. Closing Items</b>			<b>10:15 PM</b>
<b>A. Adjourn Meeting</b>			1 m

# Coversheet

## Announcements - CEO & Superintendent, Board, Student Board Member

<b>Section:</b>	I. Opening Items
<b>Item:</b>	F. Announcements - CEO & Superintendent, Board, Student Board Member
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	CEO & Superintendent Announcements 2025.pdf



# CEO & Superintendent Announcements

*November 13, 2025*

# *Congratulations!* Magnolia Science Academy San Diego



# 2025 California Blue Ribbon School



# Announcing the 2025 California Blue Ribbon Schools



## Congratulations to Our Exemplary California Blue Ribbon Recipients!



# MPS Making an Impact!

Honored to have welcomed California State Treasurer Fiona Ma to Magnolia Science Academy-2 for the CalKIDS Community Workshop!

CalKids Program:

- Championed by Governor Gavin Newsom
- Providing CalKIDS Scholarship account to aid public school students to save for higher education with the support of the state.



[Video message from Treasurer Ma](#)



CalKids Community Workshop  
featured on Univision 34!

[Video of news segment](#)

# Deputy Superintendent Announcement

## Update on MPS Strategic Plan November 2025



# **Magnolia Public Schools**

## *2030 Strategic Plan Update*

November 13, 2025 Board of Directors Meeting



# Project Update

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01

## Phase 3: Finalizing Magnolia's 2030 Strategic Plan

**Goal:** Develop a **compelling 5-year strategy** for Magnolia Public Schools with **clear sequencing and measures of success**, by establishing a **common fact base as a starting point for strategy development**, and supporting the **strategic plan's socialization efforts** to ensure Magnolia's board and staff alignment.



### Phase 3 Priorities

- ☐ Support internal socialization of strategic plan
- ☐ Finalize strategic plan document based on received feedback
- ☐ Develop high-level implementation roadmap
- ☐ Finalize all project deliverables and facilitate closeout meeting

In Progress

# Priority Areas for 2030 Plan

Based on stakeholder input, Magnolia Public Schools is prioritizing three critical areas—student experience, school talent, and operational excellence—to achieve its “North Star” goal of becoming the flagship charter network where every student thrives academically, socially, and emotionally.

## STUDENT EXPERIENCE



By elevating the student experience, Magnolia ensures every learner develops core competencies that foster a competitive advantage and distinguish them through meaningful academic and enrichment opportunities.

## ORGANIZATIONAL TALENT



By investing in our people, Magnolia strengthens its commitment to the growth and development of educators and staff, ensuring they are equipped, supported, and inspired to foster the core competencies our students need to thrive.

## OPERATIONAL EXCELLENCE



Through operational excellence, school sites will build the strong systems, resources, and environments that will allow teaching and learning to flourish.

# Key Actions by Priority Area

MPS leaders aligned on the following **nine key actions** Magnolia will be laser-focused on to drive progress in each priority area.

## STUDENT EXPERIENCE



**Define and codify an academic model** through rigorous academics and extracurricular programs that prepare all students for college, career, and life.

**Enhance the STEAM framework by defining a consistent student experience** across campuses and broadening equitable access for students to explore STEAM careers and pathways.

**Strengthen Magnolia's physical environment and invest in school facilities** to create safe, vibrant and inclusive environments that support student learning and well-being.

## ORGANIZATIONAL TALENT



**Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.

**Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.

**Foster a culture of coaching and career growth** by strengthening instructional leadership, defining clear role expectations through the leveling framework, and expanding professional development pathways that support every employee's growth and impact.

## OPERATIONAL EXCELLENCE



**Establish centralized systems, processes and standard operating procedures** and create training systems to support implementation with fidelity.

**Foster a balance of centralized and regional support** structures rooted in a customer-service mindset.

**Create clear communication norms and a centralized information hub.**

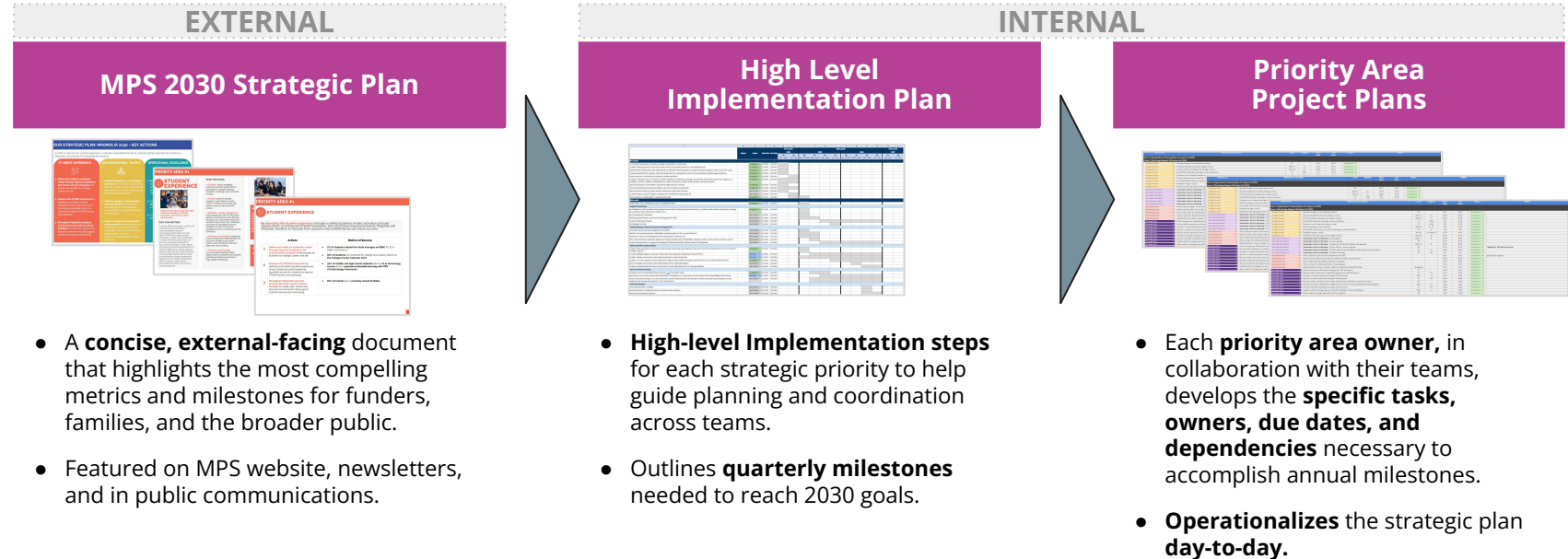
# Looking Ahead

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02

# From Strategy to Execution

The below outlines how the MPS 2030 Strategic Plan will move from a **shared vision** to **detailed, team-owned implementation**.



*In Progress*

*December*

## Ongoing Review & Adjustment

An ongoing process to **review progress** in each priority area, **share updates with key stakeholders**, and **incorporate the latest available information** to ensure the plan remains actionable and relevant

# Next Steps

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03

# Key Dates

## November

- ***November 3: Principals Update***
- ***November 5: Instructional Staff Update***
- ***November 10: Home Office Team Update***
- **November 13: Board Meeting Update**
- **November 21: Project Close-Out**
- **December 11: MPS 2030 Strategic Plan Approval by MPS Board**

**We are here**

## Other Updates

- Family engagement will take place through principal-led meetings with families and a dedicated feedback mailbox established to collect input and questions related to the strategic plan.
- Magnolia plans to share the strategic plan more broadly with external audiences in December through its newsletter and social media channels.



# Representing MPS at the LACOE Student Advisory Council

Shout out to Ms. Sofia Perez, MPS Student Board Member, for representing Magnolia Public Schools at the LACOE Student Advisory Council.

They will be participating in the Los Angeles County Student Civic Changemakers Challenge.



# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - October 9, 2025

<b>Section:</b>	I. Opening Items
<b>Item:</b> 2025	G. Approval of Minutes from MPS Regular Board Meeting - October 9,
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on October 9, 2025

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thu Oct 9, 2025 at 5:30 PM

**Location**

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

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**Board Members:**

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

**Student Board Member:**

Ms. Sofia Perez

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

*None*

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## Guests Present

J. Lara

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## 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 Oct 9, 2025 at 6:33 PM.

### B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

### C. Record Attendance and Guests

Refer to the attendance information recorded above. S. Perez, Student Board Member, was present. Serdar Orazov was in-person for this meeting.

### D. Approval of Agenda

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

S. Covarrubias seconded the motion.

S. Perez, Student Board Member, gave her preferential opinion as a statement of yes for this item.

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

#### Roll Call

M. Muhammedov Aye

U. Yapanel Aye

D. Gonzalez Aye

S. Covarrubias Aye

S. Dikbas Aye

### E. Public Comments

No public comments were made at this time.

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

S. Perez, Student Board Member, announced her admission to the Los Angeles County Superintendent Student Advisory Council under LACOE Superintendent Dr. Debra Duardo. She stated that she will be able to represent Magnolia and share her perspectives given this opportunity.

E. Acar, Deputy Superintendent, provided updates to the MPS Strategic Plan and the current progress made and further work ahead.

B. Olandes, Director of Advancement, announced that MPS was selected as one of eight recipients of the Samueli Foundation which would aid to improve Magnolia Science Academy-Orange County Campus Improvement Project.

Board Members noted the amazing news presented from staff.

#### **G. Approval of Minutes from MPS Regular Board Meeting - September 11, 2025**

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 09-11-25.

D. Gonzalez seconded the motion.

S. Perez, Student Board Member, gave her preferential opinion as a statement of yes for this item.

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

##### **Roll Call**

M. Muhammedov Aye

D. Gonzalez Aye

U. Yapanel Aye

S. Dikbas Aye

S. Covarrubias Aye

## **II. Action Item - Board Membership**

#### **A. Approval of Board Candidate to the MPS Board of Directors**

U. Yapanel, Chair of the Nominating/Governance Committee, shared the discussions held at the Committee Meeting held on September 11, 2025 in regards to the nomination of Serdar Orazov to the MPS Board of Directors. The Committee moved to recommend his nomination. Serdar Orazov is familiar with Magnolia Public Schools, previously serving as a Board Member to its Chief Financial Officer. His expertise would be in finance and overseeing the facilities projects. Board Members provided their feedback on his nomination. A. Rubalcava, CEO & Superintendent, shared how his expertise would be critical to the capital projects and providing students with a improved physical space. Serdar Orazov, shared his delight to aid Magnolia Public Schools in his capacity as a Board Member.

M. Muhammedov made a motion to to accept the recommendation from the MPS Nominating/Governance Committee to appoint Mr. Serdar Orazov to the MPS Board of Directors for a 5-year term beginning on October 9, 2025 and ending on October 8, 2030.

U. Yapanel seconded the motion.

S. Perez, Student Board Member, gave her preferential opinion as a statement of yes for this item.

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

##### **Roll Call**

M. Muhammedov Aye

D. Gonzalez Aye

S. Dikbas Aye

**Roll Call**

U. Yapanel           Aye  
S. Covarrubias    Aye

**III. Information/Discussion Items**

**A. 2024-25 CEO Metrics & Strategic Plan**

G. Serce, Chief Academic Officer, and D. Yilmaz, Chief Accountability Officer, provided several Academic updates as part of the strategic plan follow-up. D. Yilmaz noted that this is only preliminary data. Updates were inclusive of: MPS Demographics; Expanded Learning; Average Daily Attendance; data on Chronic Absenteeism; College-Going rates; CAASPP Proficiency results in ELA, math, and science; and MAP data. Each school site provided data on their glows, glows and priorities and school specific metrics and attendance. Board Members questions were addressed by staff.

**IV. 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, conference with legal counsel on anticipated litigation, and conference with real property negotiations. They would report on any actions taken.

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

Item was discussed in Closed Session.

**C. Conference with Legal Counsel – Anticipated Litigation**

Item was discussed in Closed Session.

**D. Conference with Real Property Negotiations (§ 54956.8)**

Item was discussed in Closed Session.

**E. Report Out of Closed Session**

M. Muhammedov, reported in open session at 10:06pm that on all items in closed session, the Board took no action and guided staff on next steps.

J. Lara, Board Secretary, reported that S. Perez, Student Board Member, has left the meeting.

Mekan Muhammedov made a motion to table action items VIIA and VIIB.

J. Lara, Board Secretary, read the items that are being proposed to be tabled:

**VIIA:** Approval of General Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2

**VIIIB:** Approval of Solar Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2

Serdar Orazov, seconded the motion.

**Individual votes:**

Mekan Muhammedov voted Aye

Sandra Covarrubias voted Abstain

Umit Yapanel voted Aye

Salih Dikbas voted Aye

Diane Gonzalez voted Aye

Serdar Orazov voted Aye

Motion passed. Five (5) Aye and one (1) Abstain.

**V. Consent Items**

**A. Approval of 2025–26 Compliance Monitoring and Certification of Board Compliance Review for MSA–4, 6, 7, Bell, and Santa Ana**

S. Covarrubias made a motion to approve the 2025-26 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-4, 6, 7, Bell, and Santa Ana.

M. Muhammedov seconded the motion.

Serdar Orazov voted Abstain. Motion passed. Five (5) Aye and one (1) Abstain.

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

**Roll Call**

D. Gonzalez      Aye

M. Muhammedov   Aye

S. Covarrubias    Aye

U. Yapanel        Aye

S. Dikbas          Aye

**B. Approval of Revised MPS Conflict of Interest Policy**

M. Muhammedov made a motion to approve the revised Magnolia Public Schools (MPS) Conflict of Interest Policy.

S. Covarrubias seconded the motion.

Serdar Orazov voted Aye. Motion passed. Six (6) Aye.

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

**Roll Call**

M. Muhammedov   Aye

U. Yapanel        Aye

## Roll Call

D. Gonzalez Aye  
S. Dikbas Aye  
S. Covarrubias Aye

## VI. Information/Discussion Items

### A. MPS Annual Authorizer Oversight Reports

D. Yilmaz, Chief Accountability Officer, reported on the oversight reports provided by the Los Angeles Unified School District (LAUSD) and the Los Angeles County Office of Education (LACOE). Highlights and key feedback were presented from governance, instruction and student achievement, organizational management, and fiscal operations. Board Members questions were addressed by staff.

### B. Enrollment Update

B. Olivares, Chief Impact Officer, presented an update on enrollment across all MPS schools. She added that they increased census day enrollment this year to 3,811 compared to last census day. She went over the analysis on schools that have been successful in their enrollment projections and goals to improve internal practices and replicate. Board Members questions and feedback were addressed by staff.

### C. 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

D. Yilmaz, Chief Accountability Officer presented the 2023-24 school year TAMO data. He stated that this is the most recent data from the state. He also stated that normally they will present along with the local indicators in June, but the state was late in releasing the data and it is mandated to present this data to the Board. He went over the teacher credential data and the main categories of teacher assignments. School sites individual data was presented. Board Members questions were addressed by staff.

### D. Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights

F. Del Carpio, Chief People Officer, presented the analysis on MPS staff diversity and demographics. She stated that this insights gathered follow in the main points in connecting retention, recruitment and representation. Data was presented in retention trends, time to fill data and exit data. She shared the collaboration of receiving data from staff to improve internal capacities and strengthen organizational health. Board Members provided insight to the data presented.

## VII. Action Items

### A.



**Approval of General Contractor for Magnolia Science Academy 5 Charter School  
Facilities Program Increment #2**

Item was tabled.

**B. Approval of Solar Contractor for Magnolia Science Academy 5 Charter School  
Facilities Program Increment #2**

Item was tabled.

**VIII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:27 PM.

Respectfully Submitted,  
M. Muhammedov

## Coversheet

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

**Section:** III. Action Items  
**Item:** A. Approval of Board Resolution for Restructuring of Position(s) Across  
MPS Network for the 2025-26 School Year  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III\_A\_Board Resolution for Restructuring of Positions Across MPS .pdf



<b>Agenda Item:</b>	III A: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Fiorella Del Carpio, Chief People Officer Erdinc Acar, Deputy Superintendent Steve Budhreja, Chief Financial Officer
<b>RE:</b>	Approval of Board Resolution for Restructuring of Position(s) Across MPS Network for the 2025-26 School Year

### Action Proposed

I recommend that the Board motion to approve the resolution for restructuring position(s) across the MPS network to strengthen educational programs, support student achievement, enhance organizational efficiency, and ensure long-term sustainability and ensure strategic alignment for the 2025–26 school year with implementation effective date of January 1, 2026.

### Background

Over the past several months, Magnolia Public Schools has undertaken a comprehensive review of staffing structures and budget priorities across all schools and departments. This process was guided by our ongoing commitment to operational excellence and to providing high-quality, student-centered instruction in every classroom.

Shortly after the first day of school, when student enrollment was verified, MPS administration identified a projected shortfall resulting primarily from enrollment targets not being fully met across several campuses. The organization responded immediately and proactively, implementing a hiring freeze across all sites and departments to ensure fiscal responsibility while maintaining stability in classrooms and programs. School teams worked closely with the Home Office to review their enrollment status, analyze trends, and develop a rapid action plan focused on protecting the student learning experience.

Initial efforts concentrated on one final enrollment push prior to the state census (Norm) Day and on creating systems and programs to improve average daily attendance (ADA) rates compared to previous years. Clear targets were established and monitored through daily tracking and weekly leadership calls with all school teams to ensure transparency and shared accountability.



As part of this coordinated response, school leaders and Home Office teams met to review principal budget presentations, align on enrollment, budget, and ADA actions, and clarify decision-making roles and responsibilities. These collaborative sessions produced timely, data-driven decisions that strengthened fiscal oversight while upholding MPS's core mission and educational standards. Subsequent work included identifying additional resources, repurposing eligible grants and restricted funds, and conducting detailed analyses to adjust operating costs and services without disrupting instruction.

Each school and department was assigned a fiscal target to eliminate projected deficits and restore sustainable financial balance. Only after all other measures had been implemented did MPS consider personnel adjustments as a final step—ensuring that every decision was guided by the principles of equity, stability, and the continued delivery of a high-quality educational program.

This strategic and collaborative process reflects MPS's continued dedication to thoughtful planning, fiscal responsibility, and mission-driven decision-making—ensuring that our schools remain strong, student-centered, and well-positioned for long-term success.

### **Purpose of the Restructuring**

The restructuring aims to:

- Align staffing models across all schools within budgetary parameters, instructional priorities and student wellness goals
- Ensure optimal use of personnel to advance school improvement and network-wide consistency
- Position each school to thrive academically while adapting to updated budget realities
- Maintain a sustainable and student-centered workforce model for the future

This is a strategic and proactive measure—not simply a reduction in force, but a deliberate effort to position our schools for long-term success. While fiscal realities vary by site, all staffing changes were made with a student-first mindset and through a lens of fairness, collaboration, and organizational stability.

### **Support for Impacted Staff**

MPS is deeply committed to supporting staff through this transition. Employees whose positions are impacted by this restructuring will be guaranteed a first-round interview for any vacant role within Magnolia Public Schools for which they qualify. This ensures that our valued team members are prioritized for available opportunities within the network and reinforces our commitment to treating all staff with dignity and respect throughout this process.



### **Budget Implications**

These realignments are part of MPS's ongoing effort to ensure that personnel investments remain sustainable, equitable, and aligned with evolving educational and operational priorities. The Finance and People & Culture teams have worked collaboratively to model these adjustments within the 2025–26 operating budget, maintaining a balanced approach between fiscal prudence and programmatic integrity.

The proposed changes are expected to generate measured cost savings while preserving the organization's capacity to deliver high-quality instruction and essential support services. Detailed financial impacts will be incorporated into the FY25–26 First Interim Report, which will be presented to the Board for review at the December Regular Meeting.

### **Supporting Documents**

- Board Resolution #20251113-01
- School Staff Organizational Charts

### **Closing Statement**

This resolution represents MPS's ongoing commitment to thoughtful, student-centered, and mission-aligned planning for the remainder of the 2025–26 school year. By restructuring with intention and care, MPS continues to build the right teams in the right roles—ensuring that every decision made reinforces our mission, safeguards academic quality, and maximizes opportunities for student success.

## Resolution #20251113-01

### MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

### RESOLUTION

#### FOR RESTRUCTURING OF POSITION(S) ACROSS MPS NETWORK FOR THE 2025-26 SCHOOL YEAR

**WHEREAS**, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

**WHEREAS**, Magnolia Public Schools (“MPS”) is committed to academic excellence, long-term sustainability, and providing equitable, high-quality educational opportunities for all students;

**WHEREAS**, MPS has conducted a comprehensive review of staffing structures and budget priorities across all schools and departments to ensure organizational efficiency, fiscal responsibility, and continued delivery of excellence in education; and

**WHEREAS**, following enrollment verification and analysis of Average Daily Attendance (ADA) data, MPS identified the need to realign resources and staffing models across the network to maintain financial sustainability and operational stability; and

**WHEREAS**, the restructuring will include role modifications, eliminations, additions, internal transfers in alignment with MPS’s internal transfer policy, and adjustments such as shortening or extending lunch breaks, provided employees receive at least a thirty (30) minute lunch break to ensure optimal use of personnel and alignment with the mission and vision of MPS;

**WHEREAS**, this restructuring is designed not as a reduction in force but as a strategic and proactive measure to align personnel with instructional priorities, student wellness goals, and long-term sustainability across the MPS network; and

**WHEREAS**, the Board recognizes the collaborative process undertaken by school leaders, the Home Office, and the Finance and People & Culture teams to ensure that every decision was made thoughtfully, equitably, and in alignment with MPS’s mission and values; and

**WHEREAS**, MPS is deeply committed to supporting employees affected by this restructuring by ensuring they are guaranteed a first-round interview for any vacant role within the organization for which they qualify and apply, demonstrating MPS’s ongoing commitment to fairness, dignity, and respect; and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors of Magnolia Public Schools hereby approves the proposed restructuring of position(s) across the MPS network for the 2025–26 school year as outlined in the accompanying board report and organizational charts;

Resolution #20251113-01

Restructure of Position(s)

Page 2 of 2

**BE IT FURTHER RESOLVED** that the Superintendent and designees are authorized to take the necessary steps to implement the restructuring, including staff communications, position reassignments, work hours/schedule adjustments, and any required notifications to the California Commission on Teacher Credentialing (CTC) or other entities as appropriate;

**BE IT FURTHER RESOLVED** that all approved restructuring actions shall be effective **January 1, 2026**, allowing sufficient time for planning, communication, and implementation to ensure a smooth transition for all schools and staff; and

**BE IT FINALLY RESOLVED** that this resolution be entered into the official minutes of the Board of Directors and shall take effect immediately upon approval.

**PASSED AND ADOPTED** by the Board this 13 day of November, 2025, by the following vote:

AYES:

NOES:

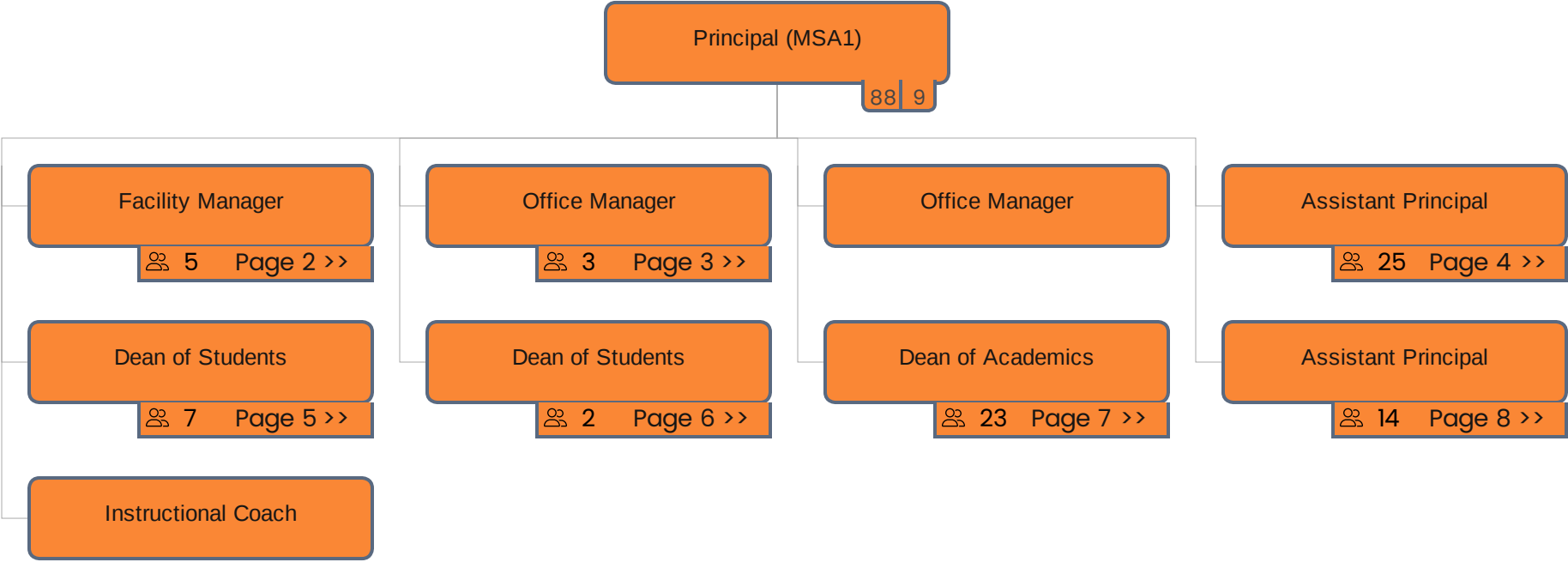
RECUSE:

ABSENT:

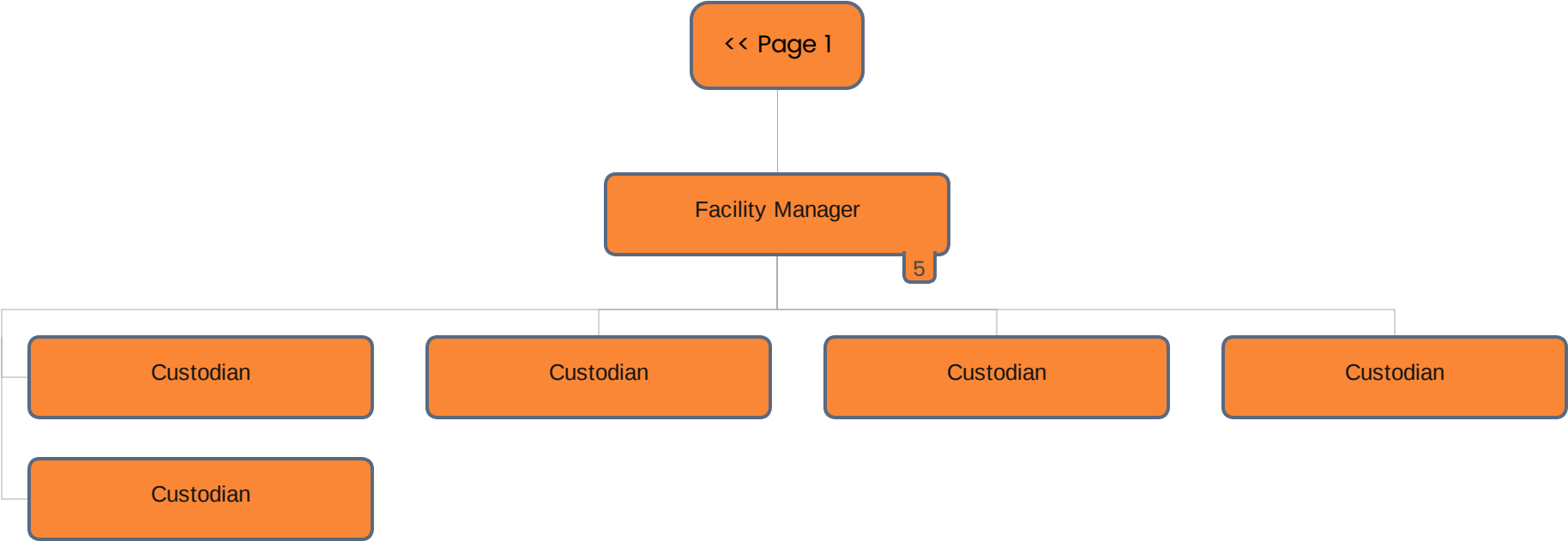
The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

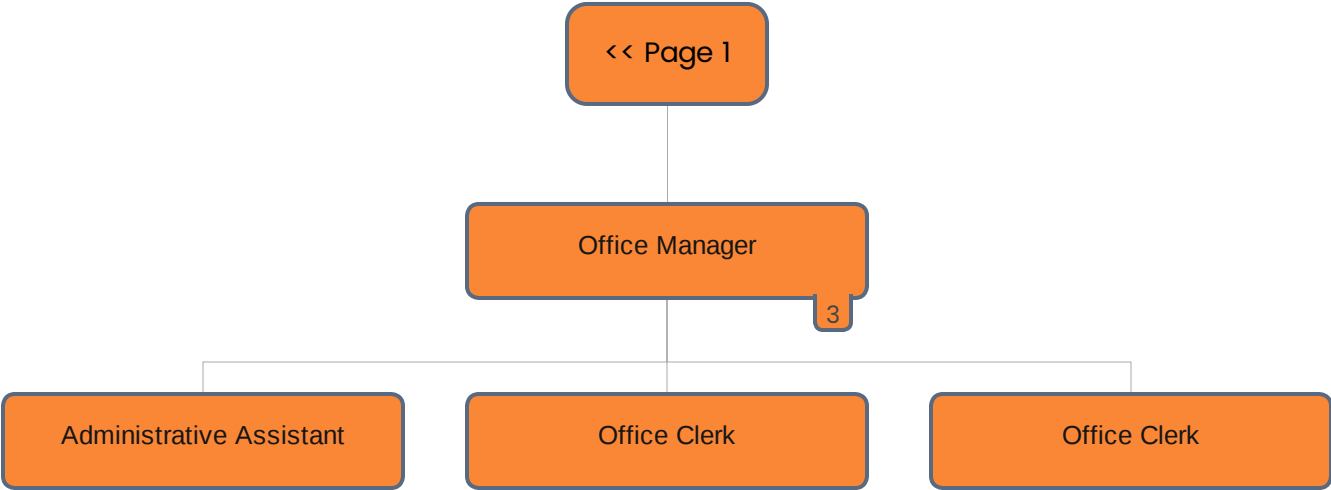
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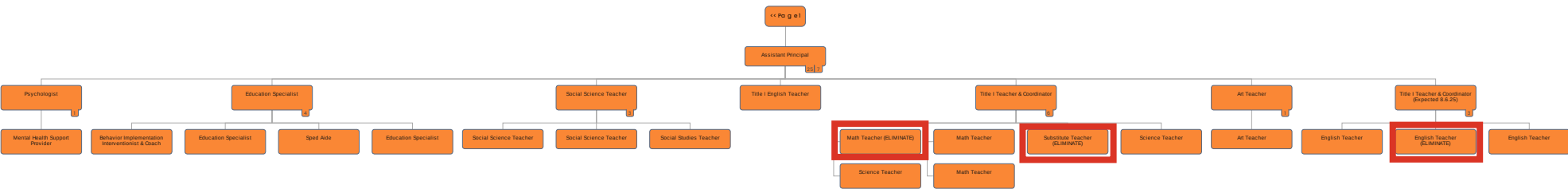
Board Chair

