Magnolia Public Schools

Regular Board Meeting & MPS Board Retreat

Date and Time

Saturday January 24, 2026 at 9:00 AM PST

Location

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

Access to the Board Meeting

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

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

Dialing information for this meeting is included below:

Dial in: 1-669-444-9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250
Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

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

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection.

Public Comment Procedures
Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Serdar Orazov

Student Board Member:
Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**9:00 AM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	B. Pledge of Allegiance			1 m
	C. Record Attendance and Guests			1 m
	D. Approval of Agenda	Vote		1 m
	E. Public Comments			6 m
	F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
	G. Approval of Minutes from MPS Regular Board Meeting - December 11, 2025	Approve Minutes		1 m
II.	**Consent Items**			**9:16 AM**
	A. Approval of School Accountability Report Cards (SARC) for All MPS	Vote	David Yilmaz	3 m
III.	**Action Items**			**9:19 AM**
	A. Approval of 2024-25 Annual Audit Report and Corrective Actions for all Magnolia Science Academy Schools and the Home Office	Vote	Steve Budhraja & Erdinc Acar	45 m
	B. Approval of MPS Policy Addressing Student Behavioral Health Referral Process	Vote	Meagan Wittek	5 m

		Purpose	Presenter	Time
C.	Approval of Intra-Organization Loan from Magnolia Science Academy-Bell to Magnolia Educational & Research Foundation	Vote	Steve Budhraja	5 m
D.	Approval of Intra-Organization Loan from Magnolia Educational & Research Foundation to Magnolia Science Academy-7	Vote	Steve Budhraja	5 m
E.	Approval of Pro-Craft Change Orders Nos. 014 - 016 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project	Vote	Patrick Ontiveros	10 m
F.	Approval of Silver Creek Change Orders Nos. 1 - 6 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project	Vote	Patrick Ontiveros	10 m
IV.	**Intermission**			**10:39 AM**
A.	Recess	FYI		15 m
V.	**Closed Session**			**10:54 AM**
A.	Public Announcement of Closed Session	FYI		1 m
B.	Public Employee Discipline/Dismissal Release (§ 54957)			180 m
C.	Report Out of Closed Session	FYI		1 m
VI.	**Board Retreat - Strategic Plan**			**1:56 PM**
A.	Approval and Discussion of the MPS 2030 Strategic Plan	Vote	Alfredo Rubalcava & Erdinc Acar	120 m
VII.	**Action Items (Continued)**			**3:56 PM**
A.	Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-Placentia Yorba Linda School Site for the Improvement of Educational Programs for Students	Vote	Fiorella Del Carpio	5 m

		Purpose	Presenter	Time
B.	Approval of Overview and Roadmap for Staffing and Organization of New Orange County School in Irvine	Vote	Fiorella Del Carpio	5 m
C.	Approval of Preferred Vendor Contract for the Expansion & Replication of Magnolia Public Schools	Vote	Erdinc Acar	5 m

VIII. Closing Items — 4:11 PM

A.	Adjourn Meeting	1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - December 11, 2025

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - December 11, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on December 11, 2025

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thu Dec 11, 2025 at 6:00 PM

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

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Serdar Orazov

Student Board Member:
Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez (remote), M. Muhammedov, S. Dikbas (remote), S. Orazov, U. Yapanel

Directors Absent
S. Covarrubias

Directors who left before the meeting adjourned
S. Dikbas

Guests Present
J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 11, 2025 at 6:11 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.

D. Approval of Agenda

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

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

E. Public Comments

A period was held for several public speakers. Board listened to their comments and concerns. M. Muhammedov, thanked the speakers and added that they will direct staff for follow-up.

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

G. Serce, Chief Academic Officer, reported on the San Diego Unified School District (SDUSD) visit to Magnolia Science Academy(MSA)-San Diego to present the school a Certificate of Recognition for being a 2025 California Blue Ribbon school. He added that SDUSD Board Member Shana Hazan was in attendance as well the the SDUSD Charter School Office and MPS Board Member S. Dikbas.

S. Perez, Student Board Member, reported that she will present her initiative at the January 2026 board meeting.

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

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 11-13-25.
M. Muhammedov 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

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

II. Informations/Discussion Items

A. Data Presentation: MPS' Performance on the CA School Dashboard

D. Yilmaz, Chief Accountability Officer, and G. Serce, Chief Academic Officer, presented the 2025 CA School Dashboard results. D. Yilmaz defined the state measures with blue being the highest performance tier and described how a performance color is determined. He reported various indicators: English Language Arts: 9 out of 10 schools showed an increase of 3 points or more in schoolwide results, and 6 out of 10 schools have achieved higher performance statuses than the state average. Mathematics: 7 out of 10 schools showed an increase of 3 points or more in schoolwide results, and 5 out of 10 schools have achieved higher performance statuses than the state average. Science: 2 out of 10 schools showed an increase of 3 points or more in schoolwide results, and 3 out of 10 schools have achieved higher performance statuses than the state average. English Learner Progress: 7 out of 9 schools showed an increase of 2 percentage points or more, and 4 of 9 schools have achieved higher performance statuses than the state average. College & Career Indicator: 2 out of 6 schools showed an increase of 2 percentage points or more, and 6 out of 6 schools have achieved higher performance statuses than the state average. Graduation rate: 2 out of 6 schools showed an increase of 1 percentage point or more, and 6 out of 6 schools have achieved higher performance statuses than

the state average. Chronic absenteeism rate: 4 out of 10 schools showed a decline of 0.5 percentage points or more, and 4 out of 10 schools have achieved lower (better) performance statuses than the state average. Suspension rate: 4 out of 10 schools showed a decline of 0.3 percentage points or more, and 7 out of 10 schools have achieved lower (better) performance statuses than the state average. They also reported on differentiated assistance. Board Members questions were addressed by staff.

B. Presentation of the Inaugural MPS 2024-25 Annual Report

B. Olandes, Director of Advancement, presented the annual report to help amplify the work MPS has been doing over the past 20 years. He went over all sections on the report from who MPS is, demographic profile, instructional philosophy, and college going culture. Includes CAASPP, Advanced Placement program, and dual enrollment outcomes. He showcased the graduation rates and college acceptance rates and extracurricular activities. He also showcased the financial health of the organization. Report spotlighted staff, facilities investments and continued work to improve educational settings, and commitment to the 'whole child' highlighting the community school framework. Report closed on the strategic vision.

C. Presentation of the MPS Capacity Building Engagement Report

S. Budhraja, Chief Financial Officer, presented the review of the policy and practices in relations to governance. This was in collaboration with McConnel Jones as part of MPS partnership with the Charter School Growth Fund (CSGF). Report identified recommendations of areas of improvement to assist MPS on future needs, improve fiscal policies and reporting.
This included board trainings such as continued Brown Act and conflict of interests, as well as banking.

D. Enrollment Update

B. Olivares, Chief Impact Officer, provided and update to the enrollment efforts and data across all school sites. Achieving enrollment goals requires ongoing collaboration among school site leaders and home office staff, with alignment across marketing, branding, student experience, and family satisfaction. She and other staff met with each school site leader to review tiered enrollment targets that account for application-to-enrollment conversion and exceed baseline budget goals. Board Members questions were addressed by staff.

III. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, reported that the Board will be going into Closed Session to discuss the following: Public employee discipline/dismissal release, conference with legal counsel on anticipated litigation, Initiation of litigation, and conference with real property negotiations and will report out.

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 11:28pm that on all items in closed session, the Board took no action and directed staff to take next steps.
M. Muhammedov made a motion to table item IV B (Approval of the MPS 2030 Strategic Plan) this will be presented at the Board Retreat which the date will be announced in January 2026.

S. Orazaov seconded the motion.

J. Lara, took roll call vote:
M. Muhammedov - Aye
U. Yapanel - Aye
S. Dikbas - Aye
D. Gonzalez - Aye
S. Orazov - Aye

S. Perez, Student Board Member, left the meeting.

IV. Action Items

A. Approval of the Revised MPS Board Committee Structure

U. Yapanel, Chiar of Nominating/Governance Committee, reported on the changes proposed to the MPS Board Committee structure. These changes include: S. Orazov appointed to the Finance Committee as Chair; S. Orazov appointed to the Audit/Facilities Committee; S. Dikbas removed from the Finance Committee; and, S. Orazov added as an alternate for the Educational Partners & Development Committee.
U. Yapanel made a motion to approve the revised MPS Board Committee Structure, effective December 12, 2025.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Orazov	Aye

Roll Call

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

B. Approval of the MPS 2030 Strategic Plan

Item was tabled after reporting out of closed session.