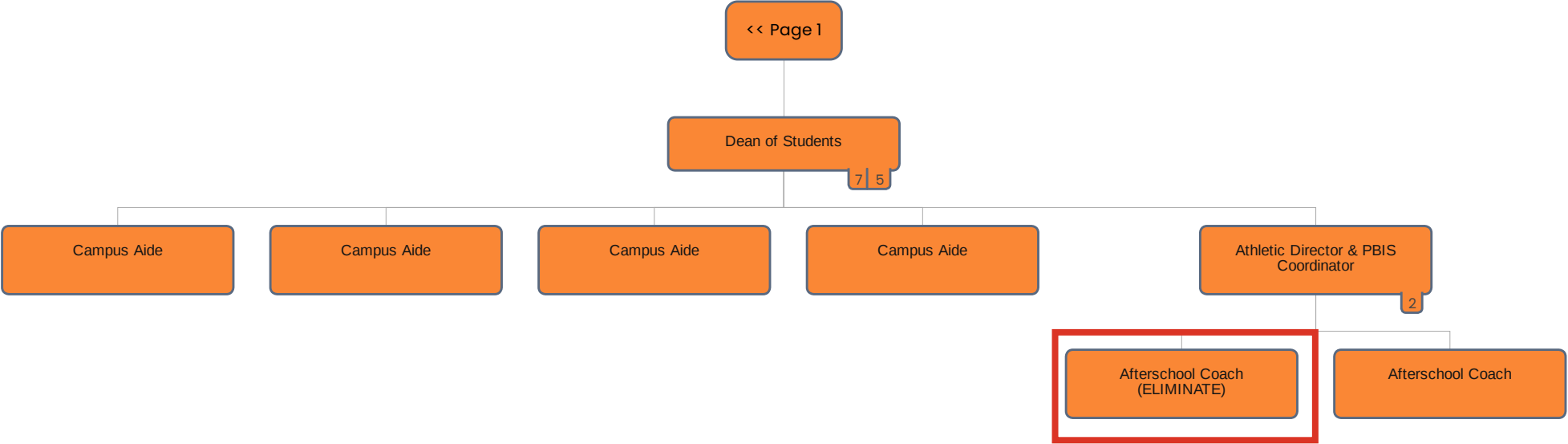


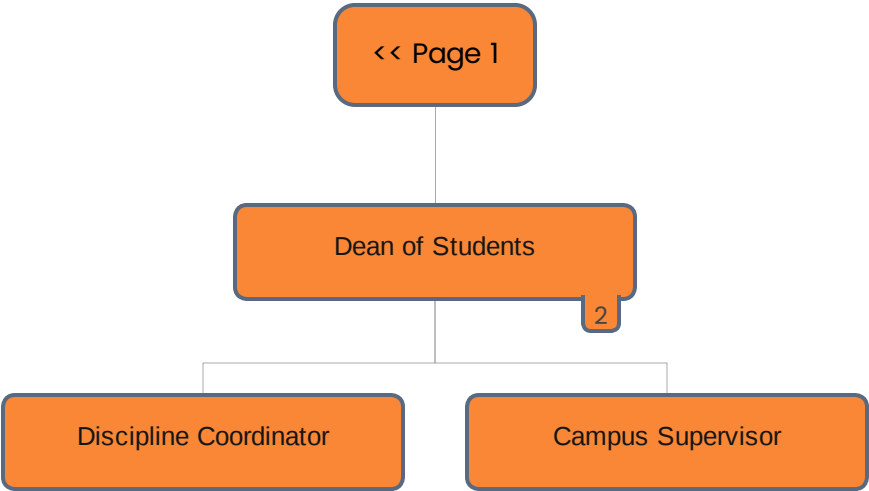


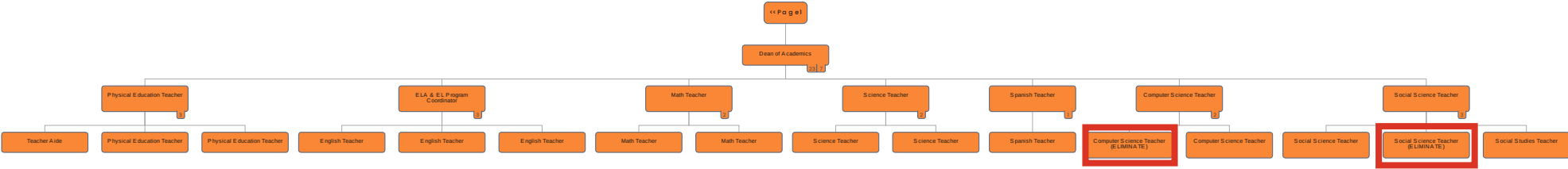


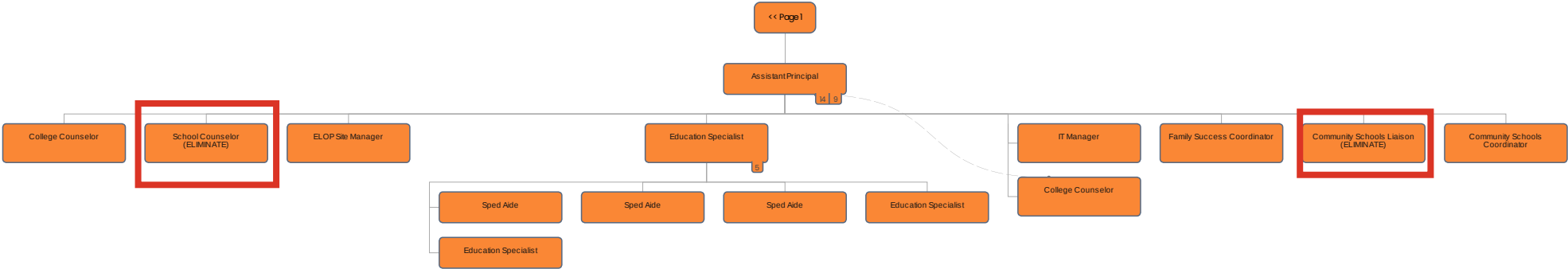


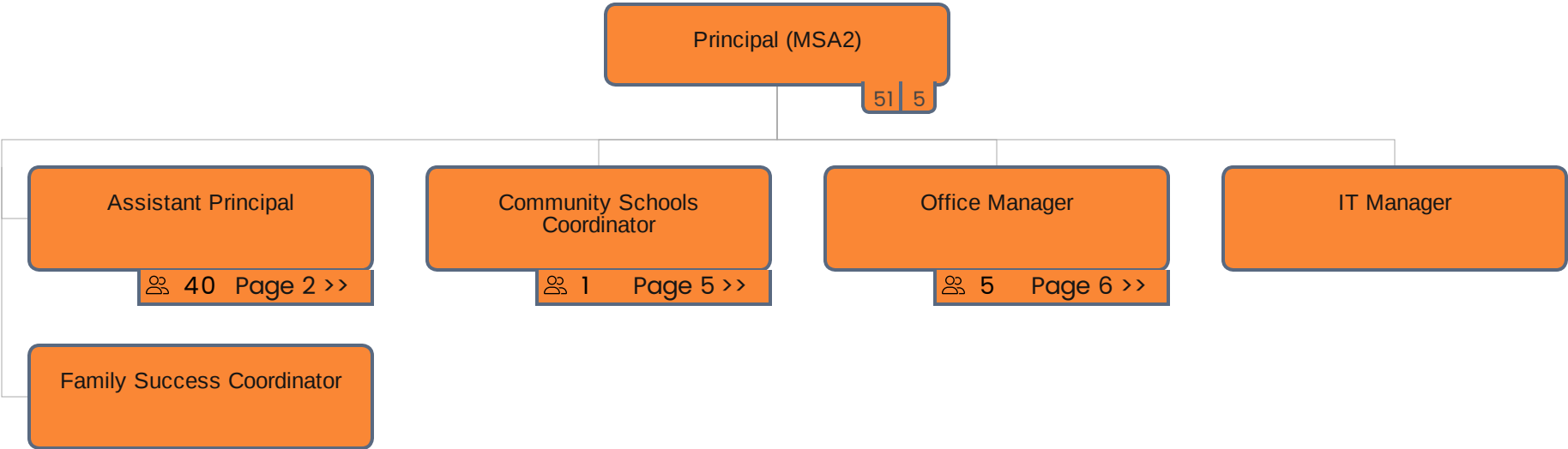




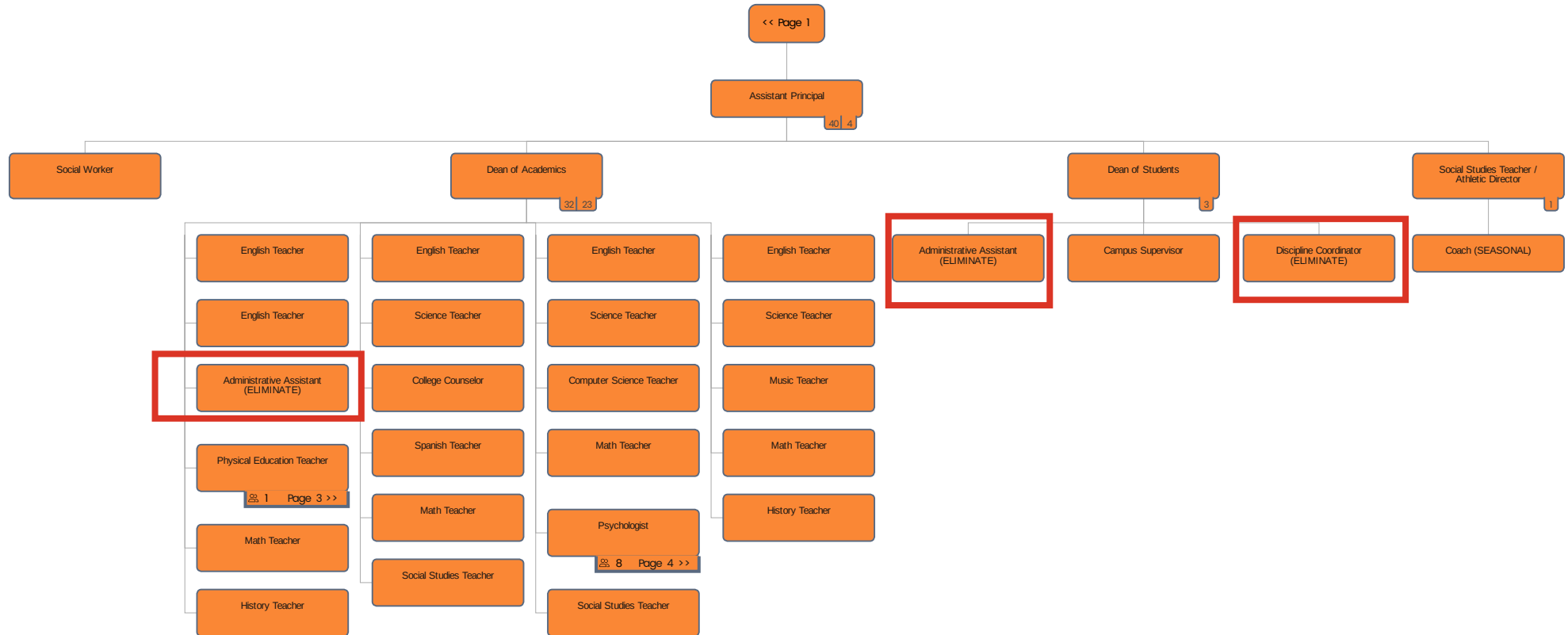


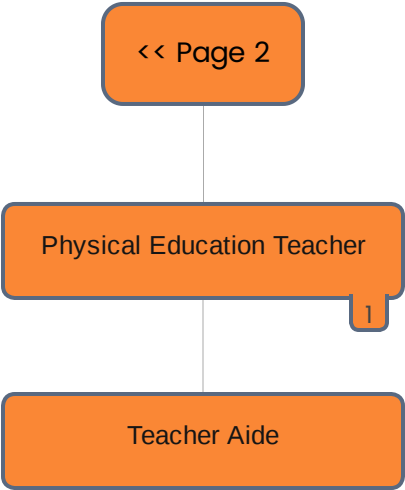


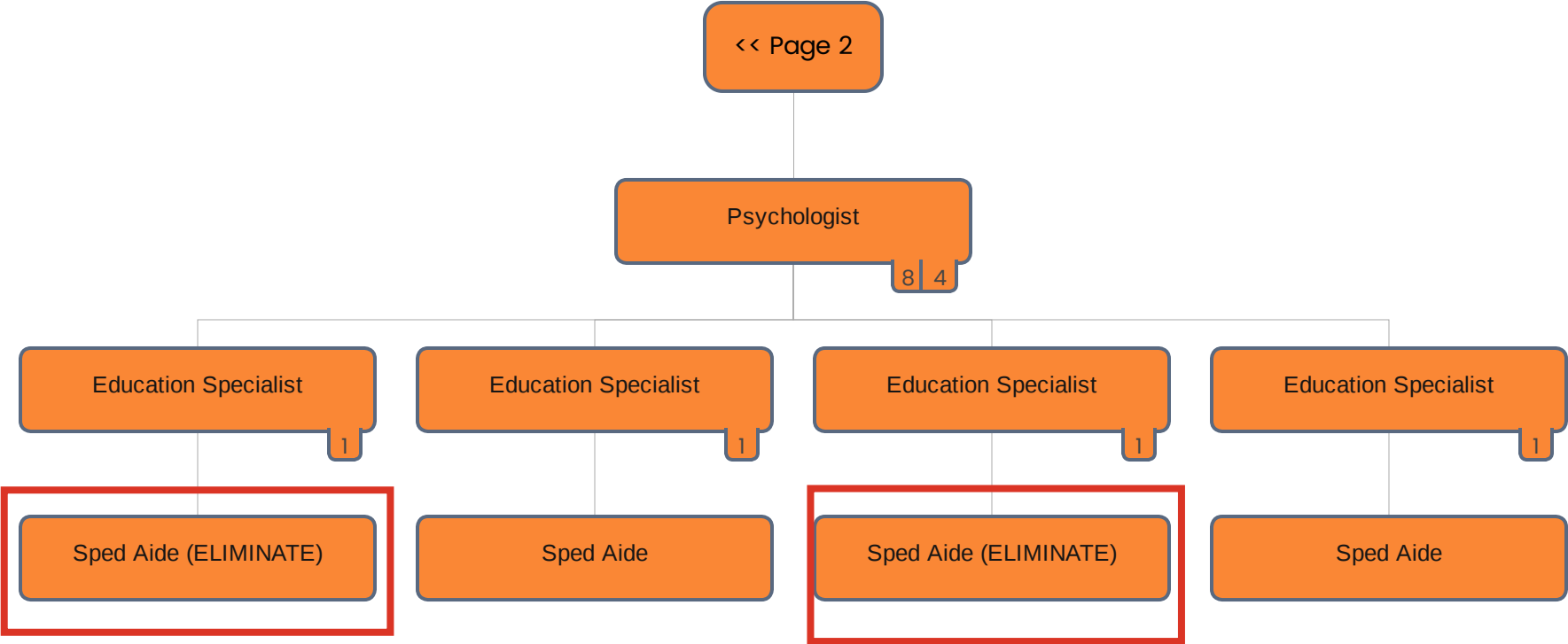


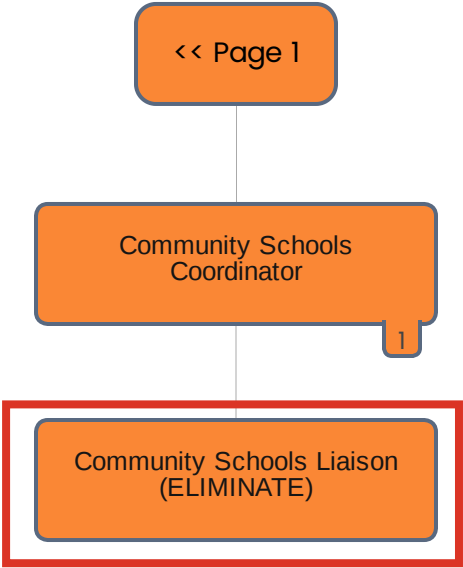


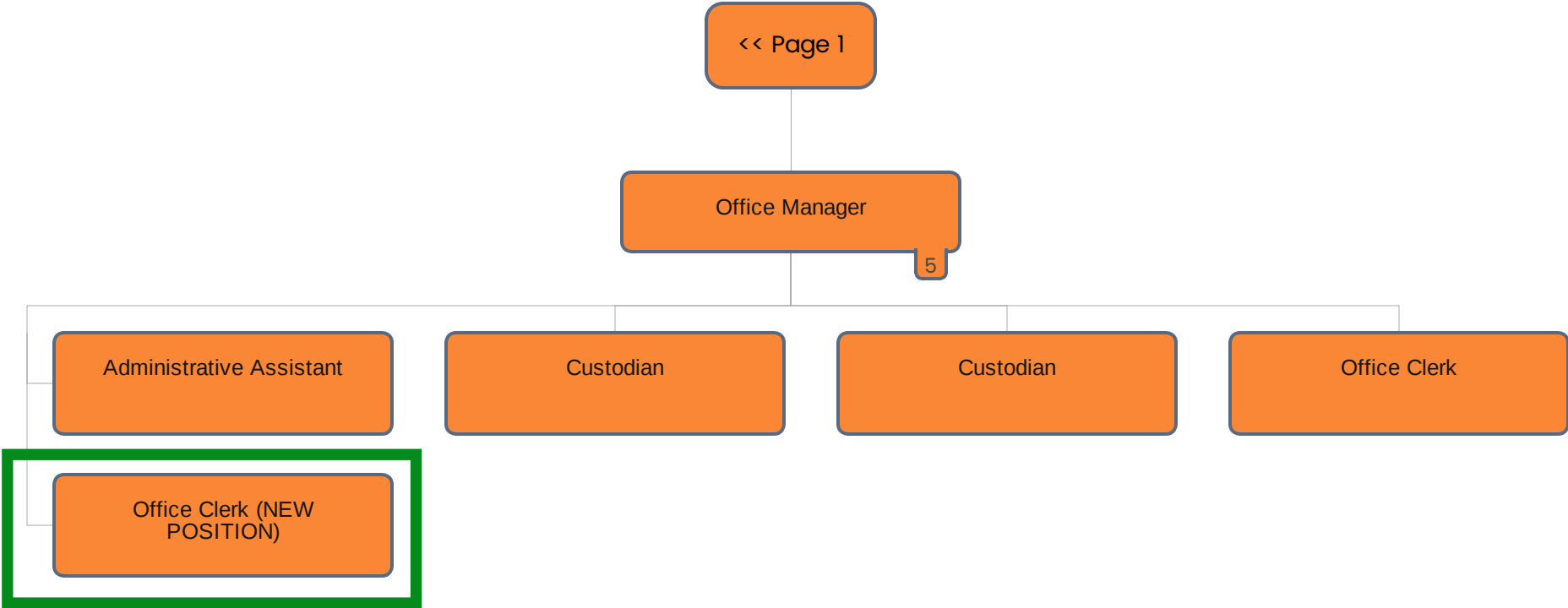


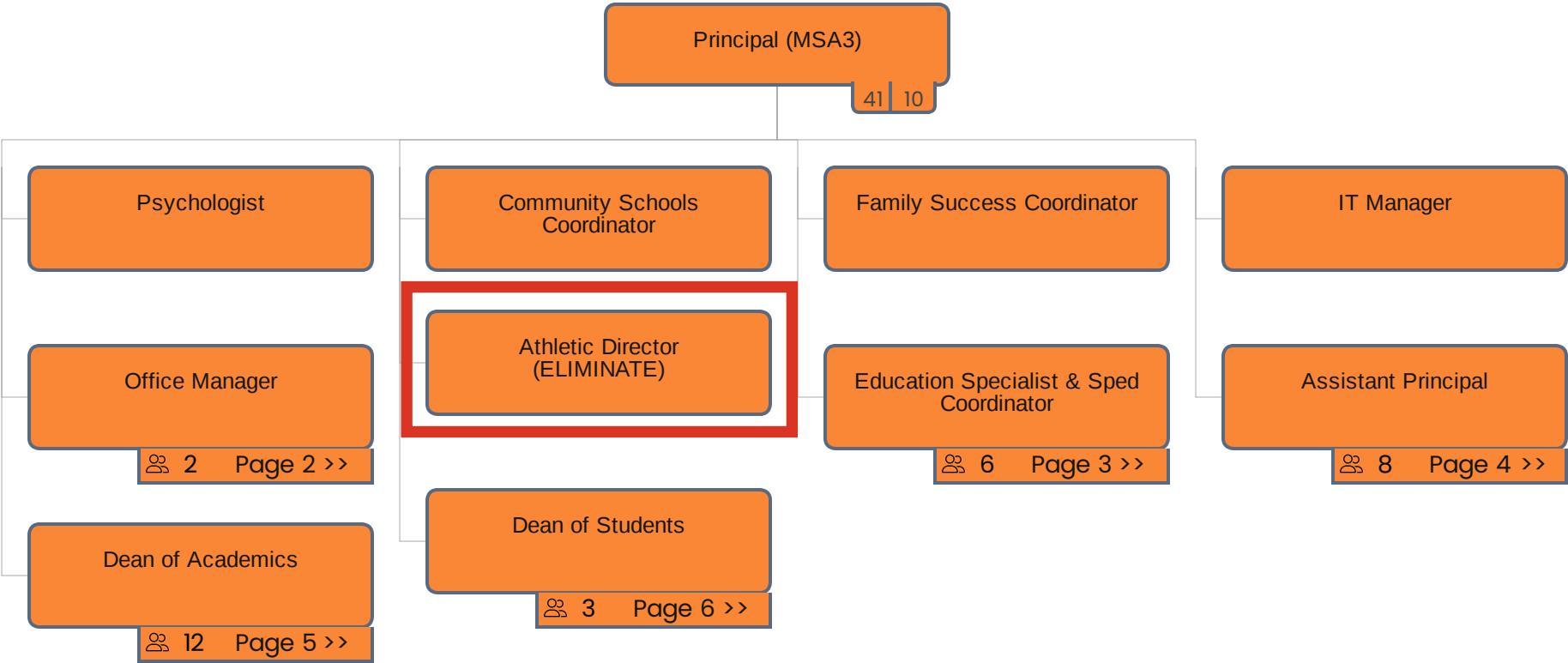


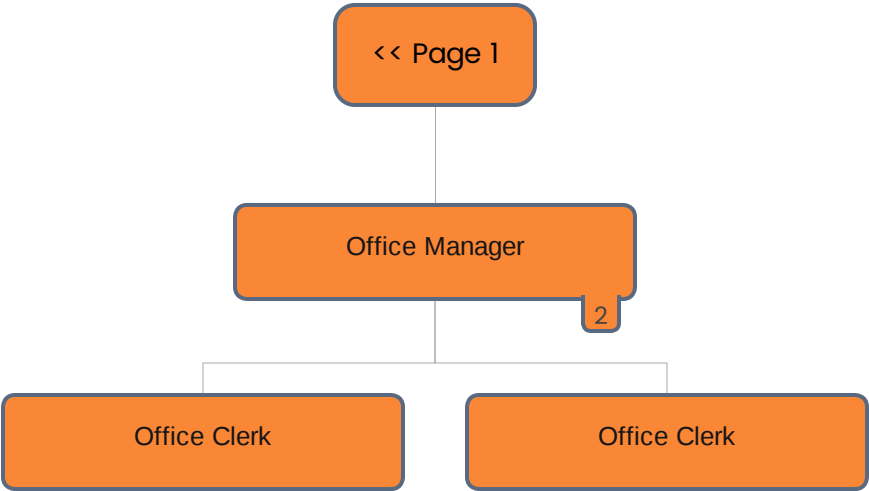


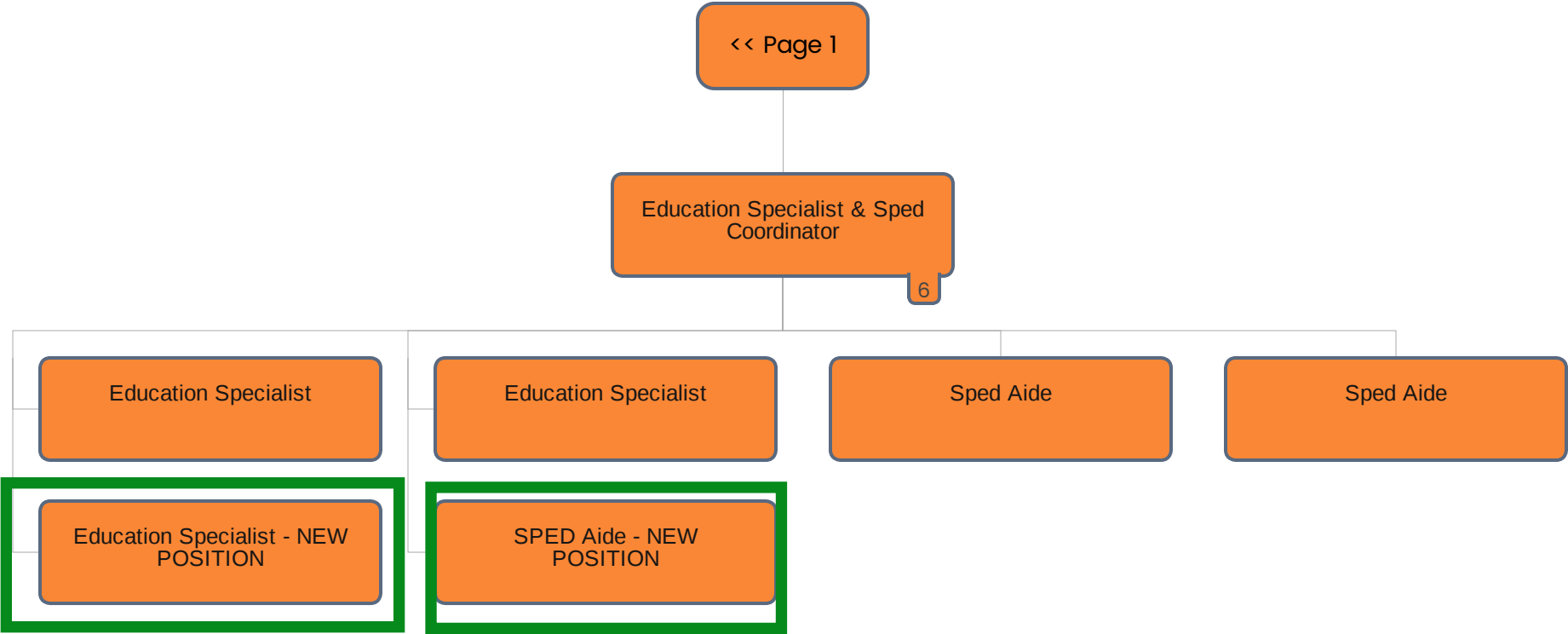




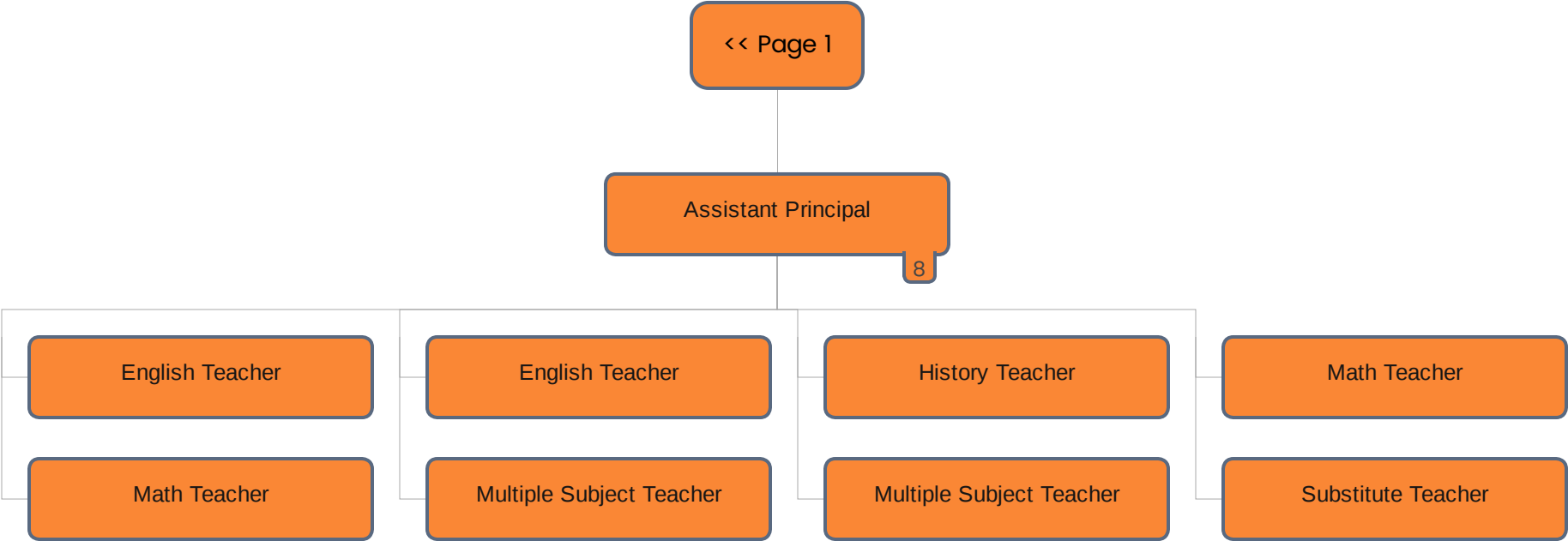


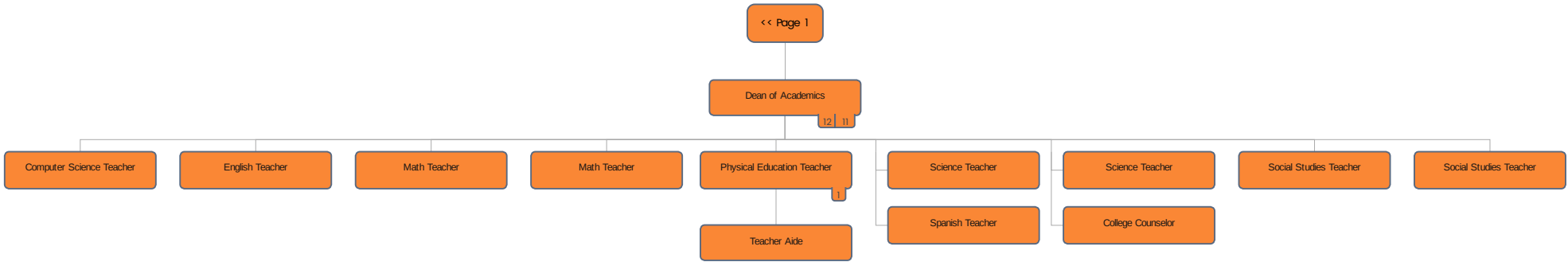


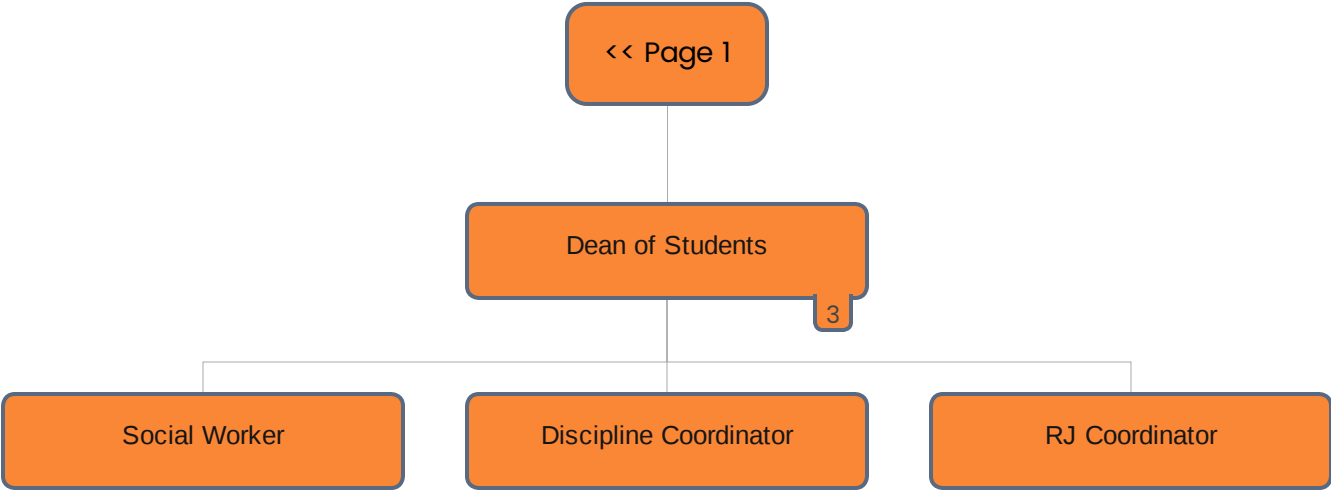


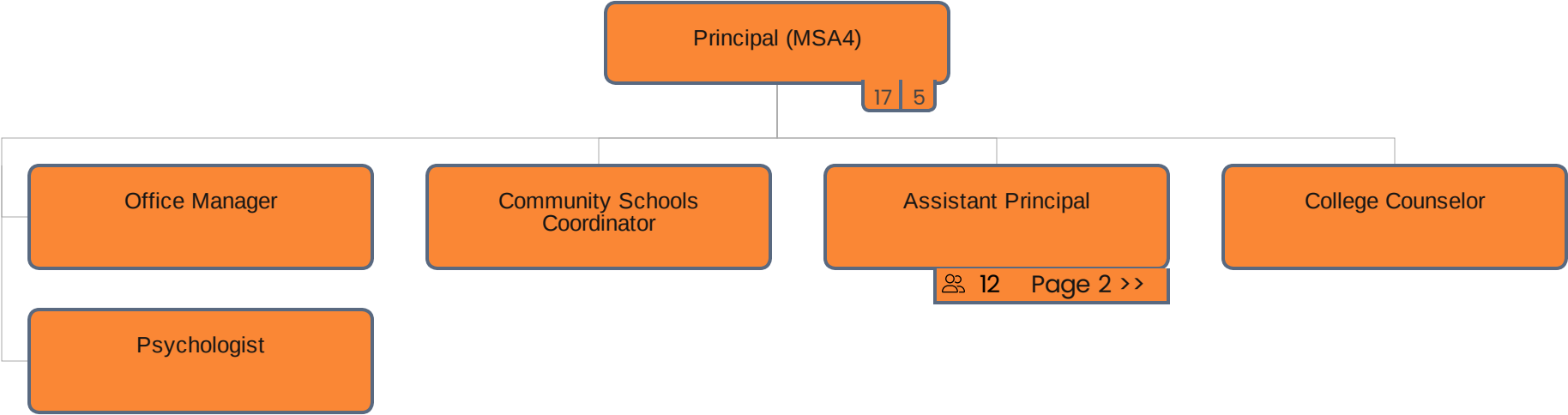


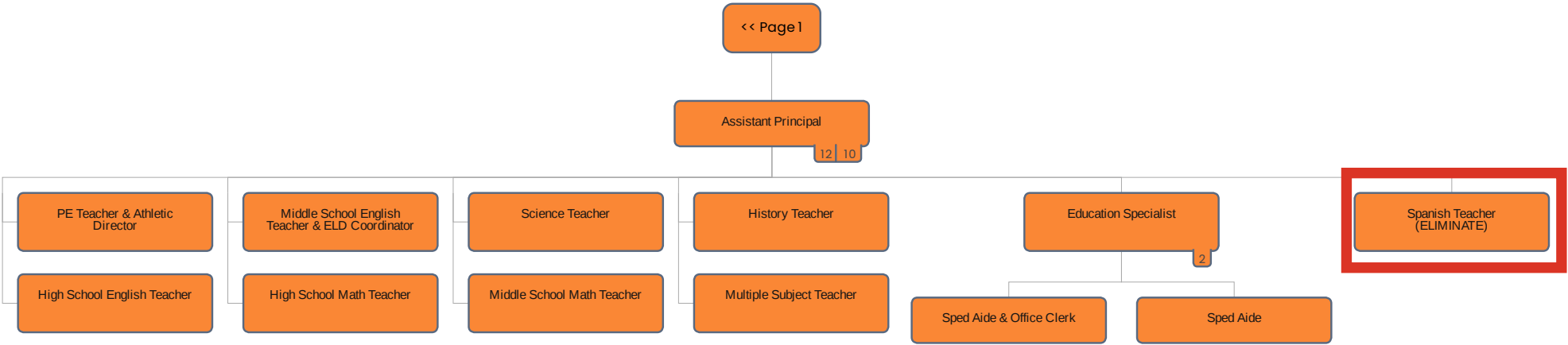


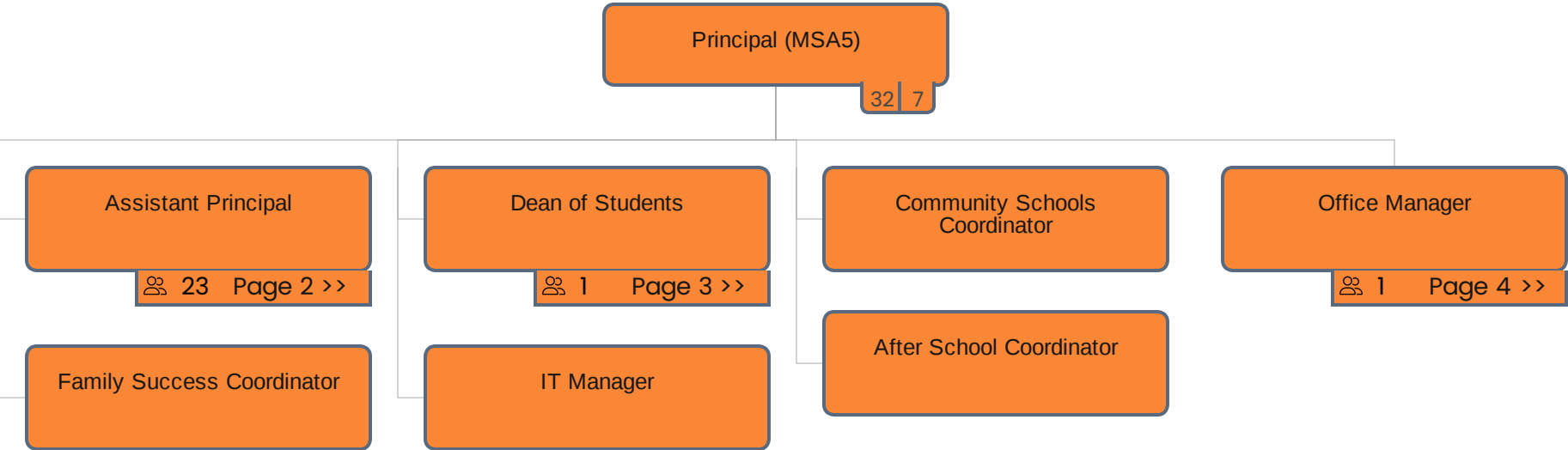


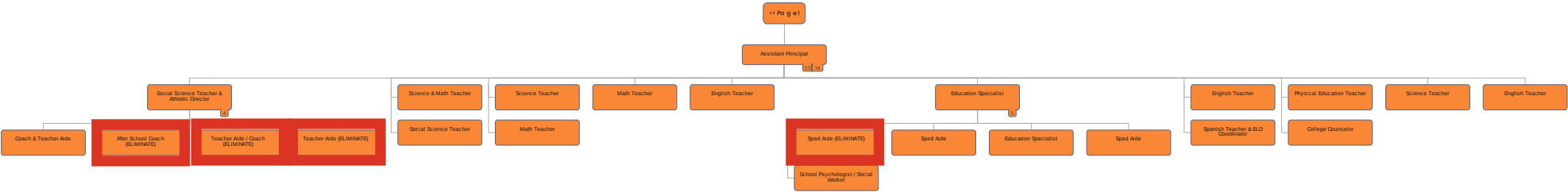


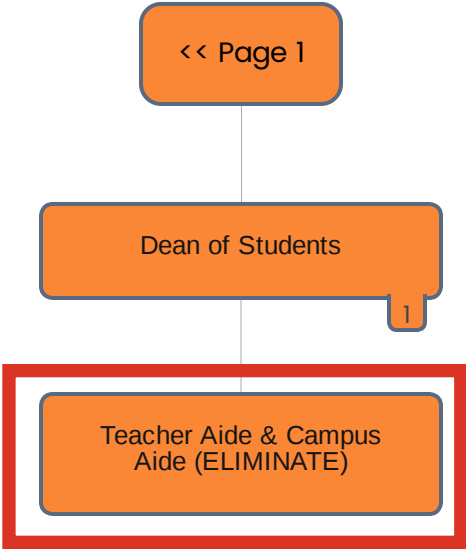




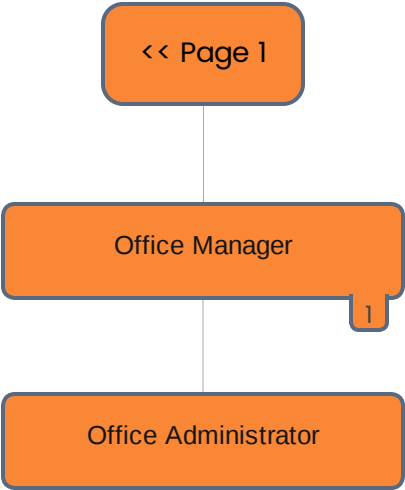


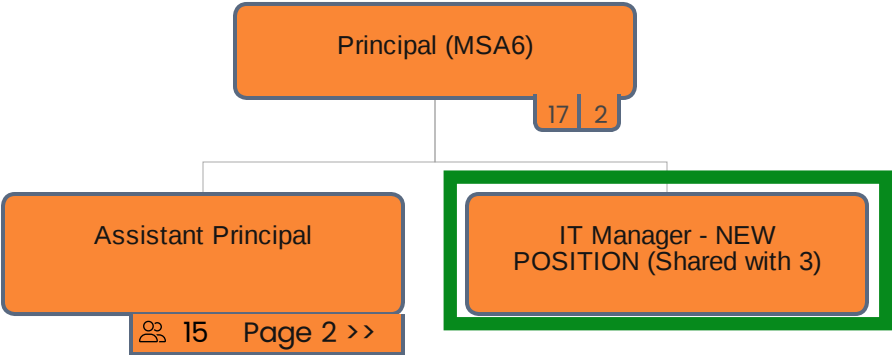


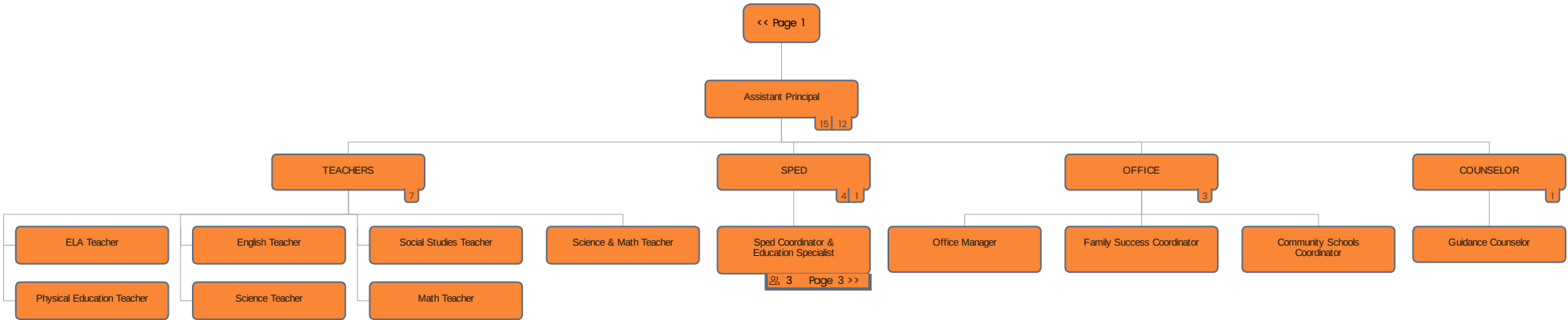


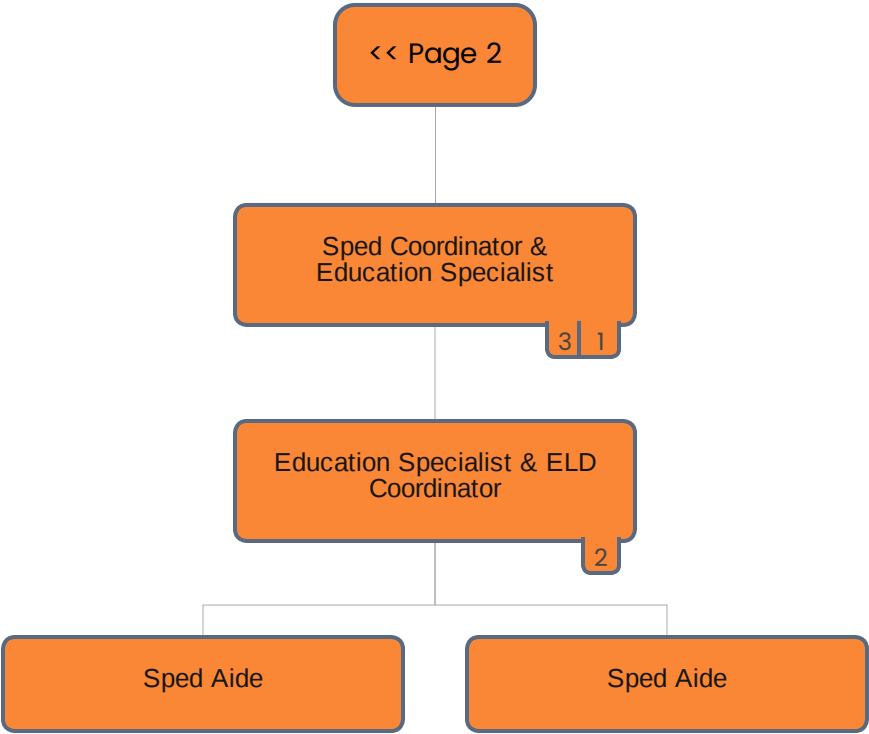


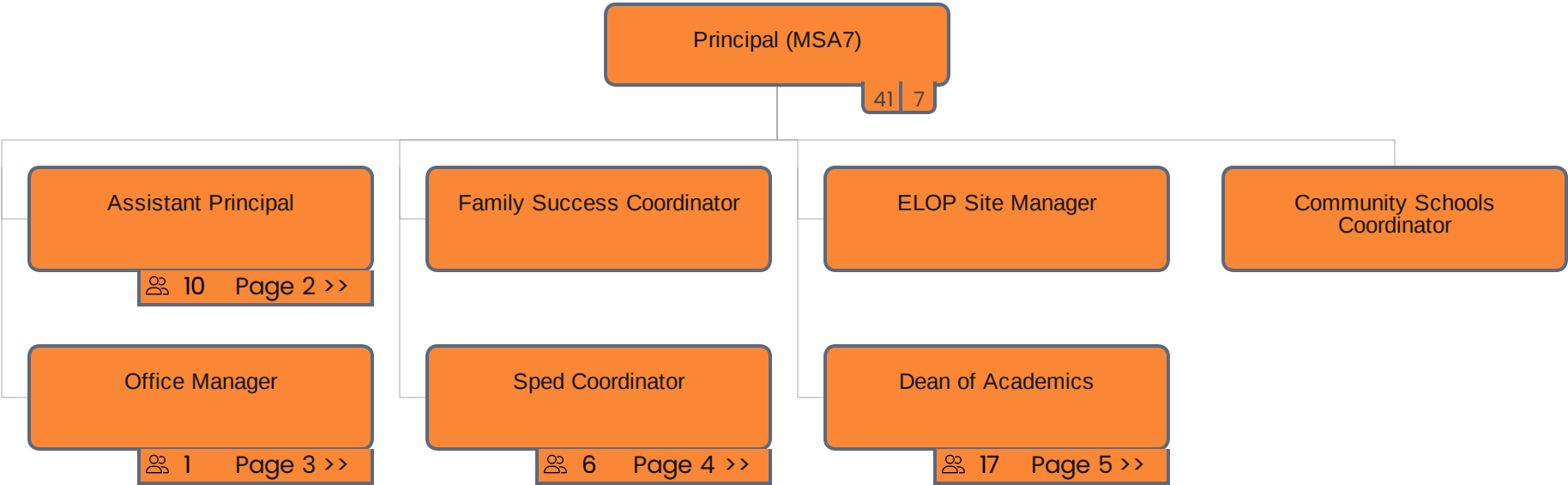


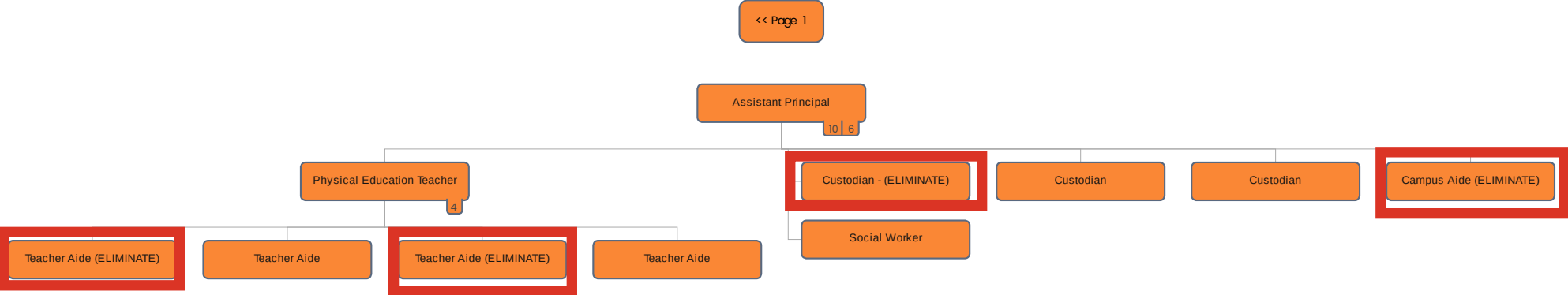