C. Approval of First Interim Reports for the 2025-26 Fiscal Year

Finance Committee was held in which due to the time limitations the Committee did not make a motion to recommend approval. S. Budhraja, Chief Financial Officer, reported on the first interim reports in detail. He went over the budget, enrollment, attendance and ADA for all school sites inclusive of reporting on the Home Office. Board Members questions were addressed by staff.
S. Orazov made a motion to approve the First Interim Report for 2025-26 for all Magnolia Science Academy schools and the Home Office.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of Board Resolution for Creation & Elimination of Positions Across MPS Network for the Improvement of Educational Programs for Students

F. Del Carpio, Chief People Officer, thanked everyone who took the time to speak today during public comments. She reported that the Board approved the organizational restructure at the November 13th board meeting which was the approval of anticipated staffing impacts at the school sites and the Home Office. She reported that this approval is a follow-up from the previous approved action intended to share the specific Home Office positions impacted.
M. Muhammedov made a motion to approve the resolution for the creation and elimination of positions across the MPS network to strengthen educational programs, ensure alignment with the MPS financial model, and support long-term organizational sustainability with an effective date of January 1, 2026.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Absent
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Orazov	Aye
S. Dikbas	Aye

E. Approval of Intra-Organization Loan from Magnolia Science Academy-Bell to Magnolia Educational & Research Foundation

S. Budhraja, Chief Financial Officer, presented that there were additional reserves in Magnolia Science Academy (MSA)-Bell which were transferred to the Home Office to help support the Orange County expansion (MSA-Orange County). The Board had previously approved entering into a intra-organizational loan in March 2025. He reported that this action is to extend term to an additional five (5) years.

S. Orazov made a motion to approve the Resolution for the extension of the IntraOrganization Loan between Magnolia Science Academy – Bell (MSA-Bell) and Magnolia Educational & Research Foundation (MERF). This item consolidates and extends the previously approved loans of $1.5 million (March 2025) and $2.5 million (June 2025) into a single $3.7 million loan with updated terms. The original loans carried a 1-year term, and this action extends the consolidated loan to a 5-year repayment term beginning July 2026.

M. Muhammedov seconded the motion.

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

Roll Call

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

F. Approval of Intra-Organization Loan from Magnolia Educational & Research Foundation to Magnolia Science Academy-Orange County

S. Budhraja, Chief Financial Officer, presented this separate resolution it to allow MPS Home Office to distribute funds to Magnolia Science Academy(MSA)- Orange County. This is similar to the previous item to support the expansion. The Board also previously approved entering into a intra-organizational loan in March 2025 and this action would also extend term to an additional five (5) years.

S. Orazov made a motion to approve the Resolution for the extension of the IntraOrganization Loan between Magnolia Educational & Research Foundation (MERF) and Magnolia Science Academy – Orange County (MSA-OC). The original loan approvals totaled $1.5 million (March 2025) and $2.5 million (June 2025). This item

consolidates those amounts into a single $3.7 million loan with revised terms. The original 1-year term is being extended to a 5-year repayment term beginning July 2026.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

G. Approval of Underwriter for Financing (Supplemental) for Magnolia Science Academy-5 Project

E. Acar, Deputy Superintendent, presented the approval for underwriting services for the bonds to fund the remaining construction costs of the Magnolia Science Academy (MSA)-5 project at 7111 Winnetka Avenue. He reported on the various needs why underwriting are required. Services and financing timeline was presented. Board Members questions were addressed by staff.
S. Orazov made a motion to approve the engagement of Stifel, Nicolaus & Company, Incorporated (“Stifel”) as the underwriter for the upcoming California School Finance Authority (CSFA) Conduit Financing Program transaction needed to complete the Magnolia Science Academy-5 construction project, and authorize the CEO or designee to execute related preliminary agreements and proceed with financing preparations.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

H. Approval of Revised MPS Home Office Management Fee Policy

S. Budhraja, Chief Financial Officer, presented that the update to the Home Office Management Fee Policy is the proposal to cap the amount of home office fees charged to the school sites to no more than 15%.
M. Muhammedov made a motion to approve the revised Home Office Management Fee Policy for the 2025-26 fiscal year.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

I. Approval of Change Order from Pro-Craft Construction Inc. Increment 1 for the Magnolia Science Academy-5 Project

K. Jimenez, Assistant Facilities Project Manager, presented the change order which is to install a separate dedicated water line for the water hydrant for DSA compliance. Los Angeles Department of Water and Power (LADWP) required a separate water line to the water hydrant which was not under the original scope. Board Members questions were addressed by staff.
S. Dikbas left at 12:29 AM on Dec 12.
S. Orazov made a motion to approve Contract Change Order #013 from Pro-Craft Construction, Inc. in the amount of Forty-Five Thousand Two Hundred Thirty-Five Dollars and Seventy-One Cents ($45,235.71) for the Magnolia Science Academy-5 – 7111 Winnetka Modular Construction Project (the “Project”).
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

J. Approval of Title Transfer of 18120 Sherman Way from MPS to MPM 18120 Sherman Way LLC

P. Ontiveros, General Counsel & Director of Facilities, presented the title transfer of 18120 Sherman Way to MPS 18120 Sherman Way LLC. Originally Magnolia Educational Research Foundation (MERF) took title.
M. Muhammedov made a motion to approve the transfer of title to the property located at 18120 Sherman Way, Reseda, CA (the “Property”) from MPS to MPM 18120 Sherman Way LLC or another limited liability company formed for the purpose of holding title to the Property (the “LLC”).
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Absent

Roll Call

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

K. Approval of Updated 2025-26 MPS Employee Handbook

F. Del Carpio, Chief People Officer, presented updated MPS Employee Handbook which ensures the Handbook is in compliance with new laws and best practices. She presented the updates which includes strengthening student safety and mandated reporting language, enhancing background check requirements, professional conduct protocol, and guidance on the responsible usage of Artificial Intelligence (AI), telework, attendance expectations for employees, and employee leave.
M. Muhammedov made a motion to approve the updated 2025-26 Employee Handbook as presented with an effective date of January 1, 2026.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. 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 12:35 AM.

Respectfully Submitted,
M. Muhammedov

Coversheet

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

Section:	II. Consent Items
Item:	A. Approval of School Accountability Report Cards (SARC) for All MPS
Purpose:	Vote
Submitted by:	
Related Material:	II_A_SARC - 2024-25.pdf

Agenda Item:	II A: Consent Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for All MPS

Action Proposed:

Staff recommends and moves that the Board approve the School Accountability Report Cards (SARC) for all Magnolia Public Schools.

Purpose:

All active public schools, local educational agencies (LEAs), and nonpublic, nonsectarian schools are required to prepare and disseminate a School Accountability Report Card (SARC). The primary purpose of the SARC is to provide parents, families, and the public with clear, transparent information about each school's performance, programs, resources, and learning conditions, allowing for meaningful understanding and comparison across schools, including charter schools.

Background:

Charter schools are required to prepare and publish a SARC pursuant to California Education Code section 47605(b)(5)(C) as part of statewide accountability requirements aligned to California's educational priorities.

The SARCs presented for Board approval reflect the **2024–25 school year** and include comprehensive information about each school, including—but not limited to—**Conditions of Learning, Pupil Outcomes, Student Engagement, instructional materials, school facilities, expenditures per pupil, and professional development.**

The California Department of Education (CDE) provides a standardized SARC template, with most quantitative data pre-populated directly by the state. Schools are responsible for completing required narrative sections, including:

- School description and mission statement
- School facility conditions and planned improvements
- Career Technical Education (CTE) programs (if applicable)
- Opportunities for parent and family involvement
- School safety plans
- Types of services funded
- Professional development for staff

SARCs must be approved annually by the Board no later than **February 1** and posted on each school's website. LEAs are also required to notify all parents and guardians of the availability of the SARC and provide instructions on how to access the report online and how to request a paper copy.

Analysis:

The attached SARCs include the most current data available for each MPS school. Upon Board approval, MPS will publish the SARCs prior to February 1 and notify parents and guardians in **English and Spanish** of their availability.

In addition to posting SARCs on individual school websites, finalized SARCs will be accessible to the public through the statewide SARC repository at **https://sarconline.org/public/findASarc**.

In compliance with federal and state requirements, MPS will notify families—via ParentSquare and other appropriate communication methods—that a hard copy of the SARC is available upon request at each school site.

The **Data & Accountability Department** at the Home Office supports schools in completing, reviewing, publishing, and disseminating SARCs and monitors compliance with all applicable timelines and requirements.

Impact:

State law requires that each school maintain a Board-approved SARC available for public review. Approval and dissemination of the SARCs ensure transparency, fulfill statutory requirements, and provide educational partners with accessible information to support engagement, feedback, and continuous school improvement.

Exhibits:

School Accountability Report Card (SARC) *(one for each MPS school)*

Magnolia Science Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Mr. Brad Plonka, Principal

Principal, Magnolia Science Academy

Contact

Magnolia Science Academy
18238 Sherman Way
Reseda, CA 91335-4550

Phone: (818) 609-0507
Email: duardo_debra@lacoe.edu

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

SCHOOL DESCRIPTION: 2025-26 School Year

Magnolia Science Academy-1 (MSA-1) is a public charter school offering a classroom-based educational program for students in grades 6-12. Dedicated to fostering academic excellence, MSA-1 emphasizes a robust Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum designed to prepare students for success in college and beyond. For the 2025-26 school year, MSA-1 proudly serves a diverse population of 677 students, primarily from Reseda, CA, and its surrounding communities.

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

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

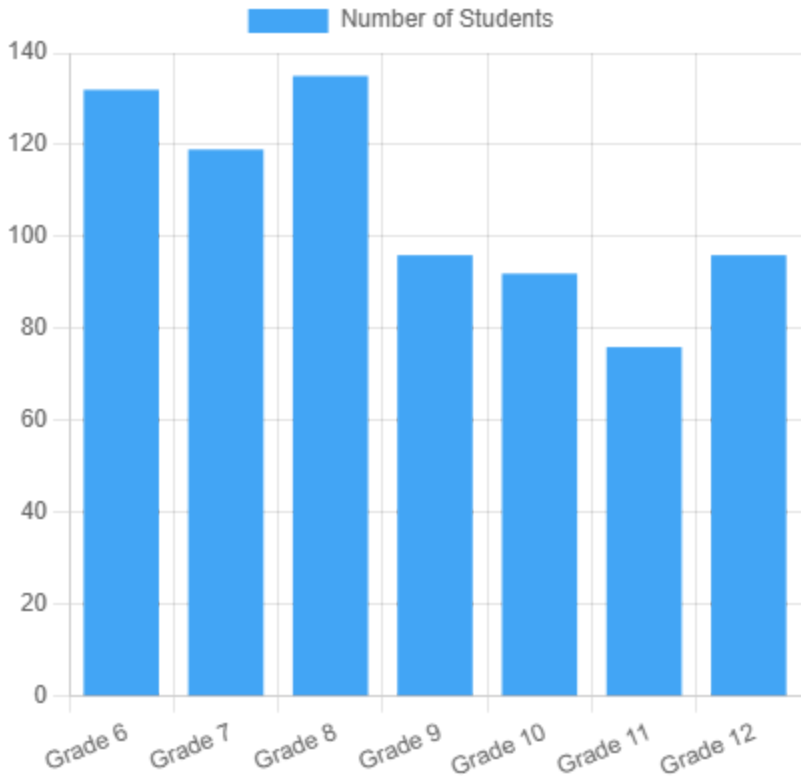
student success initiatives. Through this alignment, MSA-1 remains committed to preparing students for the challenges of college, career, and lifelong learning while fostering innovation and creativity through its STEAM-focused education.

MISSION:

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	132
Grade 7	119
Grade 8	135
Grade 9	96
Grade 10	92
Grade 11	76
Grade 12	96
Total Enrollment	746



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	4.00%
Black or African American	0.90%
Filipino	1.70%
Hispanic or Latino	88.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.70%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.20%
Foster Youth	0.10%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disavantaged	87.40%
Students with Disabilities	14.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	71.35%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	4.90	12.70%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	10.18%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	5.73%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	39.30	100.00%	501.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	76.41%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	5.24%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	18.35%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	28.00	6.03%	13705.80	4.91%
Total Teaching Positions	38.10	100.00%	464.40	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.90	4	7.00
Misassignments	0.60	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.60	4	7.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2.2	0.00
Local Assignment Options	2.10	0	0.00
Total Out-of-Field Teachers	3.20	2.2	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

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

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

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that received state Fire Marshal approval, meet the Los Angeles Uniform Building Code and federal American Disabilities Act (ADA) access requirements, and are evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken to ensure such safety standards are met.

MSA-1 complies with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Depending on the facility lease requirements, MSA-1 outsources all maintenance and operational functions, including major and minor repairs, pest control, landscaping, and gardening, to vendors qualified to perform such functions.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	38%	34%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	25%	23%	28%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	444	430	96.85%	3.15%	34.42%
Female	215	213	99.07%	0.93%	37.09%
Male	229	217	94.76%	5.24%	31.80%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	18	90.00%	10.00%	72.22%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	380	370	97.37%	2.63%	30.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	24	22	91.67%	8.33%	54.55%
English Learners	112	103	91.96%	8.04%	4.85%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	380	367	96.58%	3.42%	32.97%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	51	96.23%	3.77%	13.73%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	444	438	98.65%	1.35%	23.27%
Female	215	213	99.07%	0.93%	20.38%
Male	229	225	98.25%	1.75%	26.01%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00%	0.00%	50.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	380	374	98.42%	1.58%	19.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	24	24	100.00%	0.00%	41.67%
English Learners	112	111	99.11%	0.89%	1.83%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	380	375	98.68%	1.32%	20.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	51	96.23%	3.77%	5.88%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	21.69%	21.62%	34.16%	37.66%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	296	99.33%	0.67%	21.62%
Female	144	143	99.31%	0.69%	20.98%
Male	154	153	99.35%	0.65%	22.22%
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00%	0.00%	16.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	259	257	99.23%	0.77%	19.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	15	100.00%	0.00%	40.00%
English Learners	64	64	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	262	99.24%	0.76%	19.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	45	95.74%	4.26%	2.22%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Magnolia Science Academy offers Career Technical Education (CTE) opportunities aligned to the California Career Technical Education Model Curriculum Standards adopted pursuant to Education Code Section 51226. The school's CTE offerings are designed to prepare students for postsecondary education, industry certification, and careers in high-demand fields, with a focus on science, technology, engineering, and mathematics (STEM).

CTE Programs Offered

Magnolia Science Academy currently offers a Computer and Information Technology CTE pathway within the Information and Communication Technologies Industry Sector. This pathway emphasizes foundational and applied skills in computer science, software development, and systems thinking. Coursework is aligned to state CTE standards and supports career readiness in technology-related fields.

CTE Program Sequences

The Computer CTE pathway is structured as a multi-year sequence that builds progressively from introductory concepts to applied, project-based learning. Program sequences may include, but are not limited to:

- Introduction to Computer Science
- Foundations of Programming and Software Development
- Intermediate Software and Systems Development
- Capstone or Project-Based Technology Course

These courses are conducted directly by Magnolia Science Academy and are integrated into the school's STEAM instructional model. The school also participates in regional CTE collaboration and pathway development through the Los Angeles Regional Consortium, which provides support for curriculum alignment, professional development, and postsecondary articulation. At this time, Magnolia Science Academy does not operate its Computer CTE courses through a Regional Occupational Center or Program (ROCP).

CTE Advisory Committee

Magnolia Science Academy participates in CTE advisory activities to ensure programs remain relevant to industry needs and postsecondary expectations. Advisory input is provided through district-level and regional collaboration.

- Primary Representative:
  District or site-designated CTE administrator or pathway lead
- Industries Represented:
  - Information Technology
  - Software Development
  - Computer Science and Systems Design
  - Postsecondary Education (community college partners)

The advisory committee supports program review, curriculum relevance, workforce alignment, and continuous improvement of CTE offerings.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	118
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	95.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	92%	91%	91%	90%	91%
9	100%	100%	100%	100%	100%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Parental Engagement at MSA-1

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

Parent Communication and Support

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

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

Orientation and Community Engagement

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

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

Advisory Councils and Collaboration

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

Academic Progress and Events

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

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

Learning Opportunities for Parents

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

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

State Priority: Pupil Engagement

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

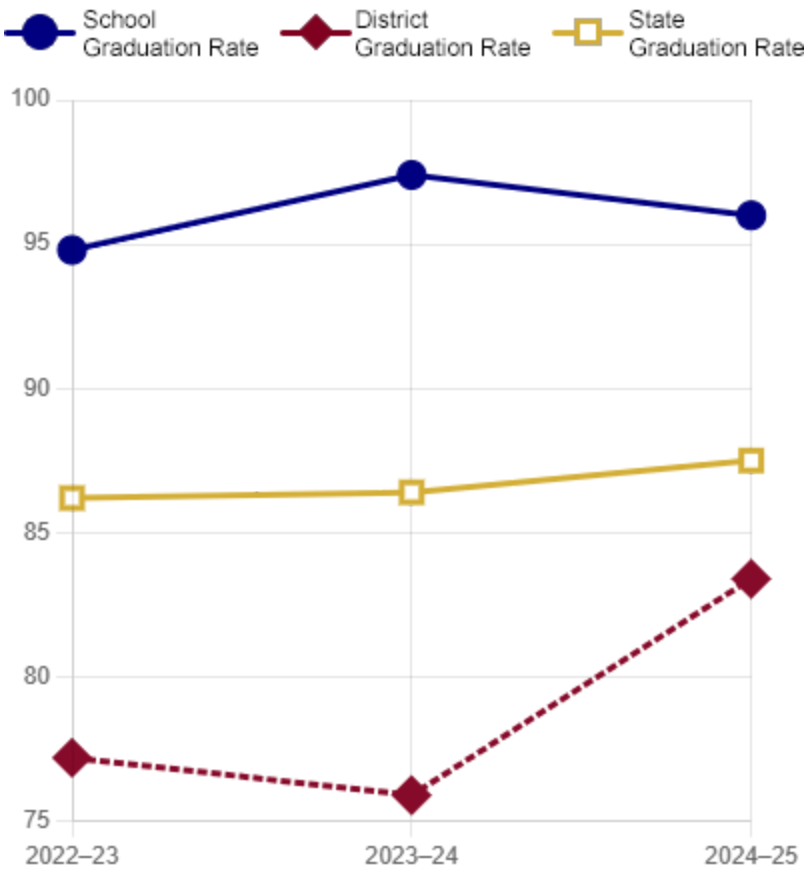
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