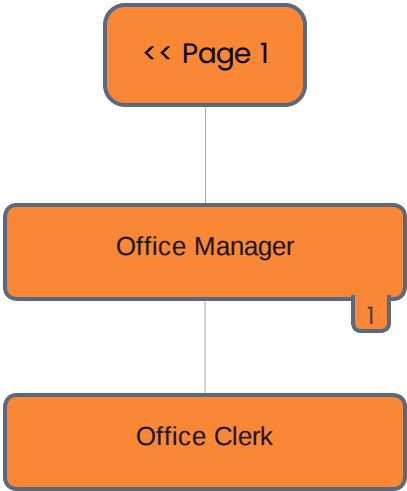


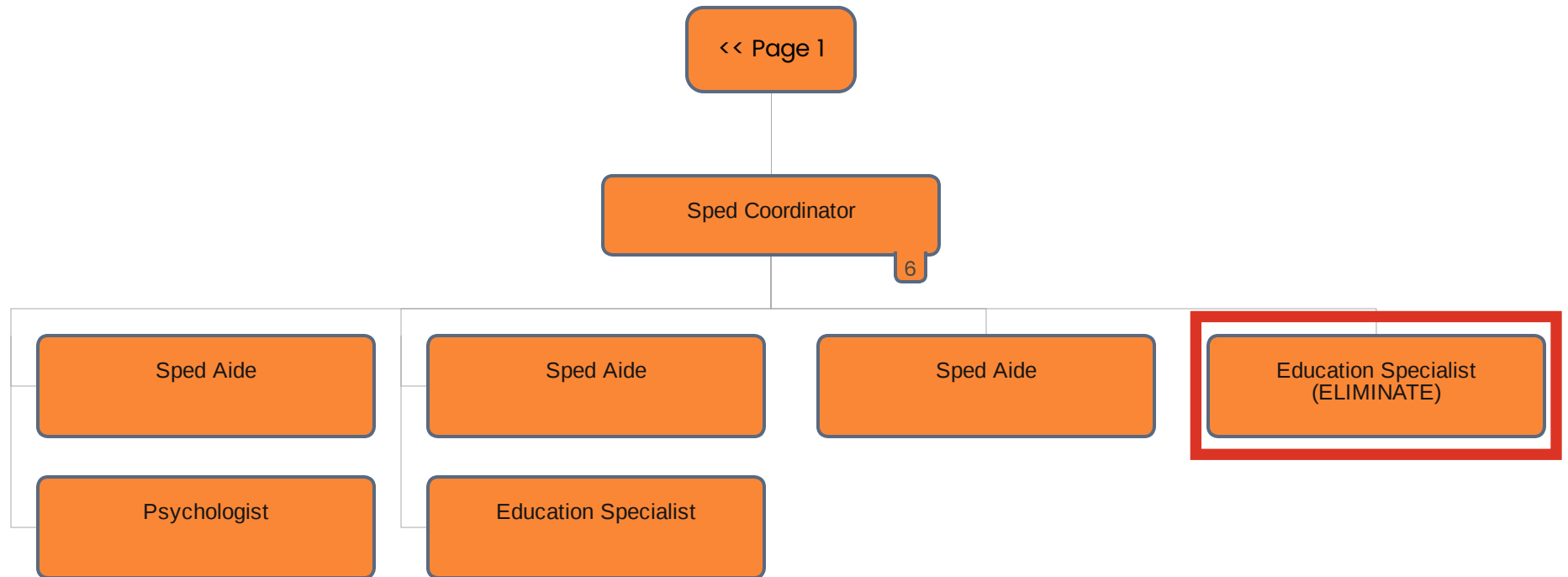




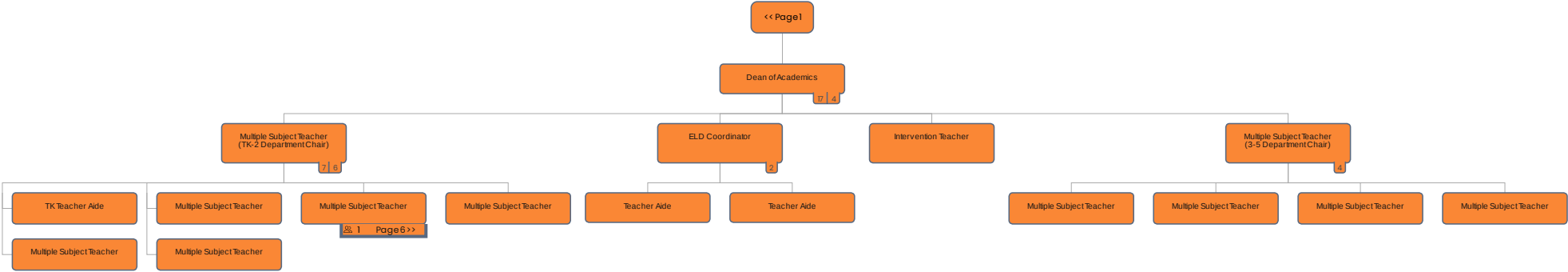


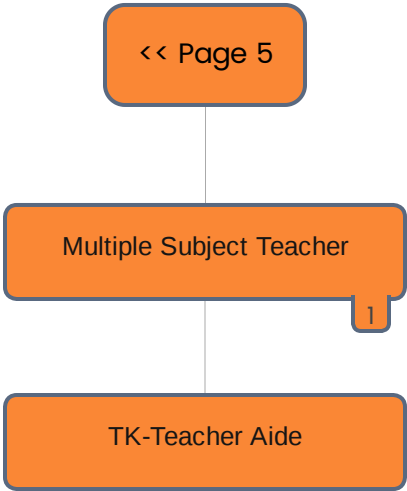


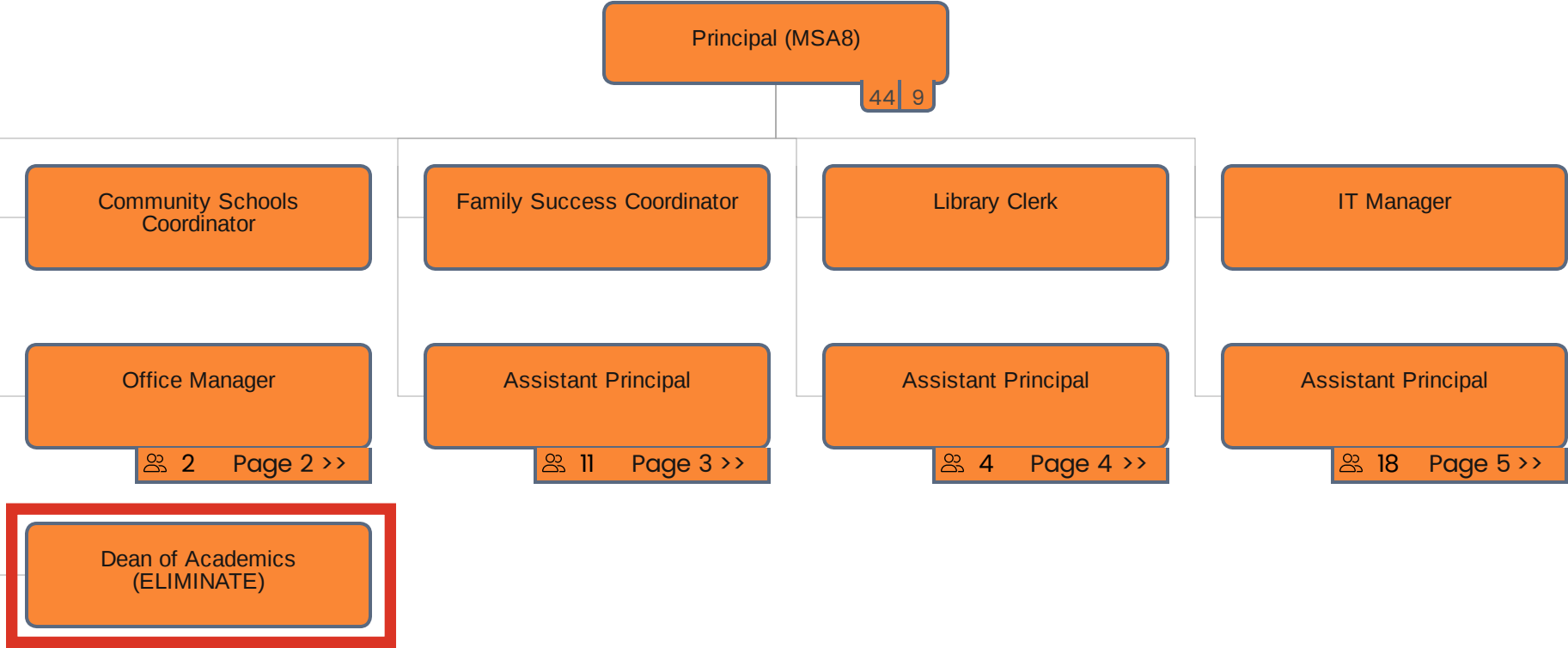


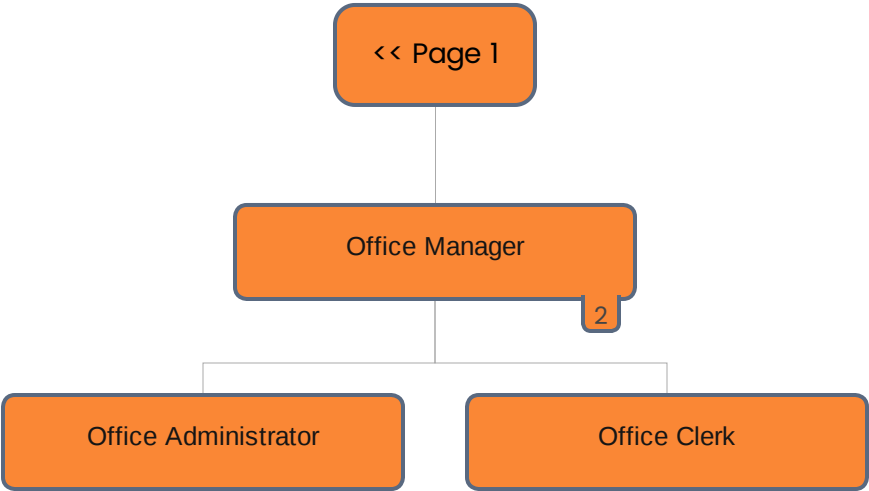


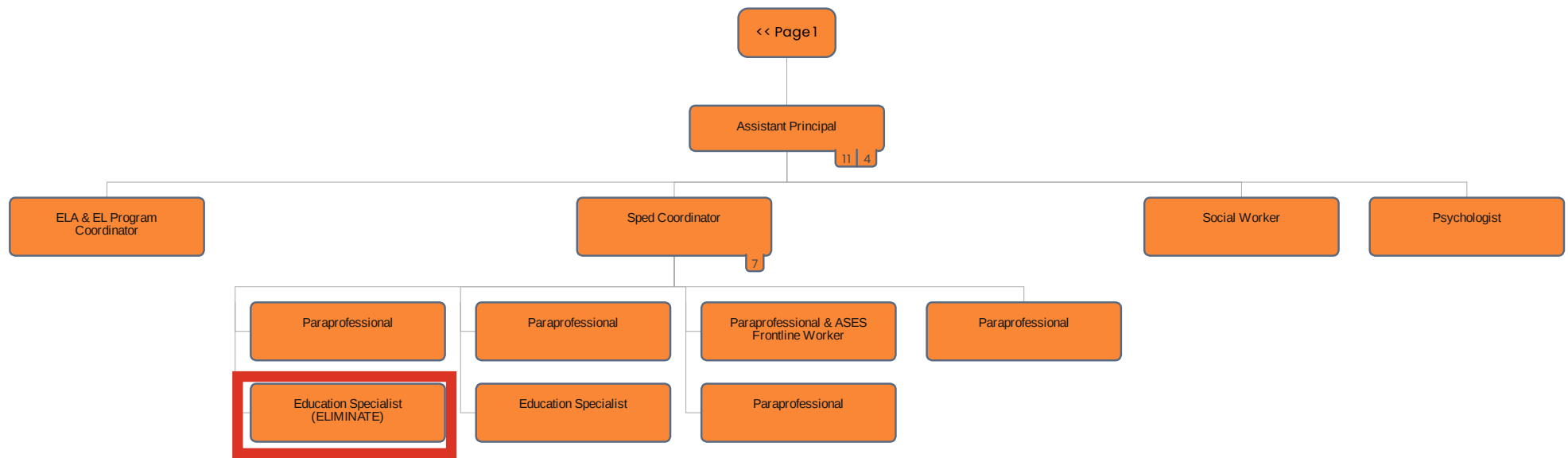


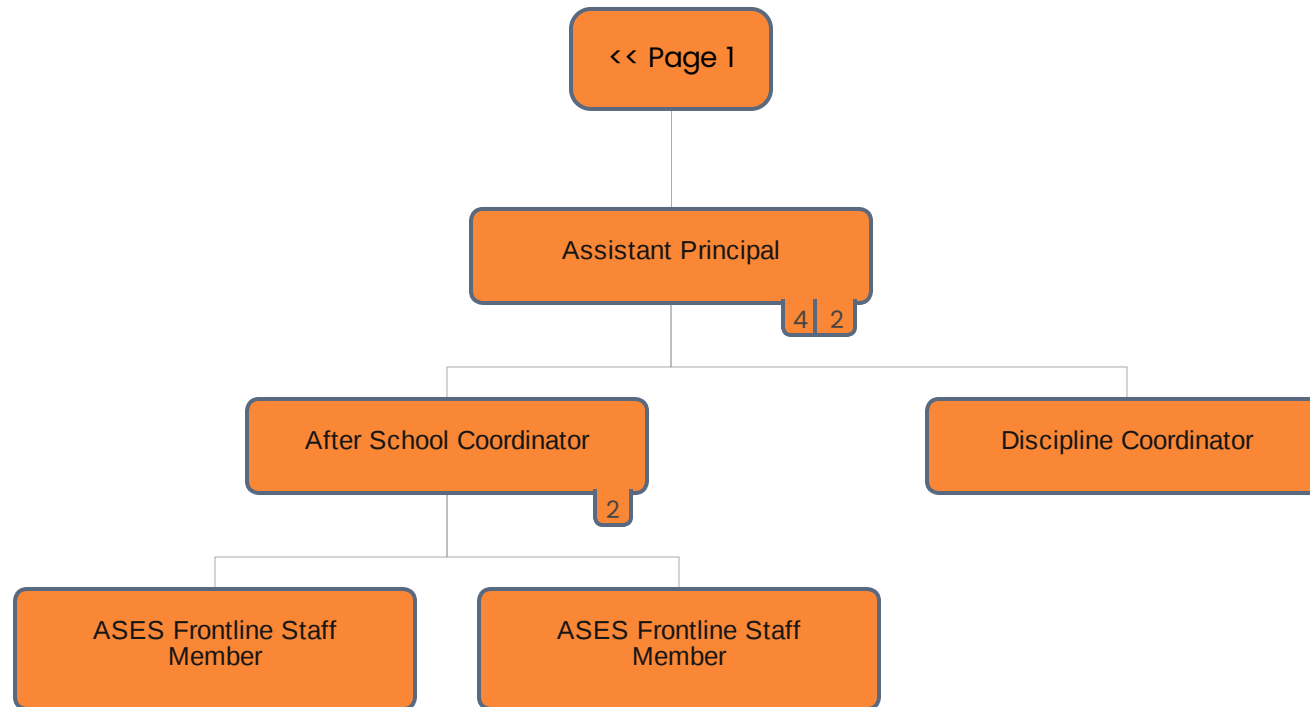


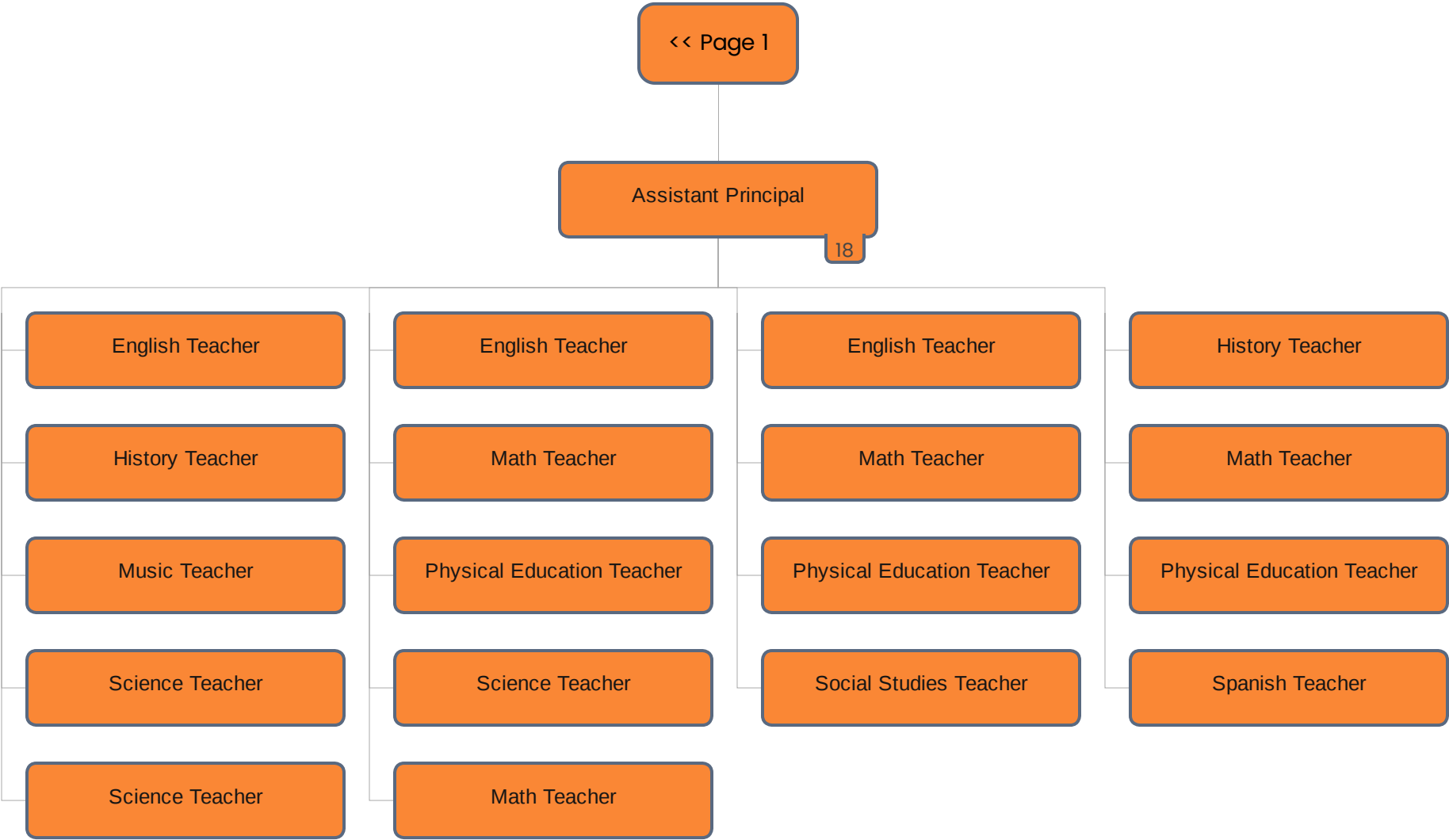


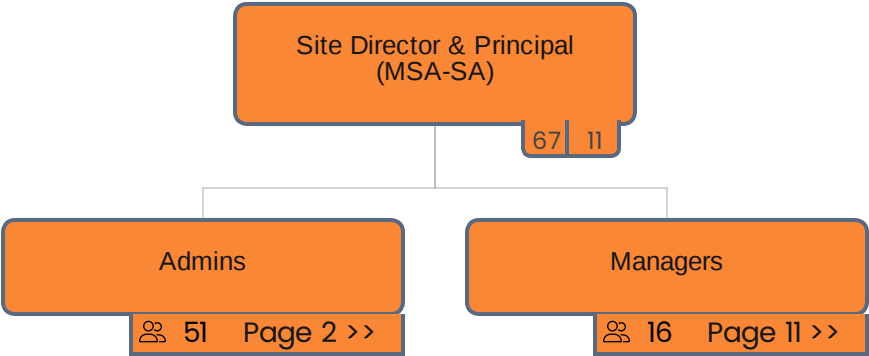




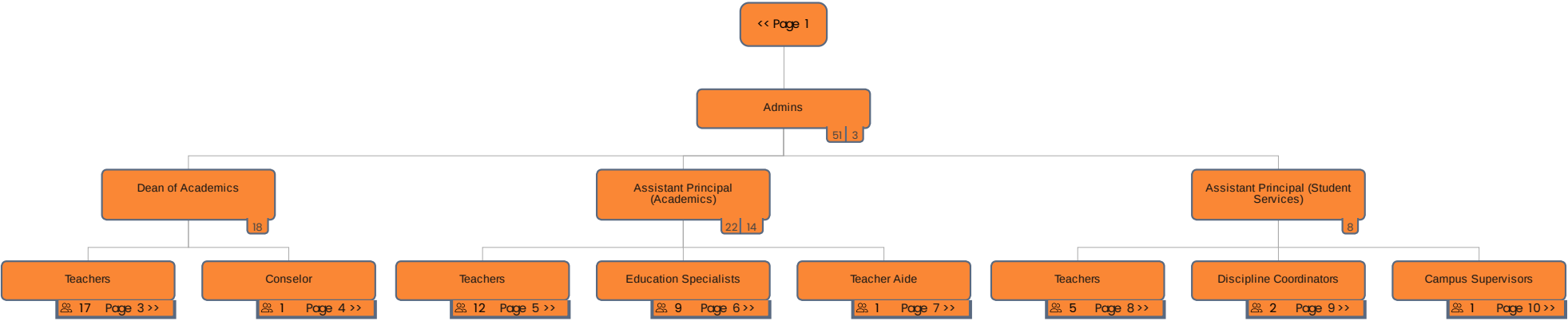


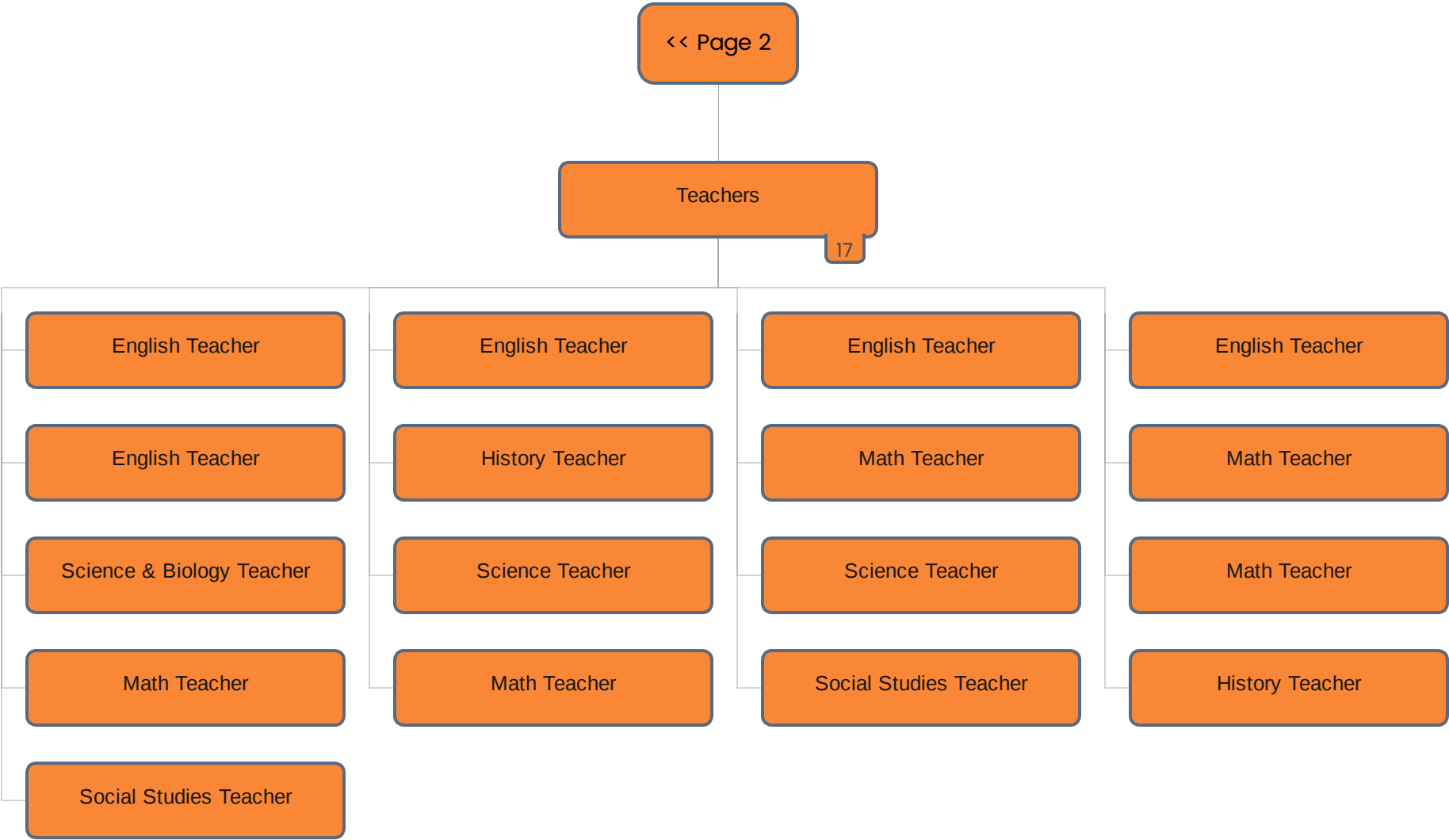


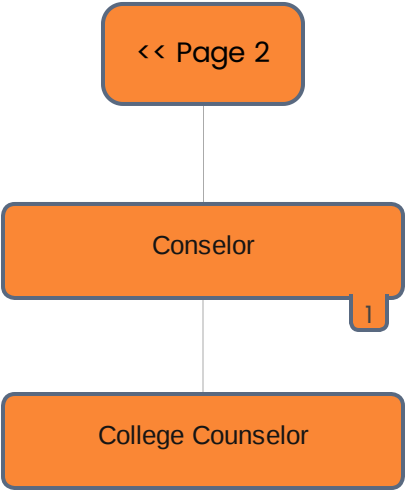


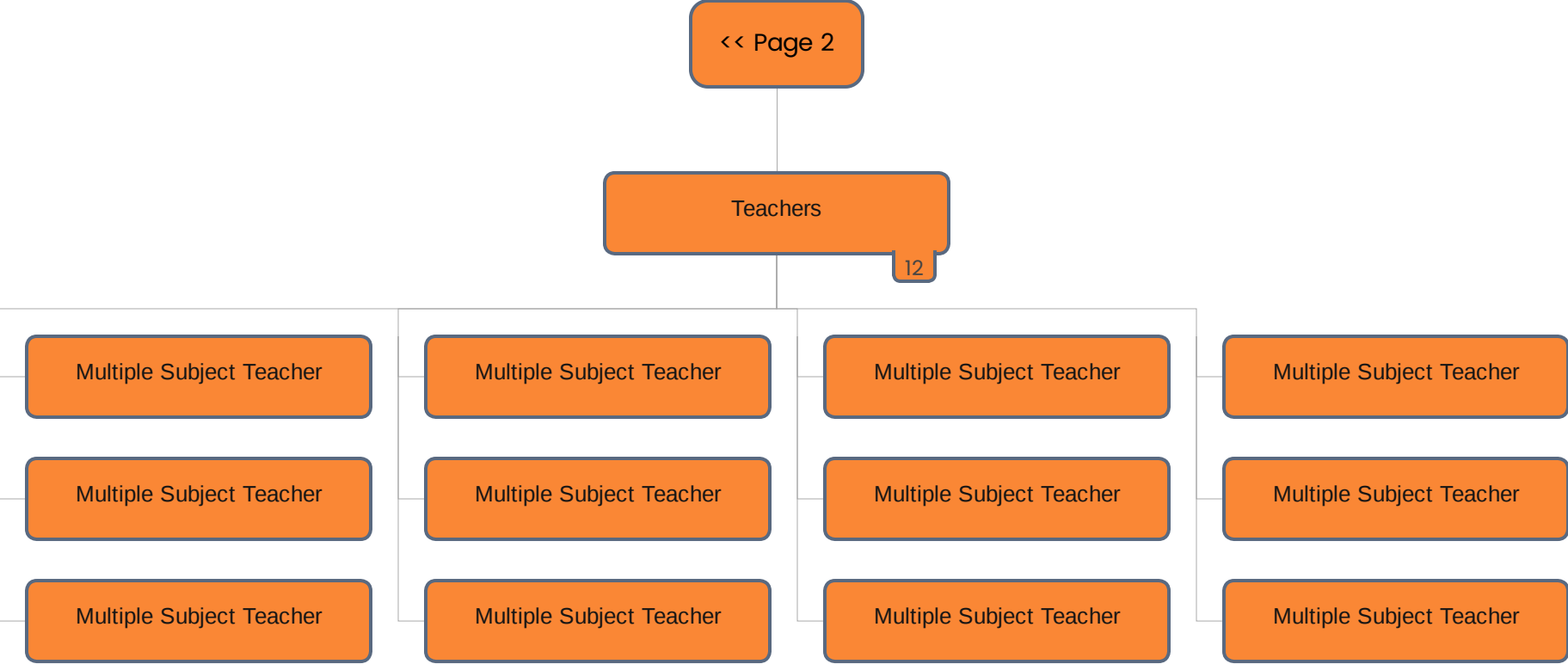


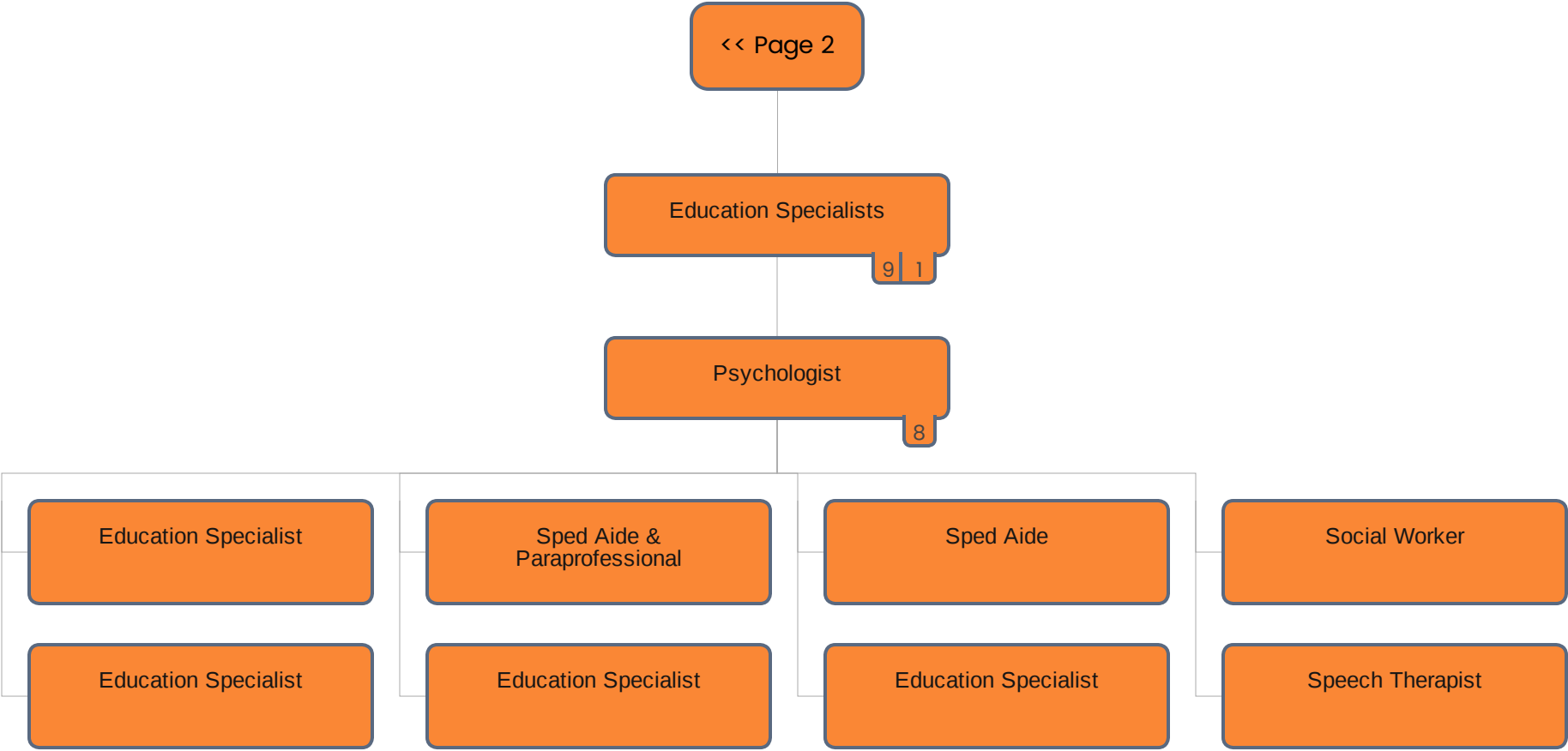


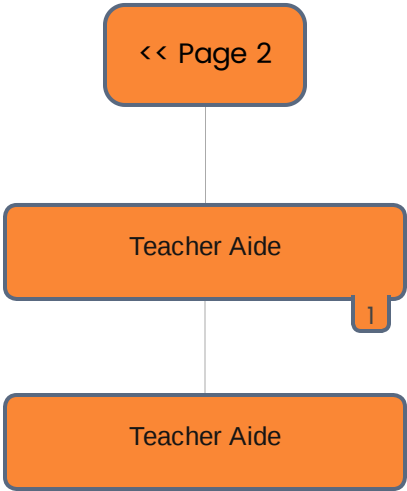


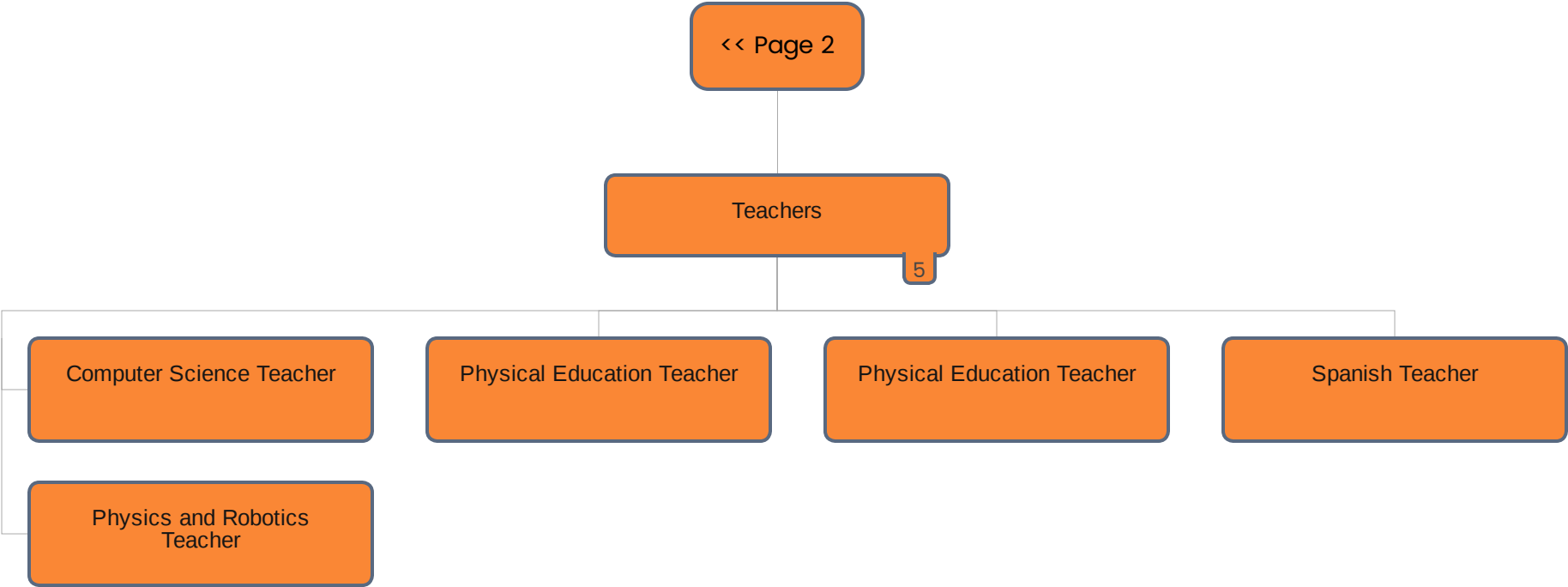


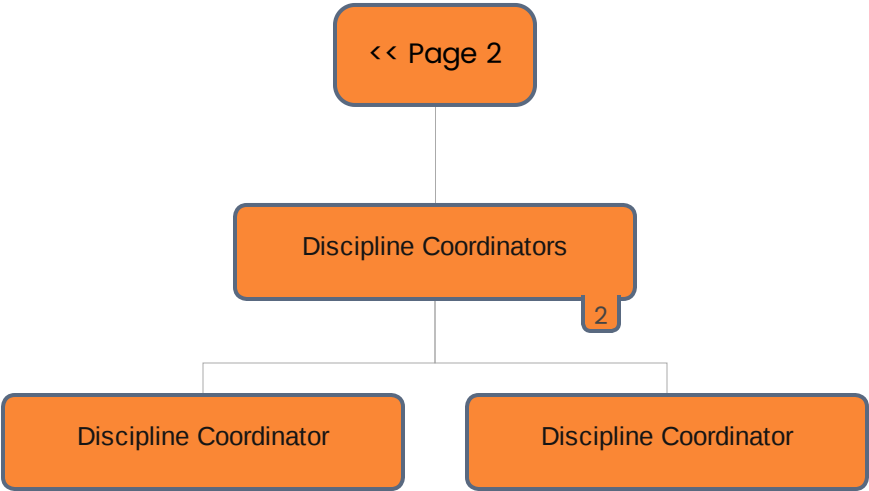




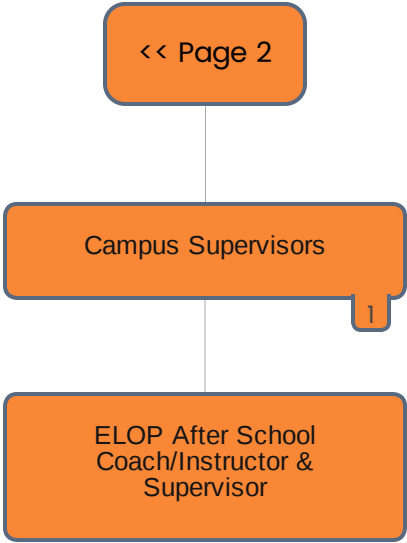


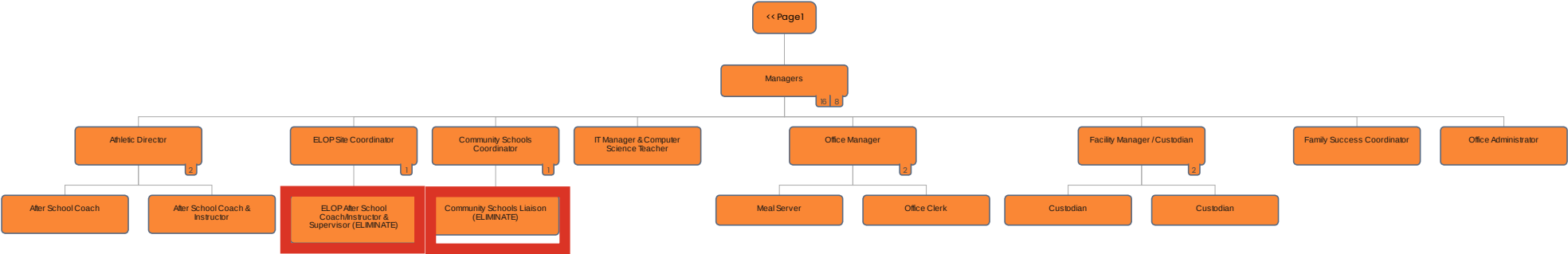


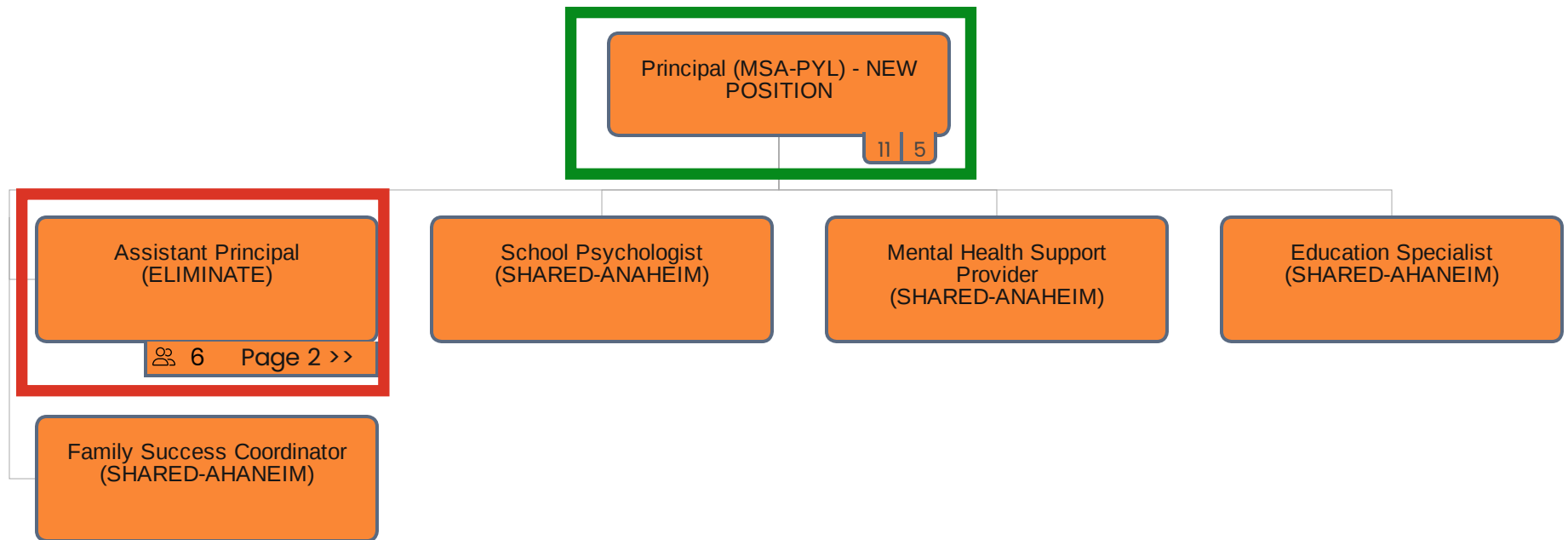


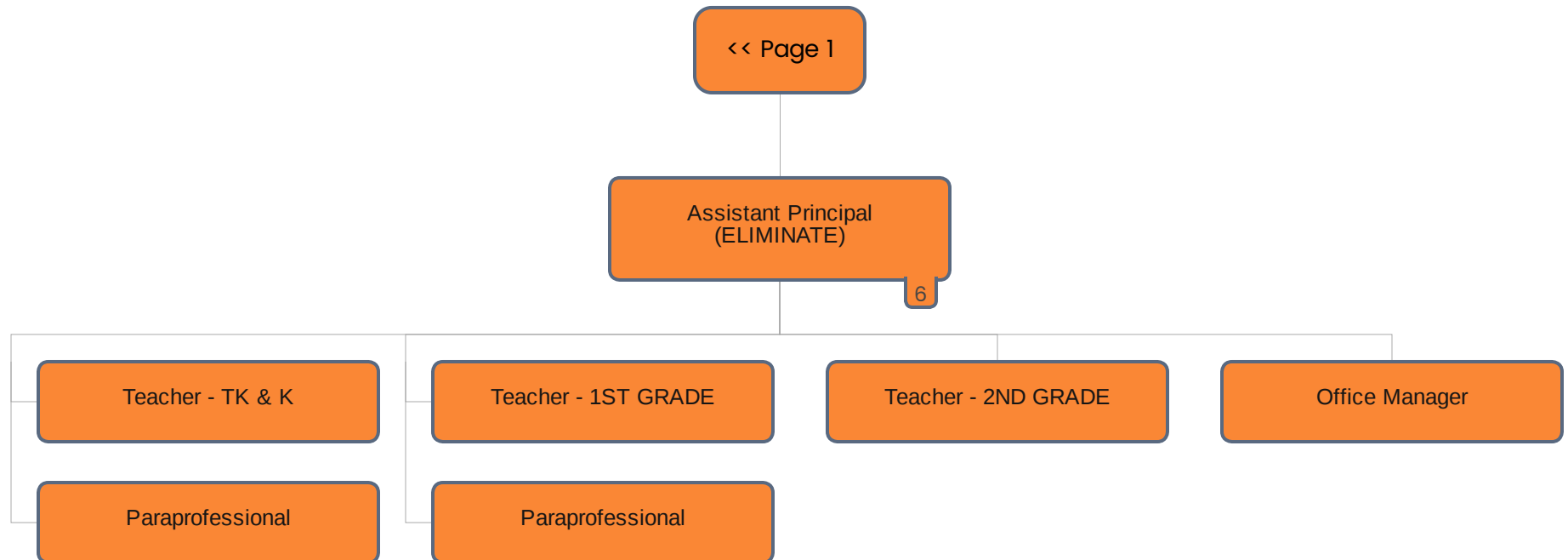












## Coversheet

### Approval of General Contractor for Magnolia Science Academy-5 Charter School Facilities Program Increment #2

**Section:** III. Action Items  
**Item:** B. Approval of General Contractor for Magnolia Science Academy-5  
Charter School Facilities Program Increment #2  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
III\_B\_General Contractor for Magnolia Science Academy-5 Project Increment 2.pdf



<b>Agenda Item:</b>	III B: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ <b>MPS</b> ”) Board of Directors (the “ <b>Board</b> ”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of General Contractor for Magnolia Science Academy-5 Project Increment Number 2 Scope of Work

#### **Action Proposed:**

MPS Staff recommends that the Board motion to approve (1) the selection of Del Amo Construction LLC (“**DAC**”) as the General Contractor for the amenities and auxiliary work portion of the increment number 2 scope of work for the Magnolia Science Academy-5 project at 7111 Winnetka Avenue (the “**Project**”) and its bid of Seven Million Four Hundred Eight Thousand Seven Hundred Seventeen Dollars (\$7,408,717) and (2) further approve that MPS Staff be authorized to negotiate and sign a contract with DAC in such form as MPS Staff may deem appropriate and in the best interests of MPS.