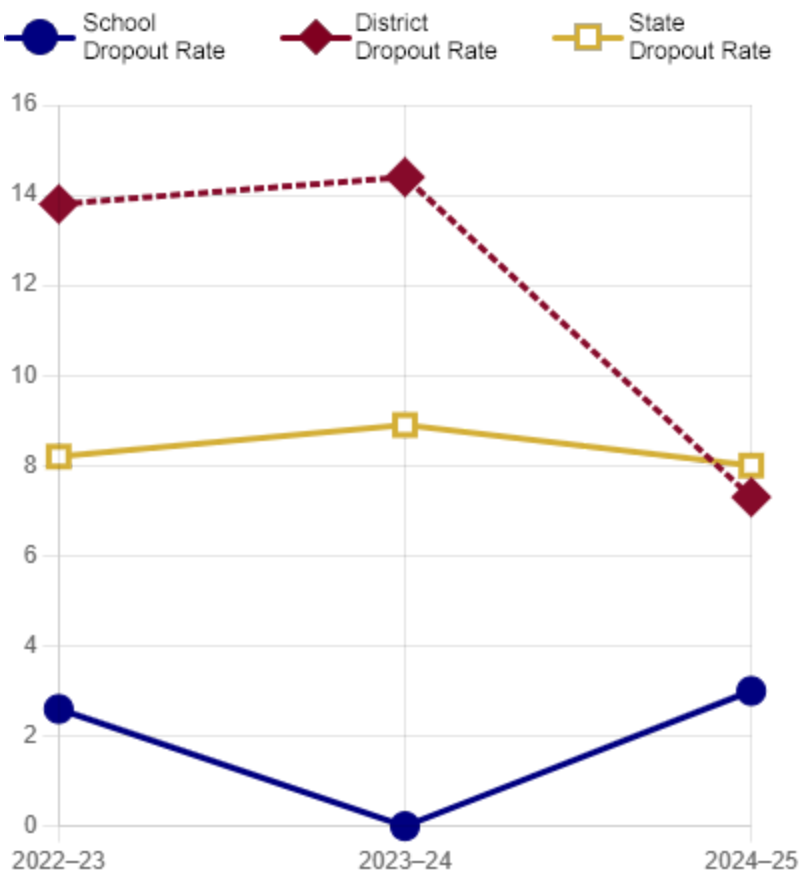
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	94.8%	97.4%	96.0%	77.2%	75.9%	83.4%	86.2%	86.4%	87.5%
Dropout Rate	2.6%	0.0%	3.0%	13.8%	14.4%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	101	97	96.0%
Female	55	52	94.5%
Male	46	45	97.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	93	90	96.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	21	21	100.0%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	98	95	96.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	21	20	95.2%

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	802	780	190	24.4%
Female	383	378	85	22.5%
Male	419	402	105	26.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	30	6	20.0%
Black or African American	12	--	--	--
Filipino	13	13	1	7.7%
Hispanic or Latino	706	692	173	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	30	5	16.7%
English Learners	212	207	61	29.5%
Foster Youth	--	--	--	--
Homeless	13	12	4	33.3%
Socioeconomically Disadvantaged	716	698	175	25.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	114	40	35.1%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	3.48%	0.00%	4.99%	5.74%	0.00%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.13%	0.00%	0.02%	0.02%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.99%	0.00%
Female	5.22%	0.00%
Male	4.77%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.13%	0.00%
Black or African American	16.67%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.82%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	9.09%	0.00%
English Learners	8.49%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.31%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.84%	0.00%

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

School Safety Plan (School Year 2025–26)

MSA-1 conducts required safety drills on a regular basis, including monthly fire, earthquake, and lockdown drills, in accordance with state and local requirements. The school is committed to maintaining a safe, orderly, and welcoming environment for students, staff, and families. High expectations for behavior and conduct are clearly established and consistently reinforced to support a positive school climate. All staff participate in annual summer training and meet weekly to ensure consistent implementation of schoolwide procedures and student support systems.

Teachers regularly review the student handbook with students during SSR/Advisory (homeroom), emphasizing schoolwide standards, expectations, rules, and procedures. A clearly defined system of rewards and progressive discipline supports consistent expectations across classrooms. Staff actively supervise student transitions, breaks, and common areas to promote student safety and ensure a structured and supportive learning environment.

The Comprehensive School Safety Plan was annually reviewed, updated, and discussed with school faculty and a student representative on February 1, 2025, and was approved on February 8, 2025.

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	24.00	6	33	
Other**				

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	24	17	
Mathematics	23.00	13	12	1
Science	22.00	10	14	
Social Science	21.00	16	14	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	255

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22643.00	$6260.00	$16383.00	$78059.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	8.00%	-15.00%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	25.00%	-26.00%

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

Types of Services Funded (Fiscal Year 2024–25)

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

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

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

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

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

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

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 32.8 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	1
Foreign Language	3
Mathematics	0
Science	1
Social Science	3
Total AP Courses Offered*	10

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	48	47	50

Magnolia Science Academy 2

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Ms. Irene Gavi, Principal

Principal, Magnolia Science Academy 2

About Our School

Irene Gavi, Principal

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

Phone: (818) 758-0300
Email: msa2@magnoliapublicschools.org

Contact

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

Phone: (818) 758-0300
Email: igavi@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Van Nuys, CA , 91406-5455
Phone Number	(818) 758-0300
Principal	Ms. Irene Gavi, Principal
Email Address	igavi@magnoliapublicschools.org
Website	http://msa2.magnoliapublicschools.org
Grade Span	6-12
County-District-School (CDS) Code	19101990115212

School Description and Mission Statement (School Year 2025–26)

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

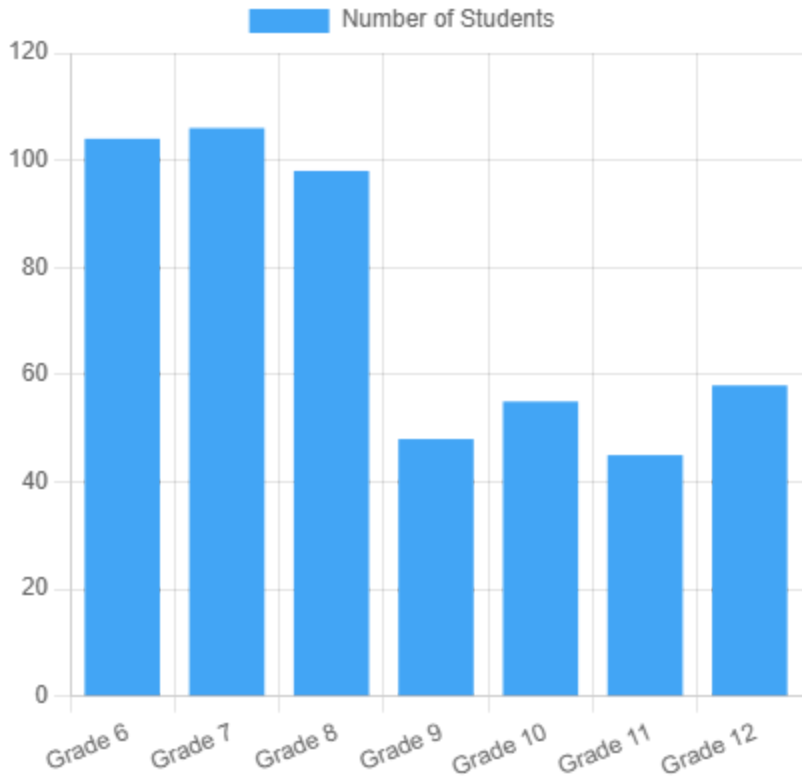
The school is proud to have achieved a 100% graduation rate and to have earned recognition as a California Distinguished School in 2024 for closing the achievement gap, along with the CA PBIS Platinum Recognition. Our students consistently gain acceptance into prestigious colleges and

universities, including UCLA, UC Berkeley, and CSUN, among others. Magnolia Science Academy-2 is authorized by the Los Angeles County Office of Education (LACOE) and remains dedicated to providing an environment that fosters academic excellence, community involvement, and the development of the whole child.