#### **Purpose:**

The approval will allow MPS to move forward with DAC to execute the Increment 2 site work portion of the Project and allow the Project to be delivered in time for the 2026-27 school year.

#### **Background:**

The Project was divided into three increments by the Project team in order to allow construction to commence as discrete portions of the Project design were completed and approved by the Division of the State Architect (“**DSA**”) to ensure timely delivery of the Project. The three increments are described as follows:



1. **Increment 1:** Primarily focused on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages. The Board previously approved Pro-Craft Construction Inc. ("**PCC**") to complete the increment 1 scope. Increment 1 is almost complete. Progress pictures are attached as Exhibit A.
2. **Increment 2:** Focuses on fabricating and installing the modular classroom building, installing solar carports, and continuing site work. MPS previously signed a design build contract with Silver Creek Modular LLC for the modular classroom building portion of Increment 2. The balance of Increment 2 was split into two packages – solar carports and everything else. Silver Creek and its subcontractors have been onsite doing foundation work. Progress pictures are attached as Exhibit A.
3. **Increment 3:** Focuses on the gymnasium's construction. DSA is presently reviewing the plans for increment number 3. Their approval is expected in December 2025.

Prequalification and Bidding Process:

The timeline for the prequalification and bidding process was as follows:

- **Prequalification:** Per Code requirements, the Project's construction manager Gateway Science & Engineering ("**GSE**") invited general contractors and subcontractors to prequalify for the Project. In addition, invitations to prequalify were posted on the MPS website, on GSE's website, and in a local paper of general circulation. The postings and advertisements were made in May 2025. Prequalification applications were due September 4, 2025. The names of the firms that successfully submitted prequalification applications were published on September 9, 2025. The list of names is attached as Exhibit A.
- **Bidding:** GSE invited general contractors and subcontractors to bid on the Project. In addition, invitations to bid were posted on the MPS website, on GSE's website, and in a local paper of general circulation. Advertisements were posted on July 21, 2025 and on August 5, 2025. Bids were due on September 18, 2025 at 3 pm and opened on the same date at 5 pm. MPS received three (3) bids. The list of names of the bidders is as follows.



Name of Bidder	Package #1	Package #2
Del Amo Construction	\$7,408,717.00	\$898,537.00
Pro-Craft Construction	\$8,130,000.00	\$889,000.00
2H Construction	\$9,498,000.00	\$994,000.00

- DAC was the lowest apparent bidder for the site work package and PCC was the lowest apparent bidder for the solar work.
- **Post Bid Opening:** Following the bid opening, GSE reviewed the received bids to confirm they met all the bid requirements. One of the subcontractors listed by DAC that was supposed to be prequalified was not in fact prequalified. GSE notified DAC of the subcontractor's failure to prequalify.

PCC requested a copy of DAC's bid which was provided to them. Thereafter, on September 24, 2025 PCC filed a protest requesting that DAC's bid be disqualified due to the fact that certain formalities (signatures and corporate seals) were not met and the subcontractor that was supposed to be prequalified was not. MPS Staff shared the protest with DAC and requested that it respond.

DAC submitted a response to PCC's protest on October 1, 2025. DAC claimed that the listed subcontractor that was required to prequalify but failed to do was listed erroneously (an inadvertent clerical error). The California Public Contract Code allows such clerical errors to be corrected. DAC did so by providing the appropriate notices to the parties. DAC also stated that failure to meet certain formalities should not nullify its bid.

MPS Staff and GSE consulted with MPS's attorney Hugh Lee from Tao Rossini regarding PCC's protest and DAC's response. Mr. Lee advised that MPS could waive the formality errors and could accept DAC's correction of the inadvertent clerical error.

### **Analysis:**

MPS Staff in consultation with GSE, the Project's CM, and its attorney at Tao Rossini has determined that DAC met the requirements of a public bid and adequately corrected an inadvertent clerical error.





### Impact:

The selection of DAC enables the Project's Increment 2 site work to move forward without delay, significantly increasing the likelihood of on-time completion and ensuring the Project will be ready for occupancy by the 2026–27 school year. An updated timeline is attached as Exhibit B.

### Budget Implications:

In May 2025 GSE provided MPS with a revised budget that increased increment 2 costs from the previous estimate of approximately Three Million One Hundred Thousand Dollars (\$3,100,000) to approximately Seven Million Five Hundred Thousand Dollars (\$7,500,000).

GSE has explained that the cost increases are due to, among other things, changes in the site work necessitated by the switch from site built ground up construction to factory fabrication and site installation, additional DSA requirements associated with the increment 2 plans, and changes required by the California Department of Education ("**CDE**") that added additional square footage, including square footage on the roof and additional balconies.

The DAC bid of approximately 7.4 Million Dollars is in line with said estimate. The Project Budget is set forth below.

	February 13, 2025	May 14, 2025	November 13, 2025		Change Feb 13 to Nov 13
<b>Project Costs (Acquisition, Soft, CM and Financing)</b>					
Acquisition Costs	\$ 10,434,239.00	\$ 10,434,239.00	\$ 10,434,239.00		\$ -
Magnolia Soft Costs	\$ 5,362,225.00	\$ 5,175,152.50	\$ 5,204,787.50		\$ (157,437.50)
Owner's Contingency	\$ 1,000,000.00	\$ 1,000,000.00	\$ 750,000.00	[a]	\$ (250,000.00)
Financing Costs (CLI Capital)	\$ 1,698,433.69	\$ 1,698,433.69	\$ 1,698,433.69		\$ -
Financing Costs (Bridge Financing GANs)	\$ 400,000.00	\$ 1,250,000.00	\$ 2,292,803.44	[b]	\$ 1,892,803.44
Prior CM Total	\$ 217,407.30	\$ 217,407.30	\$ 217,407.30		\$ -
Current CM Contract Total	\$ 2,429,250.00	\$ 2,429,250.00	\$ 2,429,250.00		\$ -
Subtotal	\$ 21,541,554.99	\$ 22,204,482.49	\$ 23,026,920.93		\$ 1,485,365.94
<b>Development Costs (Hard Costs)</b>					



	February 13, 2025	May 14, 2025	November 13, 2025	Change Feb 13 to Nov 13
Sitework	\$ 7,840,000.00	\$ 12,540,404.00	\$ 12,205,640.86	\$ 4,365,640.86
Increment No. 1	\$ 3,830,000.00	\$ 3,960,000.00	\$ 4,796,923.86	\$ 966,923.86
Increment No. 2	\$ 4,010,000.00	\$ 8,580,404.00	\$ 7,108,717.00	\$ 3,098,717.00
Classroom Bldg (Modular)	\$ 25,131,386.00	\$ 25,000,000.00	\$ 24,500,000.00	\$ (631,386.00)
FF&E	\$ 748,500.00	\$ 748,500.00	\$ 348,500.00	\$ (400,000)
Miscellaneous	\$ 310,000.00	\$ 310,000.00	\$ -	\$ (310,000)
Subtotal	\$ 41,764,156.47	\$ 46,333,174.47	\$ 37,054,140.86	\$ (4,710,015.61)
<b>Total Est Development Cost w/o Gym</b>	<b>\$ 55,571,440.99</b>	<b>\$ 60,803,386.49</b>	<b>\$ 60,081,061.79</b>	<b>\$ 4,509,620.80</b>
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym	<b>\$ (4,739,108.99)</b>	<b>\$ (9,971,054.49)</b>	<b>\$ (9,248,729.79)</b>	<b>\$ 4,50,620.80</b>

#### Notes to November 13, 2025 Budget Column

<i>a</i>	<i>Contingency adjusted based on work completed to date</i>
<i>b</i>	<i>Inclusive of interest on GANs, costs of issuance and net of interest earned on GAN account</i>
<i>c</i>	<i>Reflects actual bid amounts for increment 2</i>
<i>d</i>	<i>Reflects separate financing of solar PV; does not include expected tax credits of min \$250k</i>
<i>e</i>	<i>Reflects reduction of increment 2 scope [playfield, basketball court]</i>
<i>f</i>	<i>Reflects expected costs for FF&amp;E</i>

In the table above, the total increment 2 cost is the sum of the site work and solar costs based on the received bids. Silver Creek Modular has recommended, and MPS Staff has accepted value engineering options which will yield approximately \$400,000 in savings.

The cost increases are driven by a mix of design evolution, client-requested additions (fencing, lighting), utility requirements from LADWP, and general material/labor escalations. Some reductions (like the electrical enclosure) offset costs slightly, but large additions in site electrical, playfield gravity walls, and building features more than doubled in some categories.

MPS Staff is evaluating ways of covering the overage including but not limited to drawing on a line of credit, using future bond proceeds issued in conjunction with the purchase of a property



in escrow for MSA-4 and MSA-6, using intra-organization loans, philanthropy and any combination thereof. MPS Staff will keep the Board apprised of progress and expects to bring a proposed structure to the Board for approval before the end of the first quarter of 2026.

**Timeline:**

An updated timeline is attached as Exhibit B. Silver Creek's subcontractor is now on site working on the foundations. Silver Creek is currently fabricating the modules in its factory and has commenced shipping them to a staging area. Project substantial completion is expected in May 2026 in time for the 2026-27 school year.

**Exhibits:**

Exhibit A	Prequalification Results
Exhibit B	Updated Project Timeline
Exhibit C	Progress Pictures



## Exhibit A

### Prequalification Results

**MAGNOLIA PUBLIC SCHOOLS - PREQUALIFICATION RESULTS - MAGNOLIA SCIENCE ACADEMY INCREMENT 2 - LAST UPDATED: 9/9/2025**

Company	Address	Contact	Phone	Email	License	Expires
2H Construction, Inc.	2653 Walnut Avenue Signal Hill, CA 90755	Ryan Shotwell	(562) 424-5567	<a href="mailto:ryan@2hconstruction.com">ryan@2hconstruction.com</a>	A, B	7/22/2026
A-1 Electric Service Company Inc.	4204 Sepulveda Blvd. Culver City, CA 90230	Scott Pieper	(310) 204-1077	<a href="mailto:spieper@a-1electric.com">spieper@a-1electric.com</a>	C-10	8/13/2026
AC Pros, Inc.	7046 Darby Ave Reseda, CA 91335	Miriam Mosqueda	(818) 342-7767	<a href="mailto:acprosinc@gmail.com">acprosinc@gmail.com</a>	B, C-10, C-20, C-36	7/31/2026
Access Electric, Inc.	1193 Warner Avenue Tustin, CA 92780	Tabitha Spatacean	(714) 689-2310	<a href="mailto:tabitha@accesselectricinc.com">tabitha@accesselectricinc.com</a>	C-10	8/13/2026
ACCO Engineered Systems, Inc.	888 E. Walnut Street Pasadena, CA 91101	David Rea	(818) 288-2382	<a href="mailto:prequal@accoes.com">prequal@accoes.com</a> <a href="mailto:drrea@accoes.com">drrea@accoes.com</a>	A, B, C-4, C-10, C-16, C-20, C-36, C-38, C-42	8/21/2026
Apex Fire Protection	2155 Verdugo Boulevard # 220 Montrose, CA 91020	Zare Babayan	(818) 957-3400	<a href="mailto:apexfireinc@yahoo.com">apexfireinc@yahoo.com</a>	C-16	8/6/2026
Atlas Sheet Metal, Inc.	11614 Martens River Circle Fountain Valley, CA 92708	Raelene Price	(949) 600-8787	<a href="mailto:raelene@atlassheetmetal.com">raelene@atlassheetmetal.com</a>	C-43	9/4/2026
Avidex Industries, LLC	20382 Hermana Cir. Lake Forest, CA 92630	Chris Kurtz	(949) 428-6373	<a href="mailto:biddesk@avidex.com">biddesk@avidex.com</a>	C-7, C-10	11/19/2025
Bali Construction, Inc.	9852 Joe Vargas Way South El Monte, CA 91733	Will Harris	(626) 838-5848	<a href="mailto:estimating@baliconstruction.com">estimating@baliconstruction.com</a>	A, C-4, C-16, C-36	8/28/2026
Bay City Mechanical, Inc.	870 Harbour Way South Richmond, CA 94804	Daniela Franco	(510) 233-7000	<a href="mailto:danielaf@baycitymech.com">danielaf@baycitymech.com</a>	B, C-4, C-20, C-36, C-43	9/4/2026
Best Contracting Services, Inc.	19027 S. Hamilton Avenue Gardena, CA 90248	Myris Guaballa	(310) 328-6969	<a href="mailto:estimating@bestcontracting.com">estimating@bestcontracting.com</a>	A, B, C-43	9/4/2026

Checkpoint Communications, Inc.	6442 Industry Way Westminster, CA 92683	James Shoaff	(714) 892-5050	<a href="mailto:bids@ccomwire.com">bids@ccomwire.com</a>	C-7, C-10	8/28/2026
Christianbelle Electric Inc.	11580 I Ave Hesperia, CA 92345	David Placencia	(760) 948-3444	<a href="mailto:info@christianbelle.com">info@christianbelle.com</a>	B, C-10	7/22/2026
Danny Letner Inc. dba Letner Roofing Company	1490 N. Glassell Street Orange, CA 92867	Tatianna Moylan	(714) 633-0030	<a href="mailto:tmoylan@letner.com">tmoylan@letner.com</a>	B, C-43	9/4/2026
Del Amo Construction, LLC	23840 Madison Street Torrance, CA 90505	Jason Cave	(310) 892-5230	<a href="mailto:jcave@delamoconstruction.com">jcave@delamoconstruction.com</a>	B	9/4/2026
H. L. Moe Co., Inc.	526 Commercial Street Glendale, CA 91203	Chelsea Sullens	(818) 240-2040	<a href="mailto:csullens@moeplumbing.com">csullens@moeplumbing.com</a>	C-16, C-20, C-36, C-42	8/21/2026
HCI Systems, Inc.	1219 E. Elm St. Ontario, CA 91761	Dan Downs	(909) 628-7773	<a href="mailto:ddowns@hcisystems.net">ddowns@hcisystems.net</a>	C-7, C-10, C-16	8/21/2026
Kana Pipeline	12620 Magnolia Avenue Riverside, CA 92503	Nathan Young	(714) 986-1400	<a href="mailto:nyoung@kanapipeline.com">nyoung@kanapipeline.com</a>	A	9/4/2026
Kemp Bros	10135 Geary Avenue Santa Fe Springs, CA 90670	Mark Rettig	(562) 236-5000	<a href="mailto:mrettig@kempbros.com">mrettig@kempbros.com</a>	A, B	7/22/2026
KYA Services LLC	1800 East McFadden Avenue Santa Ana, CA 92705	Jessica Amaro	(714) 659-6477	<a href="mailto:prequal@theyagroup.com">prequal@theyagroup.com</a>	A, B, C-10, C-20	7/22/2026
M Wilson Company Contractors, Inc.	2605 Sierra Way La Verne, CA 91750	Michelle Darino	(909) 593-5272	<a href="mailto:mdarino@uia.net">mdarino@uia.net</a>	A, B, C-10	9/4/2026
Marina Landscape Inc.	3707 W. Garden Grove Blvd. Orange, CA 92868	Hue Ta	(714) 939-6600	<a href="mailto:estimator@marinaco.com">estimator@marinaco.com</a>	A, B, C-36	9/4/2026
Mel Smith Electric, Inc.	10950 Dale Avenue Stanton, CA 90680	Mel Smith	(714) 761-3205	<a href="mailto:estimating@melsmithelectric.com">estimating@melsmithelectric.com</a>	A, B, C-7, C-10	9/4/2026
Milender White, Inc.	1401 Dove St., Ste. 500 Newport Beach, CA 92660	Adam Mack	(949) 724-9531	<a href="mailto:amack@milenderwhite.com">amack@milenderwhite.com</a>	B	9/4/2026
Millie and Severson Inc.	2601 Serpentine Drive Los Alamitos, CA 90720	Corrina Grabis	(562) 493-3611	<a href="mailto:cgrabis@mandsinc.com">cgrabis@mandsinc.com</a>	A, B	8/13/2026
National Fail Safe	6442 Industry Way Westminster, CA 92683	Dylan Puskas	(714) 895-4543	<a href="mailto:dylan@nf-s.com">dylan@nf-s.com</a>	B, C-7, C-10	8/28/2026

Ohno Construction Company	8884 Jurupa Road Jurupa Valley, CA 92509	Michio Marcus Ohno	(619) 278-8824	<a href="mailto:mail@ohnoconstruction.com">mail@ohnoconstruction.com</a>	A, B	7/22/2026
On Target Electric, Inc.	3002 Dow Ave., Bldg. 100, Ste. 132 Tustin, CA 92780	Heberto Dominguez	(714) 944-7419	<a href="mailto:herbd@ontargetelectric.com">herbd@ontargetelectric.com</a>	B, C-7, C-10	9/4/2026
Pathway Communications LTD	12740 Danielson Ct Poway, CA 92064	Becky Thurmon	(858) 324-1036	<a href="mailto:beckyt@pcomus.com">beckyt@pcomus.com</a>	C-7	7/22/2026
PCN3, Inc.	10591 Humbolt Street, Unit A Los Alamitos, CA 90720	Brian Abghari	(562) 493-3611	<a href="mailto:estimating@pcn3.com">estimating@pcn3.com</a>	A, B, C-10	8/21/2026
Plumbing, Piping & Construction, Inc.	5950 Lakeshore Drive Cypress, CA 90630	Debora Ryan	(714) 952-2001	<a href="mailto:debbie@1ppc.com">debbie@1ppc.com</a>	A, B, C-4, C-16, C-20, C-36	8/13/2026
Preferred Ceilings, Inc.	475 Capricorn Street Brea, CA 92821	Rick Risser	(714) 255-9336	<a href="mailto:megan@preferredceilings.com">megan@preferredceilings.com</a>	A, B, C-10	9/4/2026
Pro-Craft Construction, Inc.	500 Iowa Street, Redlands, CA 92373	Estimating Department	(909) 790-5222	<a href="mailto:estimating@procraftci.com">estimating@procraftci.com</a>	A, B, C-16, C-34, C-36, C-42	8/13/2026
Radonich Corp DBA Cal Coast Telecom	11165 Knott Avenue, Suite C Cypress, CA 90630	Greg Wilber	(657) 822-0454	<a href="mailto:gwilber@cctcom.net">gwilber@cctcom.net</a>	C-7	8/28/2026
Rancho Pacific Electric Construction	9063 Santa Anita Ave Rancho Cucamonga, CA 91730	Adriana Vasquez	(909) 476-1022	<a href="mailto:avasquez@rpeinc.com">avasquez@rpeinc.com</a>	B, C-10	8/28/2026
Renewable Energy Partners	198 Lewis Ct. Corona, CA 92882	Luke Emard	(855) 519-6633 x1001	<a href="mailto:luke.emard@renewepi.com">luke.emard@renewepi.com</a>	B, C-10	8/13/2026
RLH Fire Protection	5005 Business Park North, Ste. 212 Bakerfield, CA 93309	Elizabeth Strum	(661) 230-8285	<a href="mailto:estrum@rlhfp.com">estrum@rlhfp.com</a>	A, C-10, C-16	9/4/2026
S&H Construction, Inc.	5560 Boscell Common Fremont, CA 94538	Harmeet Anand	(510) 579-7382	<a href="mailto:shcalifornia@yahoo.com">shcalifornia@yahoo.com</a>	A, B, C-10, C-20, C-36	8/28/2026
Safeway Building Systems, Inc. dba Safeway Electric	3133 Mission Inn Avenue Riverside, CA 92507	Michelle Martinez	(909) 824-6075	<a href="mailto:mmartinez@safewaybsi.com">mmartinez@safewaybsi.com</a>	B, C-7, C-10, C-46	8/13/2026
Southern Cal Telecom, Inc.	12090 Woodside Ave Lakeside, CA 92040	Steve McBride	(619) 390-9942	<a href="mailto:steve@socaltel.com">steve@socaltel.com</a>	C-7	8/6/2026
Superior Paving Company, Inc. dba United Paving Co	1880 North Delilah Street Corona, CA 92879	Sabas Trujillo	(951) 739-9200	<a href="mailto:info@united-paving.com">info@united-paving.com</a>	A	9/4/2026

Suttles Plumbing & Mechanical Corp.	2267 Agate Ct Simi Valley, CA 93065	Katy Weber	(818) 718-9779	<a href="mailto:prequal@suttlesplumbing.com">prequal@suttlesplumbing.com</a>	B, C-4, C-16, C-20, C-34, C-36, C-42	9/4/2026
Telnet VoIP, Inc.	850 Parkview Drive North El Segundo, CA 90245	Diane Goodman	(310) 253-9000	<a href="mailto:diane@telnetvoip.com">diane@telnetvoip.com</a>	C-7, C-10, C-16	9/4/2026
Tenco Solar	8141 Kaiser Blvd., Ste. 106 Anaheim, CA 92808	Alex Call	(949) 806-5894	<a href="mailto:alex@tencosolar.com">alex@tencosolar.com</a>	C-10, C-46	9/4/2026
Time and Alarm Systems	3828 Wacker Drive Mira Loma, CA 91752	Travis Casey	(951) 685-1761	<a href="mailto:ProjectAdmin-TAS@sciensbuildingsolutions.com">ProjectAdmin-TAS@sciensbuildingsolutions.com</a>	C-7, C-10, C-16	7/31/2026
TMAG Industries dba Stellar Solar	265 Via del Monte Oceanside, CA 92058	Marie Moulton Philipp	(760) 681-7638	<a href="mailto:MarieMP@StellarSolar.net">MarieMP@StellarSolar.net</a>	C-10	8/6/2026

\*Final prequalification results will be released no later than 5 business days prior to bid opening








## Exhibit B


### Updated Timeline




03-Sep-25 12:08

Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish	2025				2026				2027				2028				2029				2030				2031															
						M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES						12-Mar-27; Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES																																							
Magnolia Science Academy						12-Mar-27; Magnolia Science Academy																																							
Design & DSA Process						16-Jun-25 A; Design & DSA Process																																							
3	DSAApproval	0	0	27-Mar-25 A	16-Jun-25 A	◆ DSAApproval																																							
4	Project Inspector Hired/DSA Paperwork Submitted/ Inspection Cards Issued	10	0	02-Jun-25 A	16-Jun-25 A	■ Project Inspector Hired/DSA Paperwork Submitted/Inspection Cards Issued																																							
Pre-Production Process						30-Oct-25; Pre-Production Process																																							
6	SCM Prepares Critical Submittals	13	0	01-Apr-25 A	18-Apr-25 A	■ SCM Prepares Critical Submittals																																							
11	Client Release SCM to Purchase Long Leads	0	0	03-Apr-25 A		◆ Client Release SCM to Purchase Long Leads																																							
12	HVAC + Long Lead Electrical Procurement	150	43	03-Apr-25 A	30-Oct-25	■ ■ HVAC + Long Lead Electrical Procurement																																							
7	SCM provides Submittal Package to AOR	0	0	18-Apr-25 A		◆ SCM provides Submittal Package to AOR																																							
8	AOR/Owner Approve Submittals	10	0	18-Apr-25 A	02-May-25 A	■ AOR/Owner Approve Submittals																																							
13	Door and Glazing System, and other Long Lead Procurement	60	0	21-Apr-25 A	14-Jul-25 A	■ ■ Door and Glazing System, and other Long Lead Procurement																																							
9	Client Release SCM to Purchase Materials (Non-Long Lead)	0	0	02-May-25 A		◆ Client Release SCM to Purchase Materials (Non-Long Lead)																																							
10	Procurement (Non-Long Lead)	40	0	02-May-25 A	27-Jun-25 A	■ ■ Procurement (Non-Long Lead)																																							
Silver Creek																																													
Production & Set						05-Dec-25; Production & Set																																							
15	Manufacturing	85	69	11-Aug-25 A	05-Dec-25	■ ■ Manufacturing																																							
Site Work						12-Mar-27; Site Work																																							
17	GC Provides Building Pad to SCM	0	0	25-Aug-25 A		◆ GC Provides Building Pad to SCM																																							
Foundation						15-Dec-25; Foundation																																							
19	Layout Footings	1	0	25-Aug-25 A	28-Aug-25 A	■ Layout Footings																																							
20	Footing Excavation	5	8	29-Aug-25 A	11-Sep-25	■ Footing Excavation																																							
21	Setting Forms	10	10	09-Sep-25	23-Sep-25	■ Setting Forms																																							
22	Placing Reinforcing	20	20	18-Sep-25	16-Oct-25	■ Placing Reinforcing																																							
23	Weld Plates	10	10	10-Oct-25	24-Oct-25	■ Weld Plates																																							
24	Installing Sleeves for POC	3	3	24-Oct-25	29-Oct-25	■ Installing Sleeves for POC																																							
25	Form Hangers Tie's	15	15	24-Oct-25	14-Nov-25	■ Form Hangers Tie's																																							
26	Inspection	1	1	14-Nov-25	17-Nov-25	■ Inspection																																							
27	Concrete Placement	1	1	17-Nov-25	18-Nov-25	■ Concrete Placement																																							
28	Strip Forms	6	6	18-Nov-25	26-Nov-25	■ Strip Forms																																							
29	Vapor Barrier	7	7	25-Nov-25	04-Dec-25	■ Vapor Barrier																																							
30	Inspection	1	1	04-Dec-25	05-Dec-25	■ Inspection																																							
31	Gopher Slab Pour	1	1	05-Dec-25	08-Dec-25	■ Gopher Slab Pour																																							
Stairs Footings						15-Dec-25; Stairs Footings																																							
34	Layout Footings	1	1	02-Dec-25	03-Dec-25	■ Layout Footings																																							
35	Footing Excavation	2	2	03-Dec-25	05-Dec-25	■ Footing Excavation																																							
36	Placing Reinforcing	4	4	05-Dec-25	11-Dec-25	■ Placing Reinforcing																																							
37	Inspection	1	1	11-Dec-25	12-Dec-25	■ Inspection																																							
38	Concrete Placement	1	1	12-Dec-25	15-Dec-25	■ Concrete Placement																																							
Delivery& Set						09-Dec-25; Delivery& Set																																							
40	Delivery	20	20	03-Nov-25	01-Dec-25	■ Delivery																																							
41	Crane	0	0	09-Dec-25		◆ Crane																																							
Building Installation& Close-up						12-Mar-27; Building Installation& Close-up																																							
77	Finish Roofing	20	20	24-Dec-25	21-Jan-26	■ Finish Roofing																																							
61	Site Power to the Building by GC	0	0	12-Mar-26		◆ Site Power to the Building by GC																																							

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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 Actual Work
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  Critical Remaining Work

 Milestone

 Summary



TASK filter: All Activities




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 Actual Work
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  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary

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Actual Work

Remaining Work

Critical Remaining Work

◆ Milestone

Summary

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TASK filter: All Activities

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## Coversheet

### Approval of Solar Contractor for Magnolia Science Academy-5 Charter School Facilities Program Increment #2

**Section:** III. Action Items  
**Item:** C. Approval of Solar Contractor for Magnolia Science Academy-5 Charter  
School Facilities Program Increment #2  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
III\_C\_Solar Contractor for Magnolia Science Academy-5 Project Increment 2.pdf



<b>Agenda Item:</b>	III C: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ <b>MPS</b> ”) Board of Directors (the “ <b>Board</b> ”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of Solar Contractor for Magnolia Science Academy-5 Project Increment Number 2 Scope of Work

### **Action Proposed:**

MPS Staff recommends that the Board motion to approve (1) approve the selection of Pro-Craft Construction, Inc. (“**PCC**”) as the contractor for the solar photovoltaic carport portion of the increment number 2 scope of work for the Magnolia Science Academy-5 project at 7111 Winnetka Avenue (the “**Project**”) and its bid of Eight Hundred Eighty Nine Thousand Dollars (\$889,000), (2) approve a contingency of One Hundred Thousand Dollars (\$100,000) for unforeseen conditions (which would be taken from the contingency that the Project is already carrying), and (3) further approve that MPS Staff be authorized to negotiate and sign a contract with PCC in such form as MPS Staff may deem appropriate and in the best interests of MPS.

### **Purpose:**

The approval will allow MPS to move forward with PCC to execute the increment 2 solar carport work portion of the Project and allow the Project to be delivered in time for the 2026-27 school year.

### **Background:**

The Project was divided into three increments by the Project team in order to allow construction to commence as discrete portions of the Project design were completed and approved by the Division of the State Architect (“**DSA**”) to insure timely delivery of the Project. The three increments are described as follows:



1. **Increment 1:** Primarily focused on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages. The Board previously approved Pro-Craft Construction Inc. to complete the increment 1 scope.
2. **Increment 2:** Focuses on fabricating and installing the modular classroom building, installing solar carports, and continuing site work. MPS previously signed a design build contract with Silver Creek Modular LLC for the modular classroom building portion of Increment. The balance of Increment 2 was split into two packages – solar carports and the balance of the site work.
3. **Increment 3:** Focuses on the gymnasium's construction. DSA is presently reviewing the plans for increment number 3. Their approval is expected in November 2025.

Prequalification and Bidding Process for Solar Carport Scope of Work:

The timeline for the prequalification and bidding process was as follows:

- **Prequalification:** Per Code requirements, the Project's construction manager Gateway Science & Engineering ("**GSE**") invited general contractors and subcontractors to prequalify for increment 2 of the Project, including the solar carport portion. In addition, invitations to prequalify were posted on the MPS website, on GSE's website, and in a local paper of general circulation. The postings and advertisements were made in May 2025. Prequalification applications were due September 4, 2025. The names of the firms that successfully submitted prequalification applications were published on September 9, 2025. The list of names is attached as Exhibit A.
- **Bidding:** GSE invited general contractors and subcontractors to bid on the Project. In addition, invitations to bid were posted on the MPS website, on GSE's website, and in a local paper of general circulation. Advertisements were posted on July 21, 2025 and on August 5, 2025. Bids were due on September 18, 2025 at 3 pm and opened on the same date at 5 pm. MPS received three (3) bids for the solar carport portion of increment 2. The list of names of the bidders is below. PCC was the lowest apparent bidder for the solar carport work





Name of Bidder	Package #2 Bid
Pro-Craft Construction	\$889,000.00
Del Amo Construction	\$898,537.00
2H Construction	\$994,000.00

- **Post Bid Opening:** Following the bid opening, GSE reviewed the received bids to confirm they met all the bid requirements.

### Analysis:

MPS Staff in conjunction with GSE, the Project's CM, has determined that PCC met the requirements of a public bid for the solar carport portion of increment 2. Accordingly, GSE recommends awarding the Increment 2 contract for the solar carport work to PCC. GSE has coordinated the electrical and structural scope of Silver Creek Modular to ensure no conflicts between solar and modular installation.

### Impact:

The selection of PCC enables the Project's increment 2 solar carport work to move forward without delay, significantly increasing the likelihood of on-time completion and ensuring the Project will be ready for occupancy by the 2026–27 school year. An updated timeline is attached as Exhibit B.

### Budget Implications:

In May 2025 GSE provided MPS with a revised budget that estimated the increment 2 solar carport costs at \$1,074,518. PCC's bid of \$889,000 results in a cost reduction of \$185,518.

The total Project Budget is as follows:

	February 13, 2025	May 14, 2025	November 13, 2025	Change Feb 13 to Nov 13
<b>Project Costs (Acquisition, Soft, CM and Financing)</b>				
<b>Acquisition Costs</b>	\$ 10,434,239.00	\$ 10,434,239.00	\$ 10,434,239.00	\$ -



	February 13, 2025	May 14, 2025	November 13, 2025	Change Feb 13 to Nov 13
Magnolia Soft Costs	\$ 5,362,225.00	\$ 5,175,152.50	\$ 5,204,787.50	\$ (157,437.50)
Owner's Contingency	\$ 1,000,000.00	\$ 1,000,000.00	\$ 750,000.00 [a]	\$ (250,000.00)
Financing Costs (CLI Capital)	\$ 1,698,433.69	\$ 1,698,433.69	\$ 1,698,433.69	\$ -
Financing Costs (Bridge Financing GANs)	\$ 400,000.00	\$ 1,250,000.00	\$ 2,292,803.44 [b]	\$ 1,892,803.44
Prior CM Total	\$ 217,407.30	\$ 217,407.30	\$ 217,407.30	\$ -
Current CM Contract Total	\$ 2,429,250.00	\$ 2,429,250.00	\$ 2,429,250.00	\$ -
Subtotal	\$ 21,541,554.99	\$ 22,204,482.49	\$ 23,026,920.93	\$ 1,485,365.94
<b>Development Costs (Hard Costs)</b>				
Sitework	\$ 7,840,000.00	\$ 12,540,404.00	\$ 12,205,640.86	\$ 4,365,640.86
Increment No. 1	\$ 3,830,000.00	\$ 3,960,000.00	\$ 4,796,923.86	\$ 966,923.86
Increment No. 2	\$ 4,010,000.00	\$ 8,580,404.00	\$ 7,108,717.00 [c] [d] [e]	\$ 3,098,717.00
Classroom Bldg (Modular)	\$ 25,131,386.00	\$ 25,000,000.00	\$ 24,500,000.00	\$ (631,386.00)
FF&E	\$ 748,500.00	\$ 748,500.00	\$ 348,500.00 [f]	\$ (400,000)
Miscellaneous	\$ 310,000.00	\$ 310,000.00	\$ -	\$ (310,000)
Subtotal	\$ 41,764,156.47	\$ 46,333,174.47	\$ 37,054,140.86	\$ (4,710,015.61)
Total Est Development Cost w/o Gym	\$ 55,571,440.99	\$ 60,803,386.49	\$ 60,081,061.79	\$ 4,509,620.80
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym	\$ (4,739,108.99)	\$ (9,971,054.49)	\$ (9,248,729.79)	\$ 4,50,620.80

#### Notes to November 13, 2025 Budget Column

a	Contingency adjusted based on work completed to date
b	Inclusive of interest on GANs, costs of issuance and net of interest earned on GAN account
c	Reflects actual bid amounts for increment 2
d	Reflects separate financing of solar PV; does not include expected tax credits of min \$250k
e	Reflects reduction of increment 2 scope [playfield, basketball court]
f	Reflects expected costs for FF&E



In the table above, the total increment 2 cost is the sum of the site work and solar costs based on the received bids. Silver Creek Modular has recommended, and MPS Staff has accepted value engineering options which will yield approximately \$400,000 in savings.

The cost increases are driven by a mix of design evolution, client-requested additions (fencing, lighting), utility requirements from LADWP, and general material/labor escalations. Some reductions (like the electrical enclosure) offset costs slightly, but large additions in site electrical, playfield gravity walls, and building features more than doubled in some categories.

MPS Staff is evaluating ways of covering the overage including but not limited to drawing on a line of credit, using future bond proceeds issued in conjunction with the purchase of a property in escrow for MSA-4 and MSA-6, using intra-organization loans, philanthropy and any combination thereof. MPS Staff will keep the Board apprised of progress and expects to bring a proposed structure to the Board for approval before the end of the first quarter of 2026.

**Exhibits:**

Exhibit A	Prequalification Results
Exhibit B	Updated Project Timeline



## Exhibit A

### Prequalification Results

**MAGNOLIA PUBLIC SCHOOLS - PREQUALIFICATION RESULTS - MAGNOLIA SCIENCE ACADEMY INCREMENT 2 - LAST UPDATED: 9/9/2025**

Company	Address	Contact	Phone	Email	License	Expires
2H Construction, Inc.	2653 Walnut Avenue Signal Hill, CA 90755	Ryan Shotwell	(562) 424-5567	<a href="mailto:ryan@2hconstruction.com">ryan@2hconstruction.com</a>	A, B	7/22/2026
A-1 Electric Service Company Inc.	4204 Sepulveda Blvd. Culver City, CA 90230	Scott Pieper	(310) 204-1077	<a href="mailto:spieper@a-1electric.com">spieper@a-1electric.com</a>	C-10	8/13/2026
AC Pros, Inc.	7046 Darby Ave Reseda, CA 91335	Miriam Mosqueda	(818) 342-7767	<a href="mailto:acprosinc@gmail.com">acprosinc@gmail.com</a>	B, C-10, C-20, C-36	7/31/2026
Access Electric, Inc.	1193 Warner Avenue Tustin, CA 92780	Tabitha Spatacean	(714) 689-2310	<a href="mailto:tabitha@accesselectricinc.com">tabitha@accesselectricinc.com</a>	C-10	8/13/2026
ACCO Engineered Systems, Inc.	888 E. Walnut Street Pasadena, CA 91101	David Rea	(818) 288-2382	<a href="mailto:prequal@accoes.com">prequal@accoes.com</a> <a href="mailto:drrea@accoes.com">drrea@accoes.com</a>	A, B, C-4, C-10, C-16, C-20, C-36, C-38, C-42	8/21/2026
Apex Fire Protection	2155 Verdugo Boulevard # 220 Montrose, CA 91020	Zare Babayan	(818) 957-3400	<a href="mailto:apexfireinc@yahoo.com">apexfireinc@yahoo.com</a>	C-16	8/6/2026
Atlas Sheet Metal, Inc.	11614 Martens River Circle Fountain Valley, CA 92708	Raelene Price	(949) 600-8787	<a href="mailto:raelene@atlassheetmetal.com">raelene@atlassheetmetal.com</a>	C-43	9/4/2026
Avidex Industries, LLC	20382 Hermana Cir. Lake Forest, CA 92630	Chris Kurtz	(949) 428-6373	<a href="mailto:biddesk@avidex.com">biddesk@avidex.com</a>	C-7, C-10	11/19/2025
Bali Construction, Inc.	9852 Joe Vargas Way South El Monte, CA 91733	Will Harris	(626) 838-5848	<a href="mailto:estimating@baliconstruction.com">estimating@baliconstruction.com</a>	A, C-4, C-16, C-36	8/28/2026
Bay City Mechanical, Inc.	870 Harbour Way South Richmond, CA 94804	Daniela Franco	(510) 233-7000	<a href="mailto:danielaf@baycitymech.com">danielaf@baycitymech.com</a>	B, C-4, C-20, C-36, C-43	9/4/2026
Best Contracting Services, Inc.	19027 S. Hamilton Avenue Gardena, CA 90248	Myris Guaballa	(310) 328-6969	<a href="mailto:estimating@bestcontracting.com">estimating@bestcontracting.com</a>	A, B, C-43	9/4/2026

Checkpoint Communications, Inc.	6442 Industry Way Westminster, CA 92683	James Shoaff	(714) 892-5050	<a href="mailto:bids@ccomwire.com">bids@ccomwire.com</a>	C-7, C-10	8/28/2026
Christianbelle Electric Inc.	11580 I Ave Hesperia, CA 92345	David Placencia	(760) 948-3444	<a href="mailto:info@christianbelle.com">info@christianbelle.com</a>	B, C-10	7/22/2026
Danny Letner Inc. dba Letner Roofing Company	1490 N. Glassell Street Orange, CA 92867	Tatianna Moylan	(714) 633-0030	<a href="mailto:tmoylan@letner.com">tmoylan@letner.com</a>	B, C-43	9/4/2026
Del Amo Construction, LLC	23840 Madison Street Torrance, CA 90505	Jason Cave	(310) 892-5230	<a href="mailto:jcave@delamoconstruction.com">jcave@delamoconstruction.com</a>	B	9/4/2026
H. L. Moe Co., Inc.	526 Commercial Street Glendale, CA 91203	Chelsea Sullens	(818) 240-2040	<a href="mailto:csullens@moeplumbing.com">csullens@moeplumbing.com</a>	C-16, C-20, C-36, C-42	8/21/2026
HCI Systems, Inc.	1219 E. Elm St. Ontario, CA 91761	Dan Downs	(909) 628-7773	<a href="mailto:ddowns@hcisystems.net">ddowns@hcisystems.net</a>	C-7, C-10, C-16	8/21/2026
Kana Pipeline	12620 Magnolia Avenue Riverside, CA 92503	Nathan Young	(714) 986-1400	<a href="mailto:nyoung@kanapipeline.com">nyoung@kanapipeline.com</a>	A	9/4/2026
Kemp Bros	10135 Geary Avenue Santa Fe Springs, CA 90670	Mark Rettig	(562) 236-5000	<a href="mailto:mrettig@kempbros.com">mrettig@kempbros.com</a>	A, B	7/22/2026
KYA Services LLC	1800 East McFadden Avenue Santa Ana, CA 92705	Jessica Amaro	(714) 659-6477	<a href="mailto:prequal@theyagroup.com">prequal@theyagroup.com</a>	A, B, C-10, C-20	7/22/2026
M Wilson Company Contractors, Inc.	2605 Sierra Way La Verne, CA 91750	Michelle Darino	(909) 593-5272	<a href="mailto:mdarino@uia.net">mdarino@uia.net</a>	A, B, C-10	9/4/2026
Marina Landscape Inc.	3707 W. Garden Grove Blvd. Orange, CA 92868	Hue Ta	(714) 939-6600	<a href="mailto:estimator@marinaco.com">estimator@marinaco.com</a>	A, B, C-36	9/4/2026
Mel Smith Electric, Inc.	10950 Dale Avenue Stanton, CA 90680	Mel Smith	(714) 761-3205	<a href="mailto:estimating@melsmithelectric.com">estimating@melsmithelectric.com</a>	A, B, C-7, C-10	9/4/2026
Milender White, Inc.	1401 Dove St., Ste. 500 Newport Beach, CA 92660	Adam Mack	(949) 724-9531	<a href="mailto:amack@milenderwhite.com">amack@milenderwhite.com</a>	B	9/4/2026
Millie and Severson Inc.	2601 Serpentine Drive Los Alamitos, CA 90720	Corrina Grabis	(562) 493-3611	<a href="mailto:cgrabis@mandsinc.com">cgrabis@mandsinc.com</a>	A, B	8/13/2026
National Fail Safe	6442 Industry Way Westminster, CA 92683	Dylan Puskas	(714) 895-4543	<a href="mailto:dylan@nf-s.com">dylan@nf-s.com</a>	B, C-7, C-10	8/28/2026

Ohno Construction Company	8884 Jurupa Road Jurupa Valley, CA 92509	Michio Marcus Ohno	(619) 278-8824	<a href="mailto:mail@ohnoconstruction.com">mail@ohnoconstruction.com</a>	A, B	7/22/2026
On Target Electric, Inc.	3002 Dow Ave., Bldg. 100, Ste. 132 Tustin, CA 92780	Heberto Dominguez	(714) 944-7419	<a href="mailto:herbd@ontargetelectric.com">herbd@ontargetelectric.com</a>	B, C-7, C-10	9/4/2026
Pathway Communications LTD	12740 Danielson Ct Poway, CA 92064	Becky Thurmon	(858) 324-1036	<a href="mailto:beckyt@pcomus.com">beckyt@pcomus.com</a>	C-7	7/22/2026
PCN3, Inc.	10591 Humbolt Street, Unit A Los Alamitos, CA 90720	Brian Abghari	(562) 493-3611	<a href="mailto:estimating@pcn3.com">estimating@pcn3.com</a>	A, B, C-10	8/21/2026
Plumbing, Piping & Construction, Inc.	5950 Lakeshore Drive Cypress, CA 90630	Debora Ryan	(714) 952-2001	<a href="mailto:debbie@1ppc.com">debbie@1ppc.com</a>	A, B, C-4, C-16, C-20, C-36	8/13/2026
Preferred Ceilings, Inc.	475 Capricorn Street Brea, CA 92821	Rick Risser	(714) 255-9336	<a href="mailto:megan@preferredceilings.com">megan@preferredceilings.com</a>	A, B, C-10	9/4/2026
Pro-Craft Construction, Inc.	500 Iowa Street, Redlands, CA 92373	Estimating Department	(909) 790-5222	<a href="mailto:estimating@procraftci.com">estimating@procraftci.com</a>	A, B, C-16, C-34, C-36, C-42	8/13/2026
Radonich Corp DBA Cal Coast Telecom	11165 Knott Avenue, Suite C Cypress, CA 90630	Greg Wilber	(657) 822-0454	<a href="mailto:gwilber@cctcom.net">gwilber@cctcom.net</a>	C-7	8/28/2026
Rancho Pacific Electric Construction	9063 Santa Anita Ave Rancho Cucamonga, CA 91730	Adriana Vasquez	(909) 476-1022	<a href="mailto:avasquez@rpeinc.com">avasquez@rpeinc.com</a>	B, C-10	8/28/2026
Renewable Energy Partners	198 Lewis Ct. Corona, CA 92882	Luke Emard	(855) 519-6633 x1001	<a href="mailto:luke.emard@renewepi.com">luke.emard@renewepi.com</a>	B, C-10	8/13/2026
RLH Fire Protection	5005 Business Park North, Ste. 212 Bakerfield, CA 93309	Elizabeth Strum	(661) 230-8285	<a href="mailto:estrum@rlhfp.com">estrum@rlhfp.com</a>	A, C-10, C-16	9/4/2026
S&H Construction, Inc.	5560 Boscell Common Fremont, CA 94538	Harmeet Anand	(510) 579-7382	<a href="mailto:shcalifornia@yahoo.com">shcalifornia@yahoo.com</a>	A, B, C-10, C-20, C-36	8/28/2026
Safeway Building Systems, Inc. dba Safeway Electric	3133 Mission Inn Avenue Riverside, CA 92507	Michelle Martinez	(909) 824-6075	<a href="mailto:mmartinez@safewaybsi.com">mmartinez@safewaybsi.com</a>	B, C-7, C-10, C-46	8/13/2026
Southern Cal Telecom, Inc.	12090 Woodside Ave Lakeside, CA 92040	Steve McBride	(619) 390-9942	<a href="mailto:steve@socaltel.com">steve@socaltel.com</a>	C-7	8/6/2026
Superior Paving Company, Inc. dba United Paving Co	1880 North Delilah Street Corona, CA 92879	Sabas Trujillo	(951) 739-9200	<a href="mailto:info@united-paving.com">info@united-paving.com</a>	A	9/4/2026

Suttles Plumbing & Mechanical Corp.	2267 Agate Ct Simi Valley, CA 93065	Katy Weber	(818) 718-9779	<a href="mailto:prequal@suttlesplumbing.com">prequal@suttlesplumbing.com</a>	B, C-4, C-16, C-20, C-34, C-36, C-42	9/4/2026
Telnet VoIP, Inc.	850 Parkview Drive North El Segundo, CA 90245	Diane Goodman	(310) 253-9000	<a href="mailto:diane@telnetvoip.com">diane@telnetvoip.com</a>	C-7, C-10, C-16	9/4/2026
Tenco Solar	8141 Kaiser Blvd., Ste. 106 Anaheim, CA 92808	Alex Call	(949) 806-5894	<a href="mailto:alex@tencosolar.com">alex@tencosolar.com</a>	C-10, C-46	9/4/2026
Time and Alarm Systems	3828 Wacker Drive Mira Loma, CA 91752	Travis Casey	(951) 685-1761	<a href="mailto:ProjectAdmin-TAS@sciensbuildingsolutions.com">ProjectAdmin-TAS@sciensbuildingsolutions.com</a>	C-7, C-10, C-16	7/31/2026
TMAG Industries dba Stellar Solar	265 Via del Monte Oceanside, CA 92058	Marie Moulton Philipp	(760) 681-7638	<a href="mailto:MarieMP@StellarSolar.net">MarieMP@StellarSolar.net</a>	C-10	8/6/2026

\*Final prequalification results will be released no later than 5 business days prior to bid opening








## Exhibit B


### Updated Timeline




03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary



TASK filter: All Activities

© Oracle Corporation



03-Sep-25 12:08




[illegible]


© Oracle Corporation




03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary



TASK filter: All Activities




© Oracle Corporation







03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


© Oracle Corporation




03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary



TASK filter: All Activities

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Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES



03-Sep-25 12:08

[illegible]

Actual Work

Remaining Work

Critical Remaining Work

◆ Milestone

Summary

Page 7 of 7

TASK filter: All Activities

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## Coversheet

### Approval of Gibson Dunn to Provide Legal Counsel to Magnolia Public Schools on an As-Needed Basis

**Section:** III. Action Items  
**Item:** D. Approval of Gibson Dunn to Provide Legal Counsel to Magnolia Public Schools on an As-Needed Basis  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III\_D\_Gibson Dunn to Provide Legal Counsel to MPS.pdf



<b>Agenda Item:</b>	III D: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of Gibson Dunn to Provide Legal Counsel to Magnolia Public Schools on an As-Needed Basis

### **Action Proposed:**

I recommend that the Board motion to approve Gibson Dunn to provide legal counsel to Magnolia Public Schools on an as-needed basis.

### **Purpose:**

To allow MPS to retain legal counsel for assistance with entity related and compliance matters.

### **Background:**

MPS recently identified a need for legal assistance regarding MPM Carl Karcher Way LLC, a wholly owned subsidiary of Magnolia Educational & Research Foundation. The LLC is a single-purpose entity established to hold real estate for the benefit of Magnolia Science Academy Orange County Anaheim.

To ensure all filings and documentation remain accurate and compliant, MPS’s Facilities, Legal, and Finance teams consulted with various advisors and determined that Gibson Dunn LLP has the necessary expertise to provide ongoing legal support.



**Analysis & Impact:**

Engaging Gibson Dunn on an as-needed basis will provide Magnolia with access to specialized legal expertise to support the organization's compliance and governance needs on an as needed basis.

**Budget Implications:**

Services will be billed at hourly rates with itemized billing. The total cost is not expected to exceed the approved allocation amount for legal services. The projected cost for these legal services shall not exceed \$120,000 and will be paid for from the MERF operating budget. All costs will be incorporated into the 2025-26 First Interim Report to be presented to the board during December 2025.

# Coversheet

## Approval of Updated English Learner (EL) Master Plan

<b>Section:</b>	III. Action Items
<b>Item:</b>	E. Approval of Updated English Learner (EL) Master Plan
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	III_E_Updated EL Master Plan.pdf



<b>Agenda Item:</b>	III E: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Katie Mann, Director of EL and ELA Programs
<b>RE:</b>	Updated MPS English Learner (EL) Master Plan

### **Action Proposed:**

I recommend that the Board motion to approve the changes to the Magnolia Public Schools English Learner Master Plan for the 2025-2026 school year.

### **Purpose:**

The Magnolia Public Schools English Learner Master Plan is reviewed annually, and when significant changes are made, it is brought before the MPS Board of Directors for approval. Multiple significant changes have been made since the most recent approval in August; therefore, the plan is being brought to the Board of Directors again.

### **Background:**

This fall, NWEA released a new norming study and updated the MAP growth norms as well as the cut-scores used for SBAC projections. We have historically used NWEA’s level 2 cut-scores as one of the options for the Basic Skills Assessment for Reclassification criterion 4, so this update reflects the newly normed scores.

Additionally, our ELAC bylaws were updated by YM&C at the beginning of October, and at that time, we also shared the EL Master Plan with YM&C for their review to make any updates as needed to ensure compliance. The following updates were made:

- Section L – Outreach
  - Details requirements for parent and community outreach, including:
    - Charter School obligations to hold regular parent meetings.

## ***Magnolia Public Schools English Learner Master Plan***

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research, as well as the six (6) key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

<b>Source</b>	<b>Year</b>	<b>Summary</b>
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> <li>1. <i>Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.</i></li> <li>2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i></li> <li>3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i></li> <li>4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i></li> <li>5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i></li> <li>6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.</i></li> </ol>

<p><i>Research to Guide English Language Development Instruction by Saunders &amp; Goldenberg</i></p>	<p>2010</p>	<ol style="list-style-type: none"> <li>1. <i>Providing ELD instruction is better than not providing it.</i></li> <li>2. <i>ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i></li> <li>3. <i>A separate block of time should be devoted daily to ELD instruction.</i></li> <li>4. <i>ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i></li> <li>5. <i>ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i></li> <li>6. <i>ELD instruction should integrate meaning and communication to support explicit teaching of language.</i></li> <li>7. <i>ELD instruction should provide students with corrective feedback and form.</i></li> <li>8. <i>Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i></li> <li>9. <i>Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i></li> <li>10. <i>ELD instruction should emphasize academic language as well as conversational language.</i></li> <li>11. <i>ELD instruction should continue until students reach Level 5.</i></li> </ol>
<p><i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long-Term English Learners (LTELs)</i></p>	<p>2010</p>	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>An LTEL program must emphasize urgency, acceleration, and focus.</i></li> <li>• <i>School must address the distinct needs of LTELs.</i></li> <li>• <i>LTELs need both language development and literacy development.</i></li> <li>• <i>Language development and academic gaps must be addressed across the curriculum.</i></li> <li>• <i>An LTEL program should support home language development.</i></li> <li>• <i>LTELs need a rigorous curriculum.</i></li> </ul>



		<ul style="list-style-type: none"> <li>• <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i></li> <li>• <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i></li> <li>• <i>An LTE program should encourage full integration with other students and with the school.</i></li> </ul>
--	--	---

MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Plan that outlines the following components of a strong program:

- A. *Identification of English Learners*
- B. *Assessment of English Learners*
- C. *Parent/Guardian Notification*
- D. *Placement of English Learners*
- E. *Distance Learning Supports for English Learners*
- F. *Newcomers and Long-Term English Learners*
- G. *Monitoring English Learner Progress*
- H. *Dually-Identified Students*
- I. *Reclassification of English Learners*
- J. *Assessing English Learners for the Risk of Reading Difficulties*
- K. *Staff Qualifications and Professional Development*
- L. *English Learner Advisory Committee*
- M. *English Language Development Program Evaluation*

#### **A. Identification of English Learners**

When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents/guardians will receive an explanation of its purpose and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four (4) questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Any student who is new to the California public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the Initial English Language Proficiency Assessment for California (Initial ELPAC). The Initial ELPAC is only approved for administration to students in grades Kindergarten through Twelve. If a student is enrolled in Transitional Kindergarten (TK), they will not be administered the Initial ELPAC until their Kindergarten year.

Parent/guardian rights regarding the HLS are as follows:

- The parent/guardian may amend the HLS anytime. If the amendment is made before the student has taken the Initial English Language Proficiency Assessments for California (ELPAC), the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student's classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as "To Be Determined" (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school Principal. The parent/guardian will then be informed by a certificated staff member of the student's assessment results and program placement.

### ***B. Assessment of English Learners***

**Assessment of Initial Students:** Students in grades Kindergarten through Twelve, whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested using the Initial English Language Proficiency Assessments for California (Initial ELPAC).

The Initial ELPAC will be administered to these initial students within thirty (30) calendar days of the beginning of the school year, or within two (2) weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within thirty (30) calendar days of the student's initial enrollment.

Parents will be notified again of the student's official test results, within thirty (30) calendar days following the MPS's receipt of the results. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the Initial ELPAC, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until the student meets the reclassification criteria established by MPS according to state law.

Students enrolled in Transitional Kindergarten (TK) programs are not eligible to be assessed using the Initial ELPAC and will therefore continue to be classified as "To Be Determined" during the TK school year. EL Services, including both integrated and designated English Language Development will be provided to these students until such a time as they become eligible for the Initial ELPAC assessment to determine a formal ELP classification and placement during their Kindergarten school year.

**Assessment of Annual Students:** Students who are classified as ELs will be tested annually using the Summative English Language Proficiency Assessments for California (Summative ELPAC). This ELP test will be administered during the Spring test administration window. Students who are assigned the Summative ELPAC must earn an overall score of four (4) in order to be considered eligible for Reclassification. Students who earn a score of three (3) or below on the Summative ELPAC will continue to be assessed annually. Students who are assigned the Summative Alternate ELPAC, as determined by the IEP team, must earn an overall score of three (3) in order to be considered eligible for Reclassification. Students who earn a score of two (2) or below on the Summative Alternate ELPAC will continue to be assessed annually.

**Assessment of Students with an IEP/504 Plan:** EL students on an active individualized education plan (IEP) or Section 504 plan (Plan) will be assessed using the accommodations or modifications, for the current ELP exam as specified in their IEP or Plan.

When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the student shall be assessed in the remaining domains in which it is possible to assess the student.

Prior to determining a domain exemption, all appropriate accommodations should be made and determined to have been insufficient for the student to overcome the processing deficit and make progress in a particular domain. Evidence for the domain exemption must be submitted to and approved by the MPS Director of EL Programs and/or the MPS Director of Special Education Programs. Once approved, the domain exemption(s) must be identified in the student's individualized educational program (IEP) or Section 504 plan. For a student to be assigned an Overall score, the student will need to be assessed in at least one (1) domain for

both the Oral and Written Language composites of the ELPAC.

In accordance with state law, Charter School uses the Summative ELPAC Overall Performance Level (PL4) as the primary criterion for reclassification decisions. For EL students with the most significant cognitive disabilities, Charter School uses the Summative Alternative ELPAC Overall PL3 to meet the primary criterion for reclassification. To qualify for reclassification, an EL student with a disability must achieve either a Summative ELPAC Overall PL4 or a Summative Alternative ELPAC Overall PL3. Charter School administrators and the IEP team apply these thresholds in their decision-making.

To oversee test administration, the Executive Director or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

### ***C. Parent Notification***

Parents/guardians of students who are administered the initial and annual ELPAC will receive notification of the following, within thirty (30) calendar days following the MPS's receipt of the results. This Notice must also include:

- (a) The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program.
- (b) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- (c) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
- (d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
- (e) How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- (f) The specific exit requirements for the program.
- (g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- (h) Information pertaining to parental rights that includes written guidance on the following:
  - i. Detailing the right that parents have to have their child immediately removed from such program upon their request.
  - ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Additionally, all students who are classified as LTELs or ARLTELs will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a Long Term English Learner (LTEL) or At-Risk of becoming a Long Term English Learner (ARLTEL)
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification

All parent/guardian notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MPS EL Coordinator.

Prior to English proficiency testing, parents/guardians will also be informed of when their child will be tested and how the test will be used to determine placement and reclassification.

Parents/guardians of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification. Parents/guardians of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one (1) academic year only, and must be resubmitted to administration annually. Parents/guardians may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

#### ***D. Placement of English Learners - Structured English Immersion Program***

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as “acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English.” Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students’ ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long Term English Learners receive supplemental services in the program as outlined below.

***Designated English Language Development:*** Designated ELD is defined by the California ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” Designated ELD is not separate from the core subjects, but rather is integrated into daily instruction as a protected time which is focused on the ELD standards.