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	104
Grade 7	106
Grade 8	98
Grade 9	48
Grade 10	55
Grade 11	45
Grade 12	58
Total Enrollment	514



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.90%
Black or African American	3.10%
Filipino	0.60%
Hispanic or Latino	91.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	3.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.50%
Foster Youth	0.20%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disavantaged	93.60%
Students with Disabilities	18.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	63.13%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	30.99%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	5.22%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.10	0.62%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	22.50	100.00%	501.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	63.92%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.63%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	18.48%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	9.12%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.80	3.75%	28.00	6.03%	13705.80	4.91%
Total Teaching Positions	21.50	100.00%	464.40	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	3.90	7	3.90
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.90	7	3.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.1	1.30
Local Assignment Options	0.30	1	0.60
Total Out-of-Field Teachers	1.10	1.1	1.90

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	3.1%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

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

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

School Facility Conditions and Planned Improvements

MSA-2 is located in a facility which is on the Lake Balboa EducationalComplex of LAUSD. Maintenance services are handled by LAUSD, andjanitorial services are handled by MSA-2.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	31%	36%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	14%	13%	28%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	350	98.87%	1.13%	36.00%
Female	186	184	98.92%	1.08%	42.93%
Male	168	166	98.81%	1.19%	28.31%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	325	99.39%	0.61%	34.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	57	56	98.25%	1.75%	1.79%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	335	331	98.81%	1.19%	35.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	52	98.11%	1.89%	19.23%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	350	98.87%	1.13%	13.14%
Female	186	185	99.46%	0.54%	12.97%
Male	168	165	98.21%	1.79%	13.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	324	99.08%	0.92%	12.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	57	56	98.25%	1.75%	1.79%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	335	331	98.81%	1.19%	12.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	52	98.11%	1.89%	9.62%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.12%	18.88%	34.16%	33.61%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	143	99.31%	0.69%	18.88%
Female	77	77	100.00%	0.00%	10.39%
Male	67	66	98.51%	1.49%	28.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	129	128	99.22%	0.78%	17.97%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	16	15	93.75%	6.25%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	135	134	99.26%	0.74%	17.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	21	95.45%	4.55%	4.76%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) Participation (School Year 2024–25)

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

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	96.43%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

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

Each Friday, MSA-2 offers various opportunities for parents to engage through meetings such as “Coffee with Admin,” Parent Task Force (PTF), and the English Learner Advisory Committee (ELAC) meetings. These meetings allow parents to voice their opinions, share ideas, and collaborate with staff on school-related matters. Additionally, the Community Advisory Committee (CAC), composed of elected parents, staff, and students, provides a platform for shared decision-making and involvement in key school initiatives. To further support communication, MSA-2 utilizes ParentSquare, a communication portal that allows teachers, parents, and staff to stay connected and share updates easily. Social media is also used to keep the

school community informed about events and other important updates.

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

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

State Priority: Pupil Engagement

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

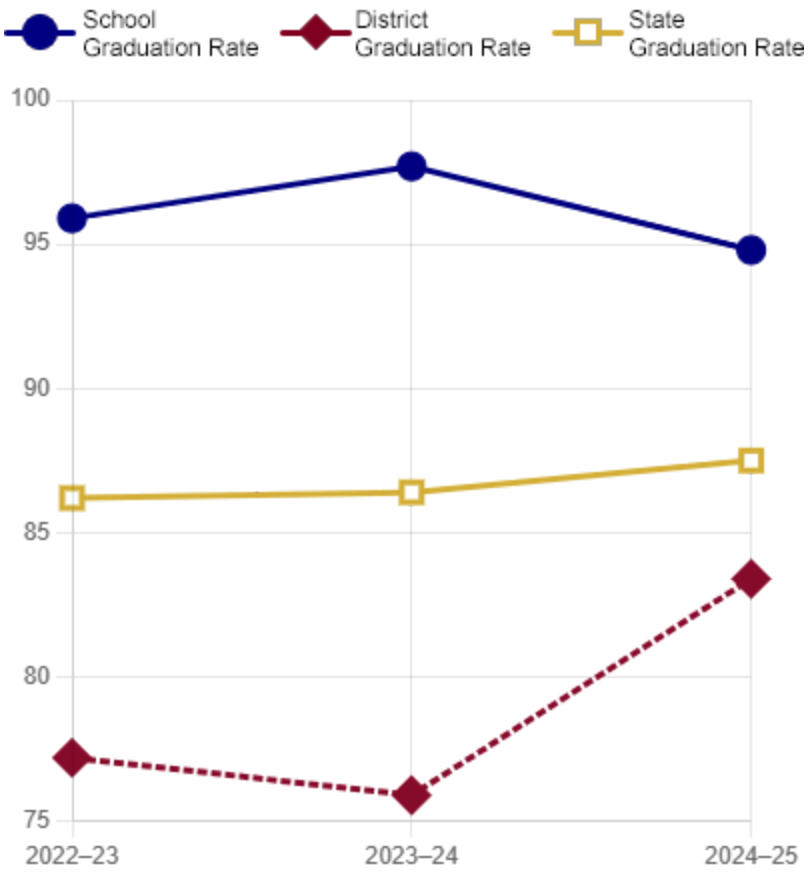
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

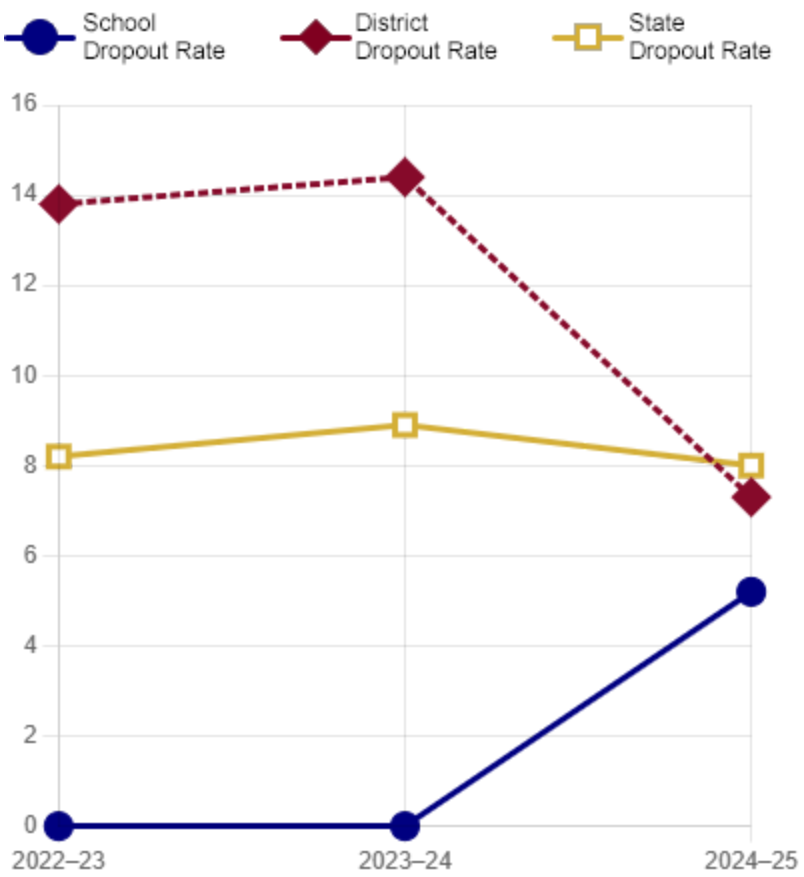
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	95.9%	97.7%	94.8%	77.2%	75.9%	83.4%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	0.0%	5.2%	13.8%	14.4%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	55	94.8%
Female	27	25	92.6%
Male	31	30	96.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	49	46	93.9%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	12	10	83.3%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	54	51	94.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	16	16	100.0%

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	542	529	106	20.0%
Female	264	258	43	16.7%
Male	278	271	63	23.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	18	18	9	50.0%
Filipino	--	--	--	--
Hispanic or Latino	491	480	91	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	16	5	31.3%
English Learners	95	92	14	15.2%
Foster Youth	--	--	--	--
Homeless	13	12	5	41.7%
Socioeconomically Disadvantaged	509	497	97	19.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	105	27	25.7%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.19%	0.53%	2.21%	5.74%	6.26%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.18%	0.02%	0.02%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.21%	0.18%
Female	2.27%	0.00%
Male	2.16%	0.36%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	22.22%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.63%	0.20%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.21%	0.00%
Foster Youth	0.00%	0.00%
Homeless	23.08%	0.00%
Socioeconomically Disadvantaged	2.16%	0.20%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.80%	0.93%