The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

***Elementary Designated ELD:*** MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

<b><i>Eligible Students</i></b>	<b><i>Program Description</i></b>
All ELD Levels (1-4)	<ul style="list-style-type: none"> <li>Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day.</li> <li>This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.</li> <li>Teacher differentiates language instruction based on ELD levels.</li> <li>Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher’s aide.</li> </ul>

	<ul style="list-style-type: none"> <li>Primary curriculum used is the designated ELD component of McGraw Hill's <i>Wonders</i>, used in conjunction with supplemental programs such as English 3D, Write Brain Books, Duolingo and BrainPOP ESL.</li> </ul>
<b><i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i></b>	
All ELD Levels (1-4)	<ul style="list-style-type: none"> <li>Depending on the school site's EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school's 25-minute SSR period and would allow teachers to focus on language learning and domain areas of growth. <b>This supplemental class does not replace the 30-minute minimum required for all levels.</b></li> </ul>

**Secondary Designated ELD:** Depending on the EL student's ELD level, the student will be placed in either a designated ELD class, or will receive designated ELD in the student's core classes. The following program description is the minimum requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a student's overall academic enrichment or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

<b><i>Middle School - Grades 6-8</i></b>	
<b><i>Eligible Students</i></b>	<b><i>Program Description</i></b>
ELD Levels 1-2 <i>ELs with "minimally" or "somewhat developed" proficiency in English</i>	<ul style="list-style-type: none"> <li>EL students who are ELD Levels 1-2 receive one period of designated ELD.</li> <li>Depending on the school's EL population and resources, this period of designated ELD may be a full class period or it may take place during the school's shorter SSR/Study Skills period.</li> <li>This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.</li> <li>EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> </ul>



	<ul style="list-style-type: none"> <li>Teacher differentiates language instruction based on ELD levels and proficiency descriptors.</li> <li>Primary curriculum used is the designated ELD component of McGraw Hill's StudySync ELA, used in conjunction with supplemental programs such as English 3D, Duolingo, No Red Ink, and Inside.</li> </ul>
ELD Levels 3-4 <i>ELs with "moderately" or "well developed" proficiency in English</i>	<ul style="list-style-type: none"> <li>EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>Depending on the school's EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school's shorter SSR/Study Skills period.</li> <li>This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner.</li> <li>Teacher differentiates language instruction based on ELD levels and proficiency descriptors.</li> <li>Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.</li> <li>Primary curriculum used is the designated ELD component of McGraw Hill's StudySync ELA, used in conjunction with supplemental programs such as English 3D, Inside, No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.</li> </ul>

### ***High School - Grades 9-12***

<b><i>Eligible Students</i></b>	<b><i>Program Description</i></b>
ELD Levels 1-2 <i>ELs with "minimally" or "somewhat</i>	<ul style="list-style-type: none"> <li>EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's SSR period or Study Skills class. This ELD class will not interfere with a student's A-G requirements.</li> </ul>



<p><i>developed” proficiency in English</i></p>	<ul style="list-style-type: none"> <li>• EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>• This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.</li> <li>• Teacher differentiates language instruction based on ELD levels.</li> <li>• Primary curriculum used is the designated ELD component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as English 3D, Duolingo, No Red Ink, and Edge.</li> </ul>
<p>ELD Levels 3-4 <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> <li>• EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>• Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student’s A-G requirements.</li> <li>• This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner.</li> <li>• Teacher differentiates language instruction based on ELD levels.</li> <li>• Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.</li> <li>• Primary curriculum used is the designated ELD component of McGraw Hill’s StudySync ELA curriculum, used in conjunction with supplemental programs such as English 3D, Duolingo, No Red Ink, and Edge.</li> </ul>

***Integrated English Language Development:***

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below) to support integrated ELD across all content areas.

Teachers are provided with high-quality, effective professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Please see below for more detailed information regarding qualifications and professional development.

***About the CHATS Framework:*** Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELs with opportunities to build up their academic language” in the content classroom. All MPS teachers will have access to this book and will be consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

***E. Remote Learning Supports for English Learners***

In situations where Remote Learning is required to provide instruction to students when in-person instruction is disrupted due to a qualifying emergency or a natural disaster pursuant to California Education Code 41422 and 43692(a), and it materially reduces the Charter School’s average daily attendance (whether full-time or within a hybrid in-person model), all English Learners will continue to receive both Designated and Integrated ELD, as outlined above, and as explained in the MPS Distance Learning Guides and Protocols. All core class teachers

provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually during any remote learning. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions.

Teachers are provided with ongoing professional development to support meeting the needs of ELs during Remote Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Remote Learning, as needed.

#### ***F. Newcomers and Long-Term English Learners***

**Newcomers:** A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three (3) full academic years. At MPS, newcomers are identified upon enrollment in our SIS, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, the student may be placed in a designated ELD class, where the student will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in the student's core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as Duolingo and Rosetta Stone, as well as BrainPOP ESL, and No Red Ink. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in their new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with

opportunities to speak informally in their native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program and will be provided with resources for helping their child improve literacy at home in their native language.

**Long-Term English Learners:** A Long-Term English Learner (LTEL) is defined as an English learner (EL) student to whom all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six (6) years or more; and
- (3) has remained at the same English language proficiency level for two (2) or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
- (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year's administration of the CAASPP-ELA.

MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MPS are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are and identify them with the SIS. They will review redesignation data and determine what may have prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers, and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in an MPS middle school that offers specialized "Power English" courses may be placed in this course for one semester (at the school's discretion). This class will not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. The data will be reviewed, and the student will work with the coordinator to create a plan of action and next steps, to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal

strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MPS EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

### ***G. Monitoring English Learner Progress***

English Learners at MPS schools are monitored through ELD portfolios, which the on-site EL Coordinator maintains. ELD portfolios will contain the following documents:

- Copy of the most recent ELPAC exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent/Guardian Notification Letters mailed home
- Writing work samples from each semester (for example, copies of reports, essays, journals, etc.)
- Action plans and goals, as applicable

Supplemental templates and monitoring documents are available to all site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

<b><i>Bi-weekly</i></b>	<b><i>Monthly</i></b>	<b><i>Semesterly</i></b>
<ul style="list-style-type: none"> <li>• Core teachers review current class grades and notify parents of ELs if their child is failing.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.), including progress monitoring for RFEP</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL</li> </ul>

	students.	student's ELD portfolio.
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#### ***H. Dually-Identified Students:***

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and have an IEP will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually Identified student population who are EL or have an IEP will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator or ELD teacher will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the students' IEP goals addressing their specific areas of need based on their eligibility. Our special education (SpEd), ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress.

Parents/guardians will be informed of this progress at least every six (6) weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed. Furthermore, the IEP team will determine any accommodations, modifications, or domain exemptions for the Summative ELPAC assessment or the use of the Alternative Summative ELPAC assessment. If a dually-identified student is determined to require the Alternative Summative ELPAC assessment, and the student's disability also necessitates an alternative Basic Skills Assessment to determine eligibility for reclassification, that will also be identified in the student's IEP or Section 504 plan.

#### ***I. Reclassification of English Learners***

MPS uses the four (4) criteria in state law as guidelines in determining whether or not an EL should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents/guardians. All reclassification criteria must be met and maintained within the current academic year, with the exception of Summative ELPAC/Summative Alternate ELPAC, SBAC/CAA, and NWEA MAP results, which must be the most recent results available. The established criteria for reclassification are as follows:

	<i>Grades K-5</i>	<i>Grades 6-12</i>						
English Language Proficiency Assessment	Summative ELPAC: Overall score of 4 Summative Alternate ELPAC: Overall score of 3							
Basic Skills Assessment	NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:							
		Fall	Winter	Spring		Fall	Winter	Spring
	Gr. 1	148	155	159	Gr. 6	200	202	204
	Gr. 2	161	169	174	Gr. 7	202	204	206
	Gr. 3	178	183	188	Gr. 8	205	207	209
	Gr. 4	190	194	197	Gr. 9	207	209	211
	Gr. 5	196	199	202	Gr. 10	209	210	212



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Gr. 11	211	212	213							
Gr. 12	212	213	214							
	~OR~									
	SBAC: ELA/Literacy score of 2 (Nearly Met) or above CAA: ELA/Literacy score of 2 (Nearly Met) or above									
	~OR~									
	MPS approved ELA benchmark assessments: <b>Kindergarten-Grade 2</b> students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above.									
Teacher Evaluation	<p>Student achieves a passing grade (Level 2 or 70%) or above in both Reading and Writing.</p> <p>Applicable grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>	<p>Student achieves a grade of C (70%) or above in English Language Arts (ELA).</p> <p>Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>								
Parent Consultation	<p>Parent/Guardian will be informed of the student's eligibility to Reclassify and the ongoing monitoring process that will continue for four (4) years. Notifications may be made via phone call, in-person or virtual/video meeting (i.e., Zoom), and/or parent letter. Parent/Guardian signatures will be collected to confirm that the consultation was held, and a copy will be placed in the students' cumulative folder and EL Portfolio.</p> <p>The date on which the consultation was held will be the official date of reclassification used for the SELA report and CALPADS reporting.</p>									

Reclassified students are monitored for a period of four (4) years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place and will assist the school with action planning for those students who are not making adequate progress.

**J.** All students in grades kindergarten through second grade, inclusive, will be assessed

annually for the potential risk of reading difficulties, including dyslexia. MPS has adopted Multitudes as the approved screening instrument, which is available in both English and Spanish. This screening allows for early identification and intervention of reading difficulties, including dyslexia, for students in kindergarten to grade two. English Learners who do not speak sufficient English to be screened with an English-language instrument must be screened in their primary language. Detailed guidance and administration protocol are provided in the Administration Manual to support the determination of whether a student has the minimum English or Spanish language proficiency necessary for screening to be appropriate and valid. This includes information about necessary ELPAC levels for the English screener. If a student comprehends the directions and repeats at least three (3) of the sentences, verbatim, they can proceed to screening. If a screening instrument is not available in at least one (1) language in which the student is proficient, the student's risk for reading difficulties shall be evaluated through an analysis of the student's developmental history, educational history, and literacy progress, taking into account the student's home background and evolving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the [California Dyslexia Guidelines](#). Components of Multitudes that do not require English language proficiency may be used in this evaluation. When the student acquires sufficient English language knowledge and fluency to be able to be screened using Multitudes, and is within grades kindergarten through second, the student will then be administered the Multitudes screener. The results of the screener shall not be used for any high-stakes purpose, including, but not limited to the reclassification of English learners.

#### ***K. Staff Qualifications and Professional Development Plan***

The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MPS:

**Staff Qualifications:** All MPS teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a



student is falling behind.

- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four (4) domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MPS Site-Level EL Coordinators will:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Create and maintain an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding each ELs' progress .
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding ELs' needs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS Director of EL Programs will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitating team

meetings as well as coordinating the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the Director of EL Programs' primary duty will be to provide the supplemental services outlined above, the Director of EL Programs will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent/guardian meetings/workshops, etc. The MPS Director of EL Programs will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium Director of EL Programs will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium Director of EL Programs will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

**Professional Development Plan:** Professional development for teachers of English Learners will be extensive and ongoing at MPS. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. Annual professional development will include:

- An ELD workshop for teachers at the MPS Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one (1) third-party ELD training (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (2) (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best

practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.

- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop for math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually-identified students.

### **L. Outreach**

The Principal or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Principal or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

The Charter School shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving at high levels within a well-rounded education; and
- Meeting the challenging state academic standards expected of all students.

Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from EL parents.

### **M. English Learner Advisory Committee**

At MPS, all schools meeting the English Learner Advisory Committee (ELAC) requirements will hold its regular meetings approximately once every other month, with the intent to meet at least four (4) times annually. ELAC requirements are as follows:

Any school site with 21 or more English Learners must have a functioning ELAC that meets the following requirements:

- The parents/guardians of English learners shall elect the parent/guardian members of the committee (or subcommittee, if appropriate). Parents of ELs must comprise at least the same percentage of the ELAC membership as ELs constitute of the School's total student population. For example, if 25 percent of the students in the school are ELs, then parents/guardians of ELs must comprise at least 25 percent of the ELAC membership. .
- The ELAC will be responsible for carrying out the following duties in accordance with the ELAC's Bylaws:
  - LCAP: Advise and make written recommendations to the Parent Advisory Committee (PAC) on the development of the Local Control and Accountability Plan (LCAP), and submit the plan to the PAC for consideration of inclusion in the LCAP,

- especially those sections related to English Learners (ELs).
- **EL Programs:** Advise and assist the Principal and staff on the School's program for ELs, including implementation and evaluation of the program objectives and activities.
- **EL Master Plan/Compliance:** Advise the MPS Home Office and the governing board on the development of the MPS-wide EL Master plan for programs and services for ELs; review and discuss the ELPAC and comment on the MPS reclassification procedures and the written notifications required to be sent to parents and guardians; assist in the development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- **Needs Assessment/Language Census/Attendance:** Assist in the development of School's needs assessment, language census, and ways to make parents aware of the importance of regular school attendance.
- **Budget:** Advise the PAC, the Principal, and the governing board on budget allocation for services provided for ELs.
- **Parent Training:** Assist in planning and implementation of parent training to support the Committee's focus to actively involve and support parents of ELs.
- **EL-PAC:** Serve as the English Learner Parent Advisory Committee (EL-PAC), if applicable, and provide advice to the PAC, the Principal, and the governing board regarding the LCAP development and evaluation.
- **Bylaws:** Advise and assist in the revision of the bylaws.

The ELAC shall be composed of no less than five (5) members as follows:

- The school principal shall be an ex officio member of the ELAC. (Principal may designate another administrator or staff member as his or her designee.)
- One (1) school staff member
- Three (3) Parents/Guardians

The ELAC may also include community members and student representatives from grades six and up.

Failure to fill all membership categories will not prevent the ELAC (or ELAC serving as the EL-PAC) from operating, provided that the required percentage of parents/guardians of English Learners is maintained.

Sample calendar for ELAC Meetings:

<b>September/October</b>	<b>November/December</b>	<b>January/February</b>	<b>March/April</b>
<ul style="list-style-type: none"> <li>-Elect members</li> <li>-Review ELAC's duties</li> <li>-Provide training and materials</li> <li>-Review most recent ELPAC and reclassification data</li> <li>-Review EL program and reclassification criteria</li> <li>- EL Master Plan/Compliance (see above)</li> </ul>	<ul style="list-style-type: none"> <li>- EL Programs: Advise and assist the Principal and staff on the School's program for ELs, including implementation and evaluation of the program objectives and activities.</li> <li>-Advise principal and staff/PAC on recommendations for LCAP</li> </ul>	<ul style="list-style-type: none"> <li>-Language Census review</li> <li>-Discuss and review progress monitoring for ELs</li> <li>- Budget: Advise the PAC, the Principal, and the governing board on budget allocation for services provided for ELs.</li> <li>Parent Training: Assist in planning and implementation of parent training</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct a school needs assessment</li> <li>-Revisit recommendations for upcoming AY's LCAP</li> <li>Bylaws: Advise and assist in the revision of the bylaws</li> </ul>

	-Review the importance of regular school attendance		
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#### ***N. English Language Development Program Evaluation***

To evaluate the effectiveness of the MPS's educational program for English learners, the Executive Director or designee shall report to the Board, at least annually regarding:

1. A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
2. The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;
3. Progress of English learners towards proficiency in English based on the SBE-approved ELPAC overall score of 4;
4. The number and percentage of English learners reclassified each year;
5. The number and percentage of students reclassified to fluent English proficient ("RFEP") that are meeting state grade-level content standards during each of the four years after reclassification, including EL students with a disability;
6. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1 and their date of first enrollment at the Charter School ;
7. The achievement of English learners on standards-based tests in core curricular areas;
8. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309;
9. Progress toward any other goals for English learners identified in the Charter School's LCAP;
10. A comparison of current data with data from at least the previous year in regard to items #1-9 above;
11. A comparison of data between the different language acquisition programs offered by the Charter School; and
12. Develop the next steps for program improvement based upon an analysis of the findings from items #1-11 above. The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees. The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. Evaluation documents will be maintained in the ELC's Google Drive.

#### ***O. Documentation and Translation of Documents***

MPS will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record.

MPS will translate certain records for those parents or guardians who speak a language group

other than English representing fifteen (15) percent or more of the students enrolled in MPS, as determined from the CALPADS data for the preceding year. Specifically, MPS will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to MPS either in English or the primary language.

#### **P. Annual Notice**

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Charter School. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all students enrolling after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

- a. A description of any language acquisition programs provided, including Structured English Immersion;
- b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
- c. The information set forth in section 5 *CCR* Section 11309[c]:
  - i. Be designed using evidence-based research and include both Designated and Integrated ELD;
  - ii. Be allocated sufficient resources by the Charter School to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
  - iii. Within a reasonable period of time, lead to:
    1. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
    2. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
- d. The process to request establishment of a language acquisition program.

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If the Charter School offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

**Presented to the MPS Board on November 13, 2025**

*The MPS EL Master Plan will be maintained in Google Drive and may be modified throughout the year. The MPS EL Coordinator will inform schools if any changes are made. If major program changes are made, the plan will be re-submitted to the MPS Board for review.*



- Specific goals: English proficiency, high-level achievement, and meeting state standards.
- Section M – English Learner Advisory Committee
  - Adds alignment with LCAP, PAC, and EL-PAC roles.
  - Defines minimum membership (5 members) and eligibility rules.
  - Introduces specific duties: budget advising, compliance review, parent training.
  - Clarifies quorum and percentage composition (parents must equal % of EL enrollment).
  - Adds bylaws revision and budget advisory tasks.
- Section N – English Language Development Program Evaluation
  - Expanded to include a 12-point checklist covering annual program evaluation and reporting to key educational partners, including the MPS Board of Directors.
- Section O – Documentation and Translation of Documents
  - Adds MPS’ commitment to translation of records documents for those parents or guardians who speak a language group other than English representing fifteen (15) percent or more of the students enrolled in MPS.
- Section P – Annual Notice
  - Outlines parent notification (as part of the student-parent handbook) of language programs, translation requirements, and process to request a new language program.

**Impact:**

These proposed revisions will ensure continued alignment of services provided to our English Learners with the regulations set forth in both state and federal guidelines.

**Exhibits:**

- Updated EL Master Plan



## Coversheet

### Approval of Custodial and Janitorial Services Vendors to the Approved Vendors List

**Section:** III. Action Items  
**Item:** F. Approval of Custodial and Janitorial Services Vendors to the Approved  
Vendors List  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
III\_F\_Custodial and Janitorial Services Vendors to the Approved Vendors List.pdf



<b>Agenda Item:</b>	III F: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Suat Acar, Chief Operations Officer
<b>RE:</b>	Approval of Custodial and Janitorial Services Vendors to the Approved Vendors List

### **Action Proposed:**

I recommend that the Board motion to approve the following three (3) vendors to the approved vendors list to generate a pool of approved companies for custodial and janitorial services. The vendors are Side by Side, CCS, and Facilities 360.

### **Purpose:**

This RFP is conducted in order to form a pool of custodial and janitorial services companies that our private sites can utilize in case of a need.

### **Background:**

This RFP is conducted primarily for our private sites (MSA 1-7-Santa Ana, Anaheim Carl Karcher, San Diego).

Currently MPS has 12 schools and 11 sites.

- MSA 1 and 5 are co-located at the Sherman Way private MPS campus.
- MSA 2-3-4-6-8 are co-located with LAUSD campuses.
- MSA Santa Ana, MSA San Diego do have their private sites.
- MSA Orange County Placentia Yorba Linda (PYL) is co-located on a PYLUSD campus.



MSA 2-3-4-6-8: These five sites are co-located with LAUSD sites and cannot utilize 3<sup>rd</sup> party vendors for custodial and janitorial services as the work is under union control for LAUSD sites. These schools must go with one of the three options:

- LAUSD's maintenance and operations under their own FUA (MSA 3-4-6-8), or
- hire their own staff to do these services, or
- do a combination of these two options (MSA 2).

MSA 1-5-7-Santa Ana, Anaheim Carl Karcher and San Diego are private sites.

- MSA 1 (covering MSA 5 as well), MSA 7 and MSA Santa Ana currently have their own staff for these services, considering their options to switch to a third-party company.
- MSA Anaheim Carl Karcher and MSA San Diego currently are working with a third-party company, and they will also have the benefit of having more companies in the pool.
- MSA PYL currently coordinates with the PYLUSD by going with the cleaning materials of PYLUSD and custodial support.

### **Analysis:**

Below is a summary of the total square footage (cleanable if possible) for each private MPS site.

- MSA 1 Reseda:
  - o Middle school building: 25,000 square feet
  - o High school building: 25,250 square feet
  - o Gym: 7,729 square feet
- MSA 7 Northridge: 19,700 square feet
- MSA Santa Ana: 54,850 square feet
- MSA Anaheim Carl Karcher: 12,000 square feet
- MSA San Diego: 25,250 square feet

The total amounts set-aside based on the 2025-26 Adopted Budget have been listed below and are based on prior year spending data.

- o MSA 1 Reseda: \$175k staff + \$30k supplies totaling \$205k
- o MSA 7 Northridge: \$150K + \$22k supplies totaling \$172k
- o MSA Santa Ana: \$104k staff + \$30k supplies totaling \$134k
- o MSA Anaheim Carl Karcher: \$30k service + \$20K supplies totaling \$50k



- MSA San Diego: \$100k service + \$30k supplies totaling \$130k

**Impact:**

With this RFP we plan to standardize the custodial and janitorial service across our private sites. We also plan to have a pool of companies in case any of our private sites wants to switch we will be ready to go.

**Budget Implications:**

Each MPS Site budgets for Maintenance and Operations which has related sections in their budgets for custodial and janitorial staffing & materials/chemicals or for a third-party maintenance company. The details are explained above in the analysis section for private sites. All costs associated with this item will be incorporated into the 2025-26 First Interim Report that will be presented to the board in December 2025.

**Exhibits:**

N/A

## Coversheet

### Approval of Integrated Pest Management Policy as a MPS Policy for Compliance with AB 2260 / Healthy Schools Act (2000)

**Section:** III. Action Items

**Item:** G. Approval of Integrated Pest Management Policy as a MPS Policy for  
Compliance with AB 2260 / Healthy Schools Act (2000)

**Purpose:** Vote

**Submitted by:**

**Related Material:**

III\_G\_Integrated Pest Management Policy\_MPS Policy\_AB 2260\_Healthy Schools Act (2000).pdf



<b>Agenda Item:</b>	III G: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Suat Acar. Chief Operations Officer
<b>RE:</b>	Approval of Integrated Pest Management Policy as a MPS Policy for Compliance with AB 2260 / Healthy Schools Act (2000)

### **Action Proposed:**

I recommend that the Board motion to approve the Integrated Pest Management (IPM) Policy and authorization to implement the Healthy Schools Act (AB 2260, 2000) compliance program across all MPS sites.

### **Purpose:**

To establish MPS compliance with the California Healthy Schools Act by adopting a standardized policy, training protocol, and notification system for pesticide management and integrated pest control practices.

### **Background:**

The Healthy Schools Act (AB 2260), enacted in 2000, requires all public K–12 schools—including charter schools—to notify parents and staff about pesticide use, maintain pesticide records, and train staff annually. Magnolia Public Schools has not previously implemented this program, and this action brings MPS into compliance statewide.



**Analysis:**

The proposed IPM Policy formalizes MPS's approach to pest management, emphasizing prevention, least-toxic methods, and transparency. It establishes an MPS-wide IPM Coordinator, ensures staff training, and mandates annual notifications to families. Adoption aligns Magnolia with state law and best practices while reducing environmental and health risks.

**Impact:**

- Improves student and staff safety.
- Establishes legal compliance and documentation for all sites.
- Enhances transparency and environmental responsibility.
- Provides consistency for co-located, leased, and independent campuses.

**Budget Implications:**

Minor administrative costs for staff training, signage, and annual notifications (estimated <\$5,000 per year). Costs are absorbable within existing Facilities/Operations budgets. No additional fiscal impact.

**Exhibits:**

1. Integrated Pest Management (IPM) Policy
2. Annual Parent Notification Letter Template
3. Pesticide Use Log Template

## Magnolia Public Schools

### Healthy Schools Act Compliance Package

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#### **Exhibit 1: Integrated Pest Management (IPM) Policy**

Magnolia Public Schools (MPS) is committed to providing a safe and healthy learning environment for students, staff, and the school community. In accordance with the Healthy Schools Act of 2000 (AB 2260), MPS adopts this Integrated Pest Management (IPM) Policy to reduce pesticide exposure and to ensure compliance with California law.

#### **Scope:**

- This policy applies to all independent MPS campuses (privately leased, or independent). This policy provides guidelines to the independent sites of MPS (such as MSA 1, MSA San Diego, MSA Santa Ana, MSA Orange County). The districts already have the Pest Management Policies and therefore the MPS Co-located sites (such as MSA 3, MSA 4, MSA 6, MSA 8) are serving under the districts' maintenance and operations guidelines.
- This policy covers buildings, playgrounds, fields, vehicles, and all student areas.

#### **Guiding Principles:**

1. Prevention First – sanitation and exclusion before pesticides.
2. Least-Toxic Methods – choose lowest hazard products.
3. Transparency – notify families and staff.
4. Compliance – follow DPR requirements.

#### **IPM Coordinator:**

- Oversees compliance, recordkeeping (4 years), notifications, registry, reporting, and staff/vendor training. Each independent site will have an IPM Coordinator working with the Home Office Operations Department.

#### **Notification Requirements:**

- Annual notification to parents and staff. To be done at the beginning of the school year.
- Maintain a registry for advance notice.
- 72-hour notices and posting of warning signs before/after applications.

#### **Recordkeeping & Reporting:**

- Maintain logs for 4 years.
- Submit annual pesticide use reports by January 30.



**Training:**

- All staff handling pesticides complete annual DPR training.

**Coordination with Co-located Districts:**

- Coordinate with LAUSD, PYLUSD, etc. for co-located sites.
- Maintain independent MPS notifications and records.

**Review & Accountability:**

- Annual compliance report to the Board.
- Review/update policy every 3 years.

## Exhibit 2: Annual Parent/Guardian Notification Letter (Sample Template)

Magnolia Science Academy (\_\_\_)

[Insert School Address]

[Insert School Phone/Email]

Date: [Insert Date]

### Subject: Annual Notification of Pesticide Use

Dear Parent/Guardian,

California law, the Healthy Schools Act of 2000 (AB 2260), requires all public schools to inform parents, guardians, and staff about expected pesticide use at school sites. Magnolia Public Schools (MPS) is committed to reducing pesticide exposure and uses Integrated Pest Management (IPM) practices to minimize risk.

During the School Year, [e.g., 2025–2026], Magnolia Science Academy (\_\_\_) may use the following pesticide products:

- [Product Name] – Active Ingredient: [Ingredient] – EPA Reg. No. [#####]
- [Product Name] – Active Ingredient: [Ingredient] – EPA Reg. No. [#####]

### Advance Notification Option:

Parents/guardians may request to be placed on the MPS notification registry to receive individual notice at least 72 hours before each application. To be added, contact:

[Name of IPM Coordinator]

[Email] | [Phone]

### Posting of Signs:

Warning signs will be posted 24 hours before and will remain 72 hours after any application.

### Records:

Records of all pesticide use are available upon request.

Sincerely,

[Name]

IPM Coordinator

Magnolia Science Academy (\_\_\_)

**Exhibit 3: Pesticide Use Log (Template/Sample)**

<b>Date</b>	<b>Time</b>	<b>School Site</b>	<b>Location</b>	<b>Product Name</b>	<b>Active Ingredient</b>	<b>EPA Reg. No.</b>	<b>Amount Used</b>	<b>Applied By</b>
05/15/2025	2:00 PM	Magnolia Science Academy 3	Kitchen	Advion Ant Gel	Indoxacarb	100-1498	30g	Custodian

# Coversheet

## Approval of the MPS SB 1383 Waste Diversion Requirements Compliance Policy

<b>Section:</b>	III. Action Items
<b>Item:</b> Compliance Policy	H. Approval of the MPS SB 1383 Waste Diversion Requirements
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	III_H_MPS SB1383 Waste Diversion Requirements.pdf



<b>Agenda Item:</b>	III H: Action Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Suat Acar, Chief Operations Officer
<b>RE:</b>	Approval of the MPS SB 1383 Waste Diversion Requirements Compliance Policy

### **Action Proposed:**

I recommend that the Board motion to approve the adoption of the MPS SB 1383 Compliance Policy to ensure all Magnolia Public Schools meet California’s organic waste diversion and edible food recovery requirements.

### **Purpose:**

To establish a uniform district-wide policy and procedures to comply with California Senate Bill 1383, which mandates reduction of organic waste and recovery of edible food for human consumption. This policy ensures consistent implementation across all MPS campuses located in Los Angeles, Orange, and San Diego Counties.

### **Background:**

Senate Bill 1383, enacted in 2016, requires all public and private entities, including schools, to divert organic waste from landfills and implement food recovery programs to reduce methane emissions. Charter schools are classified as 'non-local entities' under the law and must comply with state and local ordinances. To maintain compliance and avoid penalties, MPS developed this policy outlining roles, procedures, and reporting responsibilities.

### **Analysis:**

The policy defines responsibilities for Facilities staff, principals, custodians, and food service vendors. It establishes consistent bin labeling, waste sorting systems, and mandatory training



programs for staff and students. It also mandates partnerships with certified food recovery organizations and consistent documentation for CalRecycle compliance.

**Impact:**

This policy ensures MPS meets all SB 1383 legal requirements, mitigates risk of fines, and reinforces environmental sustainability. It also promotes waste reduction, cost savings through efficient waste management, and enhances environmental literacy among students.

**Budget Implications:**

Minimal fiscal impact. Most campuses already include organics collection in waste contracts. Estimated costs under \$2,000 for additional signage, training, and documentation resources. Potential long-term savings from reduced waste disposal and increased food donation benefits.

**Exhibits:**

- Exhibit A: MPS SB 1383 Compliance Policy & Checklist

## **Magnolia Public Schools (MPS) SB 1383 Waste Diversion Requirements Compliance Policy & Checklist- (Exhibit A)**

Policy Effective Date: January 1, 2025

Approved by: Magnolia Public Schools Board of Directors

Policy Owner: Operations Department

Reviewed: Annually

### **1. Purpose**

This policy establishes Magnolia Public Schools' (MPS) commitment and procedures to comply with California Senate Bill 1383 regarding the reduction of organic waste and recovery of edible food for human consumption. The policy ensures consistent compliance across all MPS campuses located in Los Angeles, Orange, and San Diego Counties.

### **2. Scope**

This policy applies to all MPS-operated school sites, administrative offices, and charter management facilities. It covers all staff, contractors, students, and third-party vendors responsible for waste generation, collection, or food service operations.

### **3. Policy Statement**

Magnolia Public Schools will comply with the State of California's SB 1383 regulations and all applicable local ordinances governing organic waste diversion and edible food recovery. Each MPS school site must establish and maintain systems for the proper separation, collection, and documentation of organic, recyclable, and landfill waste streams.