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

School Safety Plan (School Year 2025–26)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following up on our standards and expectations.
Magnolia Science Academy-2's comprehensive Safety Plan helps to ensure a safeschool environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:
Protect the safety and welfare of students
Provide a safe and coordinated response to emergencies
Protect the school's facilities and property
In the case of an emergency, allow the school to restore normal conditions withminimal confusion in the shortest time possible.
Provide for coordination between the school and local emergency services whennecessary.
The plan encompasses a broad range of potential safety issues and majoremergencies. Such incidents may include earthquake, hazardous materials,widespread power outage, and similar events affecting normal operations at theschool. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staffmeetings. Also, emergency drills are performed and discussed with students once amonth to ensure students, teachers, and staff can perform their duties in case of anemergency.
Our Student-Parent Handbook is also setting clear academic and behaviorexpectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules andprocedures. Our reward and discipline system and clear school and classroom rulesprovide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautificationdays when students and parent volunteer to improve the look of the campus.
On December 6 2024, MSA2's Community Advisory Committee (CAC) voted to approve the School Safety Plan, and the plan was MPS Board approved on February 13, 2025.

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	32.00	2	3	16
Other**				

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	4	11	11
Mathematics	25.00	6	5	5
Science	30.00		7	5
Social Science	28.00	4	7	5

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	257

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.60
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20604.00	$5360.00	$15245.00	$83345.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	1.00%	-8.00%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	17.00%	-19.00%

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

Types of Services Funded (Fiscal Year 2024–25)

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

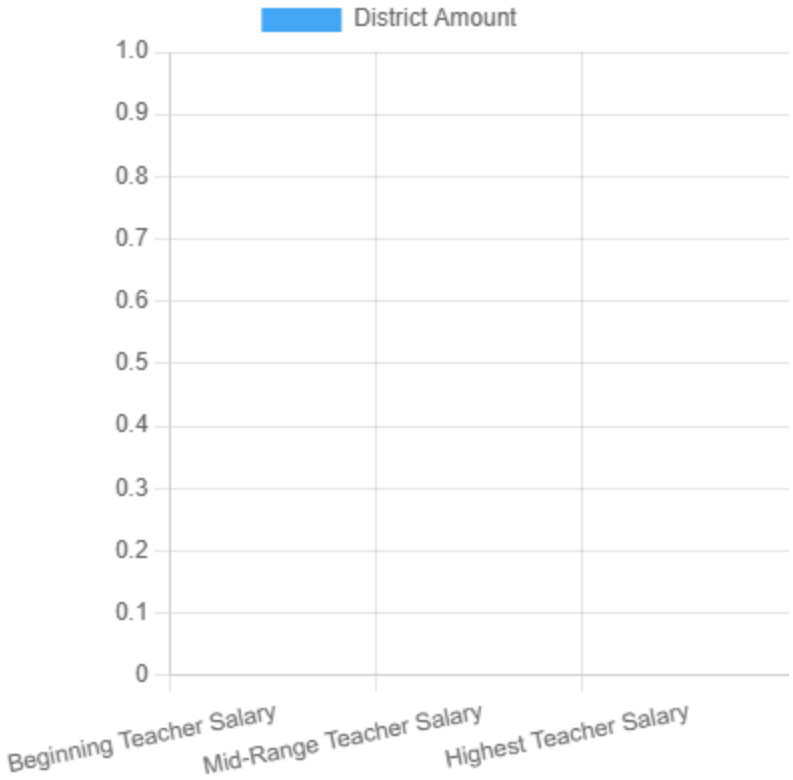
Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

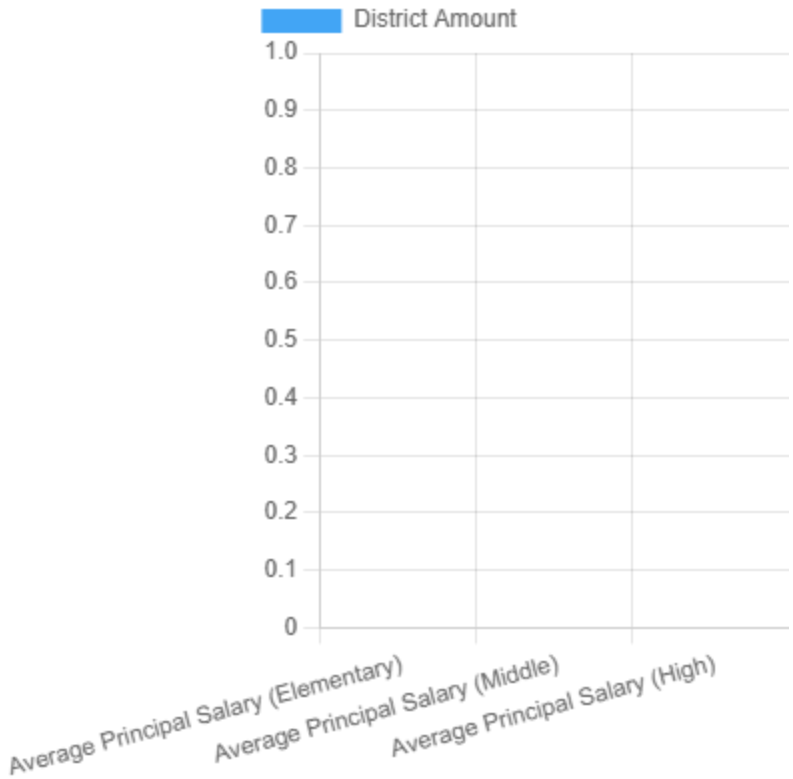
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

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

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


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 23.4 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	4

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	56	57	56

Magnolia Science Academy 3

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	1254 East Helmick St. Carson, CA , 90746-3164	**Principal:**	Miss Elizabeth Rizzuto, Principal
Phone:	(310) 637-3806	**Grade Span:**	6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Miss Elizabeth Rizzuto, Principal

Principal, Magnolia Science Academy 3

Thank you for taking the time to review our School Accountability Report Card (SARC). As proud members of the Viper family, we work tirelessly to establish our school as a beacon of consistency and excellence. At Magnolia Science Academy-3 (MSA-3), our students' learning remains our highest priority, and we are committed to unlocking each student's full potential, both academically and socially.

MSA-3, a charter school serving grades 6-12, emphasizes science, technology, engineering, arts, and math (STEAM) within a dynamic, classroom-based setting. Our mission is to provide a college preparatory education that prioritizes STEAM disciplines in a safe and respectful environment. We offer a holistic learning experience through engaging site-based instruction, hands-on learning opportunities, and foundational skills designed to captivate and inspire our students. Beyond the classroom, we support student growth through tutoring services, after-school programs, and a robust school-to-college pathway.

Each day at MSA-3 is an opportunity to empower our students to pursue their dreams through academic excellence, innovation, and a strong sense of community. We remain committed to cultivating innovative scholars and fostering a connected, supportive environment. As we look to the future, I am excited to see our students continue their journey toward success.

Go Vipers!

About Our School



Contact

Magnolia Science Academy 3
1254 East Helmick St.
Carson, CA 90746-3164

Phone: (310) 637-3806
Email: erizzuto@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

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

At MSA-3, we believe that science, technology, engineering, arts, and mathematics (STEAM) education are the foundations for innovation and adaptability in today's fast-changing world. We pride ourselves on fostering a supportive, respectful, and safe environment where students can reach their full potential.

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

MSA-3's community is built on a nurturing environment encourages critical thinking, personal growth, and academic success. Over the years, MSA-3 has demonstrated consistent academic achievement, organizational stability, and fidelity to its mission, aligning with the California Charter Schools Act.

Our Vision

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

Our Mission

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

Core Values

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

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

Portrait of a Graduate

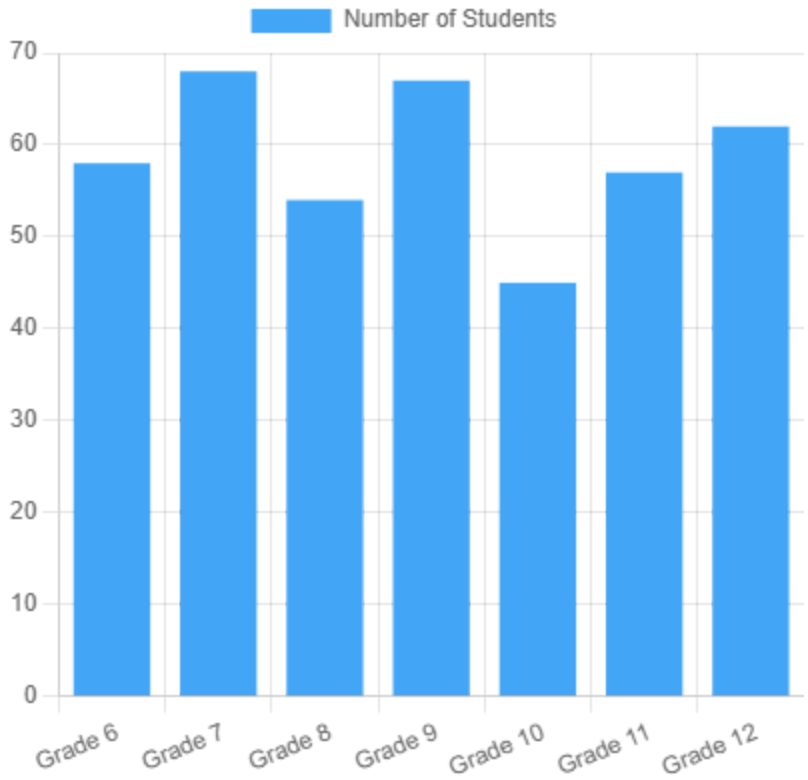
Our Portrait of a Graduate reflects the essential competencies needed for students to thrive in the 21st century. These six competencies are the foundation of our educational vision:

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

At MSA-3, our ultimate goal is to create a dynamic partnership between school and community, ensuring every student receives the academic and personal tools they need to succeed.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	58
Grade 7	68
Grade 8	54
Grade 9	67
Grade 10	45
Grade 11	57
Grade 12	62
Total Enrollment	411



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	42.30%
Filipino	0.00%
Hispanic or Latino	54.50%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.20%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.60%
Foster Youth	1.50%
Homeless	4.60%
Migrant	0.00%
Socioeconomically Disavantaged	73.70%
Students with Disabilities	15.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	77.92%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.07%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	16.27%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.75%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	24.50	100.00%	501.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.60	77.40%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.30%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	13.26%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	28.00	6.03%	13705.80	4.91%
Total Teaching Positions	21.50	100.00%	464.40	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.90	4	2.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.90	4	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0	0.80
Local Assignment Options	1.20	0.4	2.00
Total Out-of-Field Teachers	1.90	0.4	2.80

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

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

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

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

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

Overall Facility Rate

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

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	37%	38%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	18%	18%	28%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	226	97.00%	3.00%	38.22%
Female	122	117	95.90%	4.10%	41.38%
Male	111	109	98.20%	1.80%	34.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	112	110	98.21%	1.79%	33.03%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	114	109	95.61%	4.39%	44.04%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	9	75.00%	25.00%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	159	96.36%	3.64%	38.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	29	93.55%	6.45%	17.24%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	227	97.42%	2.58%	17.78%
Female	122	118	96.72%	3.28%	21.55%
Male	111	109	98.20%	1.80%	13.76%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	112	110	98.21%	1.79%	13.64%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	114	110	96.49%	3.51%	21.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	12	11	91.67%	8.33%	10.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	161	97.58%	2.42%	16.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	29	93.55%	6.45%	10.34%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	13.95%	12.15%	34.16%	33.61%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	107	96.40%	3.60%	12.15%
Female	56	53	94.64%	5.36%	11.32%
Male	55	54	98.18%	1.82%	12.96%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	44	43	97.73%	2.27%	16.28%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	63	61	96.83%	3.17%	9.84%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	79	96.34%	3.66%	10.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	15	93.75%	6.25%	6.67%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

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

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	63.33%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7		71%	90%	68%	87%
9	94%		88%	68%	85%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

At Magnolia Science Academy 3, we recognize that parental involvement is vital to student success and the strength of our school community. We are proud to offer a variety of opportunities for parents to engage, contribute, and stay connected to their child's educational experience.

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

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

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

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

At MSA-3, we value the partnership between parents and the school, and we are committed to fostering a welcoming environment where families feel empowered to contribute to their child's success. .

For more information or to get involved, parents can contact the school community school coordinator at:
Karina Palazzolo, Community School Coordinator
kvillanueva@magnoliapublicschools.org

State Priority: Pupil Engagement

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

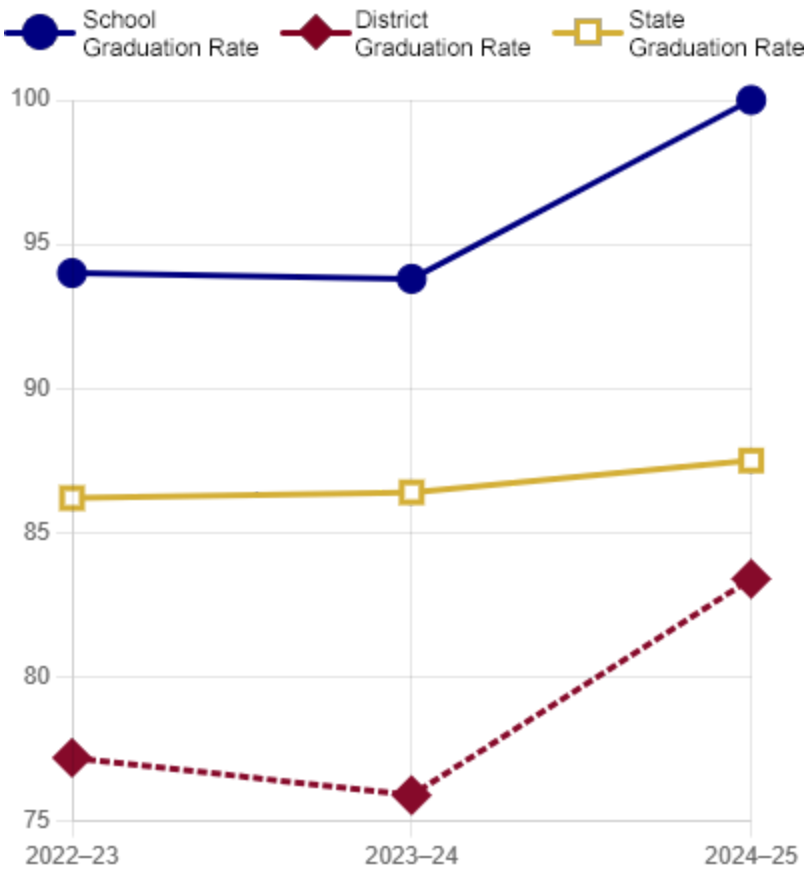
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

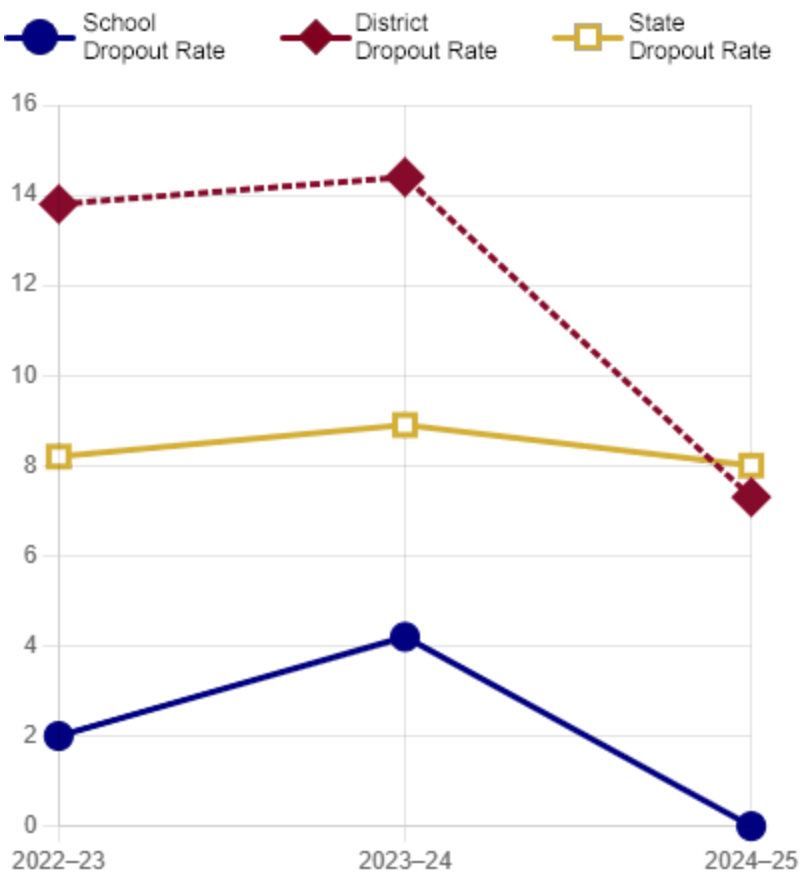
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	94.0%	93.8%	100.0%	77.2%	75.9%	83.4%	86.2%	86.4%	87.5%
Dropout Rate	2.0%	4.2%	0.0%	13.8%	14.4%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	61	61	100.0%
Female	31	31	100.0%
Male	30	30	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	20	20	100.0%
Filipino	0	0	0.00%
Hispanic or Latino	38	38	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	425	112	26.4%
Female	222	216	53	24.5%
Male	216	209	59	28.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	186	181	44	24.3%
Filipino	--	--	--	--
Hispanic or Latino	236	230	63	27.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	25	24	10	41.7%
Foster Youth	--	--	--	--
Homeless	24	22	8	36.4%
Socioeconomically Disadvantaged	328	317	96	30.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	66	23	34.8%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	6.78%	0.00%	1.83%	5.74%	0.00%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83%	0.00%
Female	1.35%	0.00%
Male	2.31%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	3.23%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.17%	0.00%
Socioeconomically Disadvantaged	2.13%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.45%	0.00%