### **4. Key Compliance Requirements**

#### **A. Waste Collection and Separation**

- All MPS facilities must maintain clearly labeled and color-coded containers for organics (green), recyclables (blue), and landfill waste (gray/black).
- Waste bins must include visual signage in English and Spanish showing what materials belong in each container.
- Facilities managers, principals must ensure collection services are provided by jurisdiction-approved haulers.

#### **B. Edible Food Recovery**

- School cafeterias and meal service programs are classified as Tier 2 Edible Food Generators.
- Each site must maintain a written agreement or contract with a certified food recovery organization.

- Sites must record all edible food donations, including partner organization, date, and volume donated.

#### C. Education and Training

- - Annual training must be provided to all staff and custodial contractors on waste separation and food recovery procedures.
- - Age-appropriate environmental education must be provided to students each school year.
- - Training documentation shall be maintained for five years.

#### D. Recordkeeping and Reporting

- - Each site must keep copies of waste hauling contracts, donation agreements, training attendance logs, and contamination inspection reports.
- - Records must be uploaded annually to the MPS central compliance repository maintained by the Operations Department.

#### E. Contamination Monitoring

- Site custodians and Facilities staff, principals will conduct visual inspections of waste bins weekly.
- Contamination issues will trigger corrective actions including staff retraining and additional signage.

### 5. Roles and Responsibilities

#### Operations Department

- Maintain the district-wide SB 1383 compliance framework.
- Collect, review, and submit required records to CalRecycle or local agencies.
- Coordinate network-wide training and annual waste audits.

#### School Principals

- Ensure implementation of site-level compliance procedures.
- Designate a Site SB 1383 Coordinator from existing staff.
- Verify that signage, bins, and training materials are visible and current.

#### Custodial and Food Service Contractors

- Follow MPS sorting and donation protocols.
- Perform daily waste separation and maintain clean collection areas.
- Notify site coordinators of contamination or operational issues.

#### Teachers and Staff

- Model correct waste sorting behavior for students.



- Participate in training and encourage student compliance.

## **6. Enforcement and Accountability**

Failure to comply with SB 1383 requirements may result in fines or penalties from local enforcement agencies. MPS will emphasize education and corrective action before enforcement. Site leaders are accountable for ensuring compliance and maintaining accurate documentation.

## **7. Continuous Improvement**

MPS will review its SB 1383 compliance policy annually, incorporating updates from CalRecycle, local jurisdictions, and best practices for waste reduction and sustainability.

## **8. References**

- CalRecycle SB 1383 Overview: <https://calrecycle.ca.gov/organics/slcp/>
- Los Angeles County Food Recovery Program: <https://dpw.lacounty.gov/epd/organics/>
- Orange County Waste & Recycling: <https://oclandfills.com/environmental-programs>
- San Diego County Save Don't Scrap: <https://sdfs.org/save-dont-scrap>

# Coversheet

## MPS Annual Authorizer Oversight Reports

<b>Section:</b>	IV. Informations/Discussion Items
<b>Item:</b>	A. MPS Annual Authorizer Oversight Reports
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	IV_A_MPS Annual Authorizer Oversight Reports_SDUSD.pdf



<b>Agenda Item:</b>	IV A: Information/Discussion Item
<b>Date:</b>	November 13, 2025
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	David Yilmaz, Chief Accountability Officer
<b>RE:</b>	MPS Annual Authorizer Oversight Reports

**Action Proposed:**

N/A

**Purpose:**

It is imperative that we share authorizer oversight reports with our Board, highlight any findings, and discuss possible next steps for actions that should be taken based on the feedback provided by the authorizers.

**Background:**

*Oversight Visits Overview*

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders. The Home Office supports the schools in preparation for the oversight visits through mock visits, document review, and attendance to the visits.

*2024-25 Oversight Visits*

All ten of our schools have been visited by their respective authorizers. Following are the visit dates for 2024-25:



School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	11/12/24 and 5/7/25
MSA-2	LACOE	Yes	11/19/24 and 5/16/25
MSA-3	LACOE	Yes	11/18/24 and 5/21/25
MSA-4	LAUSD	Yes	3/21/25
MSA-5	LACOE	Yes	11/12/24 and 4/22/25
MSA-6	LAUSD	Yes	3/6/25
MSA-7	LAUSD	Yes	3/4/25
MSA-Bell	LAUSD	Yes	3/11/25
MSA-San Diego	SDUSD	Yes	4/10/25
MSA-Santa Ana	SBE	Yes	1/30/25

### **Analysis:**

This agenda is about the oversight visit report from SDUSD.

### **SDUSD:**

The full SDUSD report is attached. It covers Operations, Academics, and Governance, and includes MPS's response to the oversight findings at the end.

### **Impact:**

Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office teams review those reports very carefully. It is critically important to have positive oversight reports from our authorizers and to act on their feedback for continuous improvement of our schools and systems. The Home Office will continue to provide the board with any oversight report and feedback from the authorizers' visits.

### **Exhibits:**

1. Oversight Visit Report for MSA-San Diego



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

Charter School Name: Magnolia Science Academy San Diego  
Dates of Site Visit: April 10, 2025  
Contact Persons for this Report: Joanne Lin-Hening, Deidre Walsh

San Diego Unified School District (“District”) is the charter granting authority of Magnolia Science Academy San Diego (“MSA San Diego”). MSA San Diego is part of a network of charter schools operating primarily in the Los Angeles area called Magnolia Public Schools (“MPS”). MPS is operated by the nonprofit public benefit corporation Magnolia Educational and Research Foundation. The MPS Home Office is located at 250 E. 1st St., Suite 1500, Los Angeles, CA 90012. The current charter term began on July 1, 2020, and ends June 30, 2028, based on the extension in Education Code section 47607.4. MSA San Diego serves grades 6-8 at a District facility located at 6525 Estrella Avenue, 92120. Megan Craig is the Principal of MSA San Diego, and Alfredo Rubalcava is the CEO of MPS.

The following additional designated roles were identified for MSA San Diego.

Special Education Administrator	Meagan Tracy	mebtracy@magnoliapublicschools.org
504 Coordinator	Catilin Monroe	cmonroe@magnliapublicschools.org
Title IX Coordinator	Chris Wertz	cwertz@magnoliapublicschools.org
Homeless Liaison	Neil Egasani	negasani@magnoliapublicschools.org
Foster Liaison		
Uniform Complaint Policy Contact	Megan Craig	mcraig@magnoliapublicschools.org
Free/Reduced Price Meals Contact	Nancy Velasquez	nvelasquez@magnoliapublicschools.org

Enrollment for MSA San Diego is summarized in the table below.

### Magnolia Science Academy San Diego Report (37-68338-0109157)

[+ Report Description](#)

[+ Report Options and Filters](#)

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2024-25	464	0	0	0	0	0	0	0	162	164	138
2023-24	439	0	0	0	0	0	0	0	138	146	155
2022-23	422	N/A	0	0	0	0	0	0	126	155	141
2021-22	421	N/A	0	0	0	0	0	0	135	140	146
2020-21	441	N/A	0	0	0	0	0	0	124	157	160



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

The table below provides an overview of MSA San Diego's enrollment by subgroup.

Subgroup	2020-21	2021-22	2022-23	2023-24	2024-25
English Learners	8.4%	7.4%	6.4%	4.3%	2.6%
Foster Youth	0.2%	0.0%	0.0%	0.0%	0.0%
Homeless Youth	2.5%	2.6%	1.2%	0.7%	0.9%
Migrant Education	0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	16.1%	17.3%	17.5%	17.3%	21.1%
Socioeconomically Disadvantaged	39.5%	37.5%	36.3%	32.6%	34.1%
<b>All Students</b>	<b>441</b>	<b>421</b>	<b>422</b>	<b>439</b>	<b>464</b>

### Operations

The MSA San Diego enrollment and admission information is located on the school website at [https://www.msasd.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=286584&type=d&pREC\\_ID=539866](https://www.msasd.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=286584&type=d&pREC_ID=539866) (last accessed on June 17, 2025), and includes an admission policy with information about the eligibility application procedure and the public lottery process. At the time of the site visit, MSA San Diego did not have a waitlist. The Charter School Complaint Notice was also accessible on the school website under the "Enroll" tab, and included information on how the public can contact the District's Office of Charter Schools with a complaint related to enrollment, lottery, or disenrollment.

The District received a Comprehensive School Safety Plan ("CSSP") for review. Meetings for public input were held on January 16, 2024. The MPS Board approved the CSSP on February 8, 2025. The CSSP meets all required compliance components. For more information on the development, contents, timeline, and updates for CSSPs, please refer to the CDE's website at (<https://www.cde.ca.gov/lss/vp/cssp.asp>).

The MPS Board approved a revised Independent Study Policy and Master Agreement on October 10, 2024, which includes specific provisions for tiered reengagement, synchronous instruction, and live interaction for students participating in long-term independent study. While the policy permits independent study enrollment beyond 15 days, MSA San Diego had no students with more than 15 cumulative days of independent study at the time of the site visit.

The District reviewed the professional development ("PD") calendar and sessions offered by MSA San Diego for the 2024-25 academic year. The calendar highlights various PD training sessions throughout the academic year, including NWEA MAP training, English Language Development, and Special Education.

The District observed classrooms and common areas during its site visit on April 10, 2025. All classrooms had appropriate emergency exit routes clearly posted. The District observed menstruation products were available



## San Diego Unified School District Annual Site Visit Report

## Office of Charter Schools 2024-25 School Year

and signs were clearly posted in restrooms in accordance with the Menstrual Equity Act. On May 9, 2025, District staff visited the MPS home office at 250 E. 1st St., Suite 1500, Los Angeles, 90012. Staff at the home office stated that it is open Monday through Friday and most charter board meetings take place there.

District staff interviewed students, parents and staff during its site visit. Students reported participating in afterschool clubs. Students also reported participating in student council and school events. Parents reported participating on the Parent Task Force and attending meetings regarding the Local Control and Accountability Plan ("LCAP"). Staff reported that school leadership shares information regarding the LCAP during staff meetings.

### Academics

Below are the performance levels (color) by subgroup on the 2024 California School Dashboard.

Magnolia Science Academy San Diego (San Diego, CA)

San Diego Unified

Reporting Year: 2024

This report displays the performance level (color) for each student group on all the state indicators.

Note: Because the English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in an N/A (or Not Applicable).

#### Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	N/A	Blue	Blue	N/A
English Learners	--	--	--	N/A	Yellow	Green	N/A
Long-Term English Learners	--	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Green	N/A	Green	Green	N/A
Students with Disabilities	N/A	Orange	Orange	N/A	Yellow	Yellow	N/A
African American	N/A	Red	Yellow	N/A	Yellow	Yellow	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Orange	Blue	N/A	Blue	Blue	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Red	Orange	N/A	Green	Green	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Yellow	Blue	N/A	Blue	Blue	N/A
Two or More Races	N/A	Yellow	Blue	N/A	Blue	Blue	N/A



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

Below are the 2022-23 and 2023-24 California Assessment of Student Performance and Progress (CAASPP) results for MSA San Diego.

### School: Magnolia Science Academy San Diego

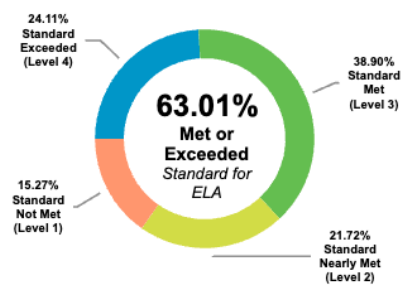
CDS Code: 37-68338-0109157 | County: San Diego | District: Magnolia Science Academy San Diego

#### Report Options

Year: 2022-23 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

#### ELA

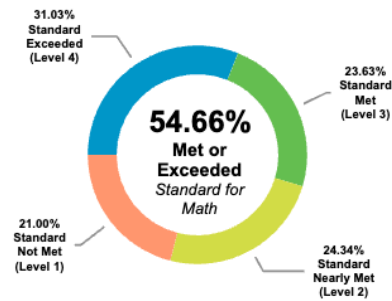
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

#### Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

### School: Magnolia Science Academy San Diego

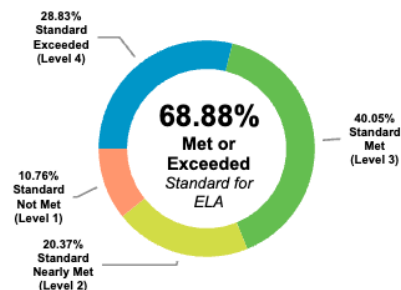
CDS Code: 37-68338-0109157 | County: San Diego | District: Magnolia Science Academy San Diego

#### Report Options

Year: 2023-24 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

#### ELA

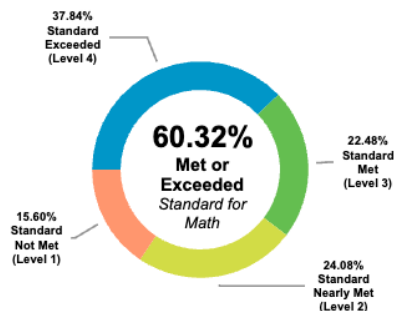
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

#### Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

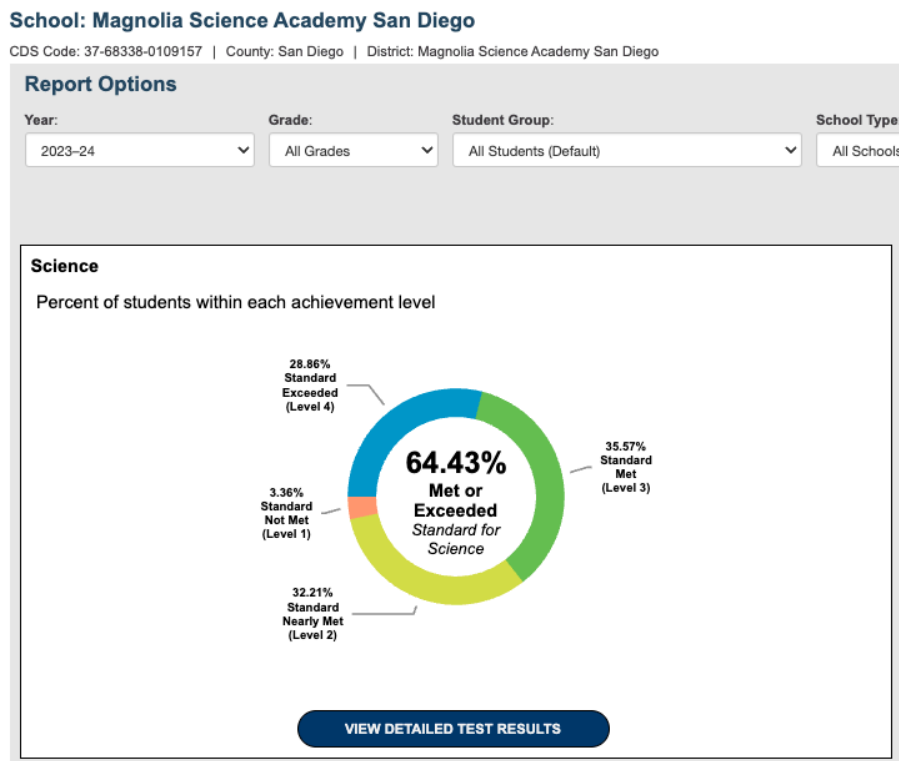




## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

Below are the California Science Test (CAST) results for the 2023-24 school year.



Assembly Bill 1505 amended Education Code section 47607 regarding charter renewal which included specific information regarding Verified Data. For the annual site visit, MSA San Diego provided the District with NWEA MAP score reports for reading and math.

For the 2024 Dashboard year, the CDE categorized MSA San Diego as “High Performing.” See CDE’s website at <https://www.cde.ca.gov/sp/ch/performcategory.asp> for more information about charter performance categories.

According to the Teaching Assignment Monitoring Outcome (“AMO”) report for the 2022-23 school year, the most recent report, MSA San Diego had 18.0 full time equivalent teachers (“FTE”) and 88.9% of teachers had a clear and appropriate teaching credential. Below is a table summarizing MSA San Diego’s 2022-23 Teaching AMO report. See CDE’s webpage for updated teacher equity definitions at <https://www.cde.ca.gov/ds/ad/tamoinfo.asp>.

School Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown
2022-23	18.0	88.9%	11.1%	0.0%	0.0%	0.0%	0.0%



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

During the 2024-25 school year, approximately 98 students with disabilities were enrolled at MSA San Diego comprising 21.1% of the schoolwide enrollment. MSA San Diego is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) and uses the SELPA forms. MSA San Diego reported zero students placed in a nonpublic school setting at the time of the site visit.

MSA San Diego reported having 23 students with 504 plans in the 2024-25 school year. The school submitted 504 documents on MSA San Diego specific forms that included updated information for students, including the Accommodation Plans and meeting notes. Forms were signed by the 504 Coordinator, parent/guardian, student, administrator, and a general education teacher.

The table below summarizes MSA San Diego’s English Learner (“EL”) enrollment, including Long-Term English Learners (“LTEL”) and Reclassified Fluent English Proficient (“RFEP”) for the 2023-24 and 2024-25 school years.

School Year	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 years	At-Risk 4-5 years	LTEL 6+ years	EL 4+ Years Not at risk or LTEL			
2024-25	0	0	7	5	12	73	85
2023-24	2	1	6	10	19	73	92

The District reviewed MSA San Diego’s English Language Development (“ELD”) program during its site visit. MSA San Diego reported that all EL students receive designated ELD and the school uses the StudySync curriculum to support the program. At the time of the site visit, MSA San Diego reported less than 21 English Learner students and therefore did not require maintaining an English Language Advisory Committee. The District will continue to monitor MSA San Diego’s designated ELD program to ensure all EL students are participating in protected time during the regular school day that is focused on ELD standards.

### Governance

MPS is the governing board for MSA San Diego. Board meetings are conducted in person at the MPS central office at 250 E. 1st Street, Suite 1500, Los Angeles, 90012 or at various MPS school sites in Los Angeles. Meetings are held monthly at 6:00 pm. MPS has four committees (Audit/Facilities, Finance, Academic, and Educational Partners) that meet throughout the academic year. Meeting agendas, recordings, and minutes can be accessed from the MSA San Diego website via BoardOnTrack at (<https://app2.boardontrack.com/public/CtXXyH/home>).

The meeting calendar included the following dates for 2024-25.

July 11, 2024	February 13, 2025
August 8, 2024	March 13, 2025



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

September 12, 2024	April 10, 2025
October 10, 2024	May 8, 2025
November 14, 2024	June 12, 2025
December 12, 2024	June 26, 2025
January 16, 2025	

The 2024-25 Magnolia Board Roster is composed of six members, including a designated San Diego representative, and one student representative.

Name	Position	Term	Email Addresses
Muhammedov, Mekan	Board Chair	April 2025 -April 2030	mekan@magnoliapublicschools.org
Covarrubias, Sandra	Vice Chair	August 2022-August 2027	scovarrubias@magnoliapublicschools.org
Gonzalez, Diane	Member	December 2024-December 2029	drgonzalez@magnoliapublicschools.org
Umit Yapanel	Member	October 2022 – October 2027	uyapanel@magnoliapublicschools.org
Salih Dikbas	SD Member	December 2024-December 2029	sdikbas@magnoliapublicschools.org
Naim Bayraktar	Student Member	July 2024 - June 2025	studentboard@magnoliapublicschools.org

The Magnolia website provides information for the public to contact any MPS Board member directly through individual email addresses at

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=291746&type=d](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=291746&type=d).

MPS Board meetings were observed during the 2024-25 school year via the available Zoom link. The District noted that MPS has scheduled board meetings to occur during teachers' nonworking hours to allow for their observation and participation, as well as that of parents/guardians who may be unable to attend during school hours. The board meetings observed included an in-person quorum of board members, updates from the CEO and CFO, and selection and/or participation of a student board member.

Statement of Economic Interest (Form 700) documents were reviewed and demonstrated that MPS has a practice of submitting this information on an annual basis. Where applicable, schedules identifying real property, income, loans, etc. were attached.

The Uniform Complaint Policy ("UCP") for MSA San Diego can be located on its website under the "About Us" and "Accountability" tabs. The UCP is available in English and Spanish. The MPS Board approved the



## San Diego Unified School District Annual Site Visit Report

## Office of Charter Schools 2024-25 School Year

UCP on July 23, 2020, and it contains all procedures on how to file a complaint regarding protected programs and the appeals process.

MSA San Diego's Homeless Education Policy is located on its website under the "Parents" and "Homelessness and Foster Youth Resources" tabs. The webpage includes a description of rights for students experiencing homelessness and contact information for MSA San Diego's Homeless Liaison.

MSA San Diego's 2024-25 Local Control Accountability Plan ("LCAP") can be accessed on its website under the "About Us" and "Accountability" tabs. The LCAP includes the 2023-24 Annual Update. The MPS Board held an LCAP public hearing on June 17, 2024 and approved the LCAP at the same meeting. The District recommends that the public hearing and approval of the LCAP occur at separate meetings to ensure that input received during the public hearing can be fully considered before final LCAP approval. The LCAP was approved alongside a presentation of the Local Indicators. The goals in the 2024-25 LCAP are below:

- **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 instructional materials, and appropriately maintained school facilities.
- **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 "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.
- **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.
- **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.

The MPS Board reviewed the mid-year LCAP report on February 13, 2025. The mid-year LCAP report contained all available mid-year outcome data related to metrics in the 2024-25 LCAP, and mid-year expenditure and implementation data on all actions identified in the 2024-25 LCAP.



## San Diego Unified School District Annual Site Visit Report

## Office of Charter Schools 2024-25 School Year

**Finance Part One:** This section addresses the charter school's submission of financial reports in a timely and accurate manner.

The preliminary annual budget for fiscal year 2024-25 was submitted on time.	<b>Met</b>
The first interim financial report for fiscal year 2024-25, for the period of July 1 through October 31, was submitted on time.	<b>Met</b>
The annual audit for fiscal year 2023-24 was submitted on time.	<b>Met</b>
The second interim financial report for fiscal year 2024-25, for the period of July 1 through January 31, was submitted on time.	<b>Met</b>
The unaudited actuals financial report for fiscal year 2023-24, for the period of July 1 through June 30, was submitted on time.	<b>Met</b>

All financial reports required by Education Code were approved by the board before the statutory due dates.

**Finance Part Two:** This section addresses the financial stability and sustainability of the charter school.

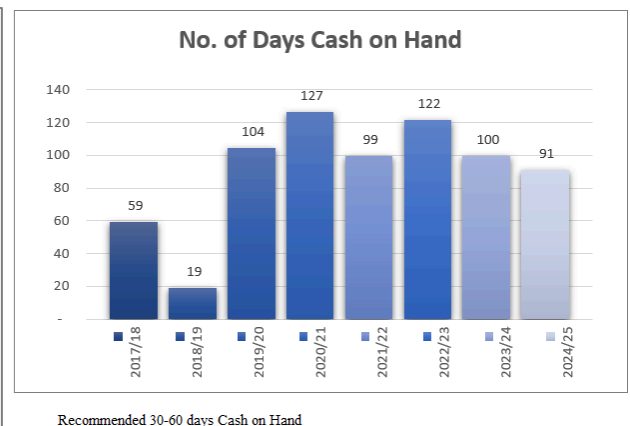
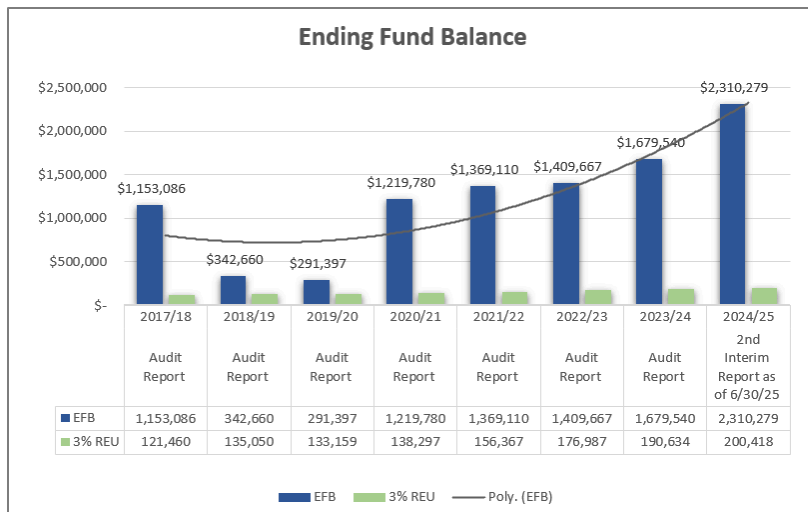
### Magnolia Science Academy San Diego 09228

#### Spending Trend | 3% REU

Source	Fiscal Year	A Beg. Balance	B Revenues	C Expense	D Transfers In/Out	E EFB	E=D-A Surplus/deficit	E/C Percent Deficit	C * 3% 3% REU	REU Met?	Enrollment	ADA	ADA Rate
Audit Report	2017/18	1,248,686	3,953,078	4,048,678		1,153,086	(95,600)	-2.4%	121,460	Met	404	387.98	96.03%
Audit Report	2018/19	1,153,086	3,691,251	4,501,677		342,660	(810,426)	-18.0%	135,050	Met	404	386.25	95.61%
Audit Report	2019/20	342,660	4,387,361	4,438,626		291,397	(51,263)	-1.2%	133,159	Met	443	420.72	94.97%
Audit Report	2020/21	291,397	5,538,289	4,609,906		1,219,780	928,383	0.0%	138,297	Met	441	421.20	95.51%
Audit Report	2021/22	1,219,780	5,361,577	5,212,247		1,369,110	149,330	0.0%	156,367	Met	421	392.11	93.14%
Audit Report	2022/23	1,369,110	5,940,131	5,899,574		1,409,667	40,557	0.0%	176,987	Met	422	389.96	92.41%
Audit Report	2023/24	1,409,667	6,624,353	6,354,480		1,679,540	269,873	0.0%	190,634	Met	439	413.05	94.09%
2nd Interim Report as of 6/30/25	2024/25	1,679,540	7,311,325	6,680,586		2,310,279	630,739	0.0%	200,418	Met	461	439.33	95.30%

#### Current Ratio | Solvency | Cash on Hand

Source	Fiscal Year	A Assets	B Liability	C = A - B EFB	D Current Assets	E Current Liabilities	F = D/E Ratio ≥ 1	G Total Cash	H = G - E Solvency	I Expenses	J = G/(I/365) No. of Days	K = G/I Cash Reserves
Audit Report	2017/18	1,657,935	504,849	1,153,086	1,164,855	353,043	3.30	657,784	304,741	4,048,678	59	16%
Audit Report	2018/19	1,069,985	727,325	342,660	485,513	575,519	0.84	235,322	(340,197)	4,501,677	19	5%
Audit Report	2019/20	2,280,806	1,989,409	291,397	1,792,967	1,837,603	0.98	1,269,671	(567,932)	4,438,626	104	29%
Audit Report	2020/21	2,748,476	1,528,696	1,219,780	2,286,971	1,528,696	1.50	1,598,406	69,710	4,609,906	127	35%
Audit Report	2021/22	2,693,284	1,324,174	1,369,110	2,243,517	1,324,174	1.69	1,420,535	96,361	5,212,247	99	27%
Audit Report	2022/23	10,689,411	9,279,744	1,409,667	3,221,688	2,558,030	1.26	1,964,663	(593,367)	5,899,574	122	33%
Audit Report	2023/24	10,080,925	8,476,384	1,604,541	2,757,536	2,068,718	1.33	1,736,889	(331,829)	6,354,480	100	27%
2nd Interim Report as of 01/31/25	2024/25	9,262,101	8,284,898	977,203	2,402,057	1,698,702	1.41	1,671,510	(27,192)	6,680,586	91	25%



Recommended 30-60 days Cash on Hand



## San Diego Unified School District Annual Site Visit Report

Office of Charter Schools  
2024-25 School Year

Based on the 2024-25 Second Interim Report, MSA San Diego is projected to meet most of the District's criteria of financial stability and sustainability with the exception of solvency. As of January 31, 2025, available cash of \$1,671,510 was not adequate to cover the current liabilities of \$1,698,702, however, when including the current receivables of \$526,219, there were sufficient assets to meet MSA San Diego's obligations.

Per the 2023-24 Audit Report, the school met most of the District's criteria of financial stability and sustainability with the exception of solvency. As of June 30, 2024, available cash of \$1,736,889 was not adequate to cover the current liabilities of \$2,068,718, however, when including the current receivables of \$996,994, there were sufficient assets to meet MSA San Diego's obligations. There were no findings and questioned costs related to the basic financial statements, or state awards.

### **Finance Part Three: This section addresses financial management topics.**

<b><u>Chart of Accounts and Restricted Funding:</u></b> Chart of Accounts corresponds to appropriate Standardized Account Code Structure ("SACS") compliant object and resource codes, as per Procedure 810, Charter Schools of the California School Accounting Manual ("CSAM"). Restricted funds are accounted for separately and expenditures are limited to those allowed by grantors.	<b>Met</b>
<b><u>Accounting System:</u></b> Accounting system utilizes a SACS compliant Chart of Accounts. Tracks unrestricted and restricted resources in order to meet various specialized reporting requirements and categorical activities. Provides data necessary for accurate completion of reports such as, but not limited to, those required by Education Code section 47604.33(a) (3-5), including, First Interim Report, Second Interim Report, and Charter School Unaudited Actuals Financial Report – Alternative Form.	<b>Met</b>
<b><u>Safeguarding of Assets:</u></b> The Fiscal Control Policy includes internal control procedures to protect their assets and prevent misuse of charter school funds.	<b>Met</b>
<b><u>Liabilities:</u></b> Loans, debts and outstanding obligations are properly accounted for and paid in a timely manner, as required by legal agreements.	<b>Met</b>
<b><u>Budget Development:</u></b> The staff, management, and governing board are involved in the charter school's budget development.	<b>Met</b>
<b><u>Board Oversight:</u></b> The management and governing board regularly review the budget in comparison to actual revenue and expenditures and make necessary adjustments to the budget as new information is available to the charter school.	<b>Met</b>
<b><u>Adjusted Budgets:</u></b> The current fiscal year's operating budget is updated for new revenue received and new expenses incurred.	<b>Met</b>
<b><u>Other observations:</u></b> As applicable.	<b>See Below</b>

MSA San Diego contracts with Delta Managed Solutions for accounting and financial reporting services.

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties, and charter schools to annually publish on its website an accounting of how much money was received from the Education Protection Account ("EPA") and how that money was spent. As required, MSA San Diego reported fiscal year 2023-24 actual receipt and allocation of EPA funds on their website.

The District inquired about the calculation of the CMO management fee. According to MSA San Diego's representative, the fee is capped at 11% of LCFF revenue. It's a tiered structure, and the school is receiving the same benefits as the other MERF schools.

**Charter School's Response (Optional):**

*We acknowledge the authorizer's comment regarding MSA San Diego's financial position. However, when factoring in future accounts receivables, the school has consistently demonstrated that it has sufficient short-term assets to meet its obligations and does not anticipate any issues related to fiscal solvency. Further, MSA San Diego has not had any audit findings or questioned costs in 2023–24, reflecting the school's strong financial management practices and compliance with state requirements. Overall, the school continues to maintain a healthy financial position and remains committed to sustaining long-term fiscal stability.*