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

School Safety Plan (School Year 2025–26)

A meeting for public review was held on 1/28/2025

Plan approved by MPS Board on Feb 13, 2025

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D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	29.00	2	11	1
Other**				

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	10	6	1
Mathematics	20.00	11	7	
Science	22.00	7	6	
Social Science	25.00	3	9	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21052.00	$6950.00	$14102.00	$84655.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	-7.00%	-7.00%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	10.00%	-18.00%

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

Types of Services Funded (Fiscal Year 2024–25)

At Magnolia Science Academy 3 (MSA-3), our **charter petition** and **Local Control and Accountability Plan (LCAP)** serve as guiding documents that outline our school-wide goals, actions, and resource allocation to ensure student success. These plans address the eight state priority areas and locally identified priorities while focusing on equitable opportunities for all students, particularly low-income students, English learners, and foster youth. By strategically utilizing federal, state, and local funds, we provide a cohesive, high-quality educational program that supports academic achievement, innovation, and strong community connections.

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

In pursuit of **Excellence**, MSA-3 offers a rigorous, standards-based curriculum across all grade levels. Teachers participate in ongoing professional development to enhance instructional practices, and a **Multi-Tiered System of Support (MTSS)** framework ensures that all students receive the academic enrichment, intervention, and support they need. Targeted programs, such as **English Language Development (ELD)** for English learners and specialized assistance for students with disabilities, reflect our commitment to meeting the diverse needs of our learners.

Through **Innovation**, MSA-3 prepares students for college and careers by offering opportunities that nurture creativity, critical thinking, and future-ready skills.

Programs like **STEAM (Science, Technology, Engineering, Arts, and Mathematics)** and **Gifted and Talented Education (GATE)** promote academic exploration and engagement. We also emphasize digital literacy and citizenship, ensuring students are equipped to navigate a technology-driven world. Physical education and wellness activities are integrated into the curriculum to support students' overall development, while additional enrichment programs provide a well-rounded educational experience.

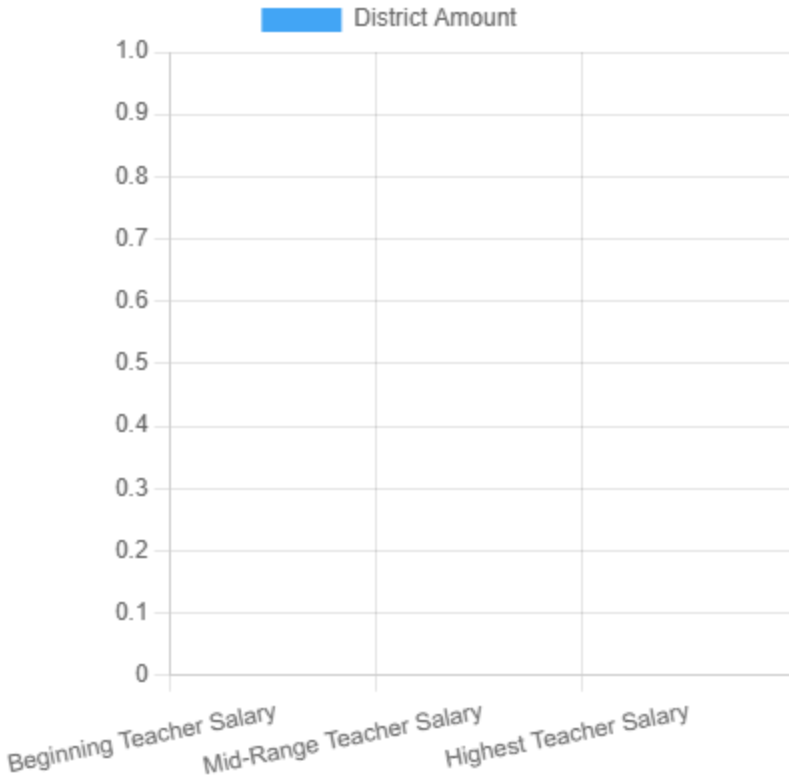
Finally, **Connection** lies at the heart of our approach to fostering a strong school community. MSA-3 actively seeks **family input** in decision-making processes and prioritizes building meaningful partnerships with families to improve student outcomes. The implementation of **Positive Behavioral Interventions and Supports (PBIS)** and **Social-Emotional Learning (SEL)** helps cultivate a positive school climate where all students can thrive. Regular stakeholder surveys allow us to gather feedback, while community outreach and partnerships provide students with valuable resources and opportunities to grow both academically and personally.

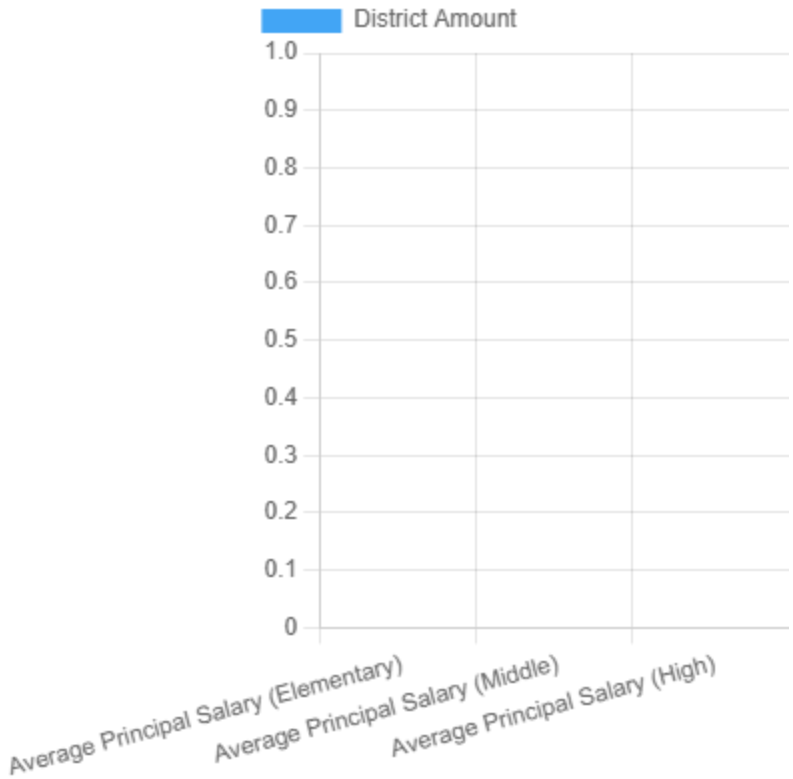
At MSA-3, our commitment to excellence, innovation, and connection ensures that every student receives the support, tools, and opportunities they need to succeed. Through thoughtful planning and resource allocation, we continue to deliver a high-quality education that empowers our students to reach their full potential.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

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

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


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	48	45	45

Magnolia Science Academy 4

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

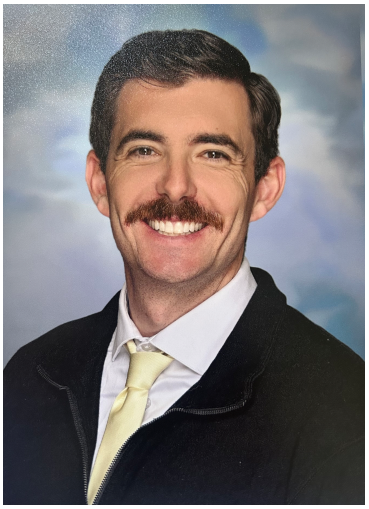
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because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

About This School

Jacob Theis, Principal

Principal, Magnolia Science Academy 4

About Our School



?Mr. Jacob Theis brings a wealth of experience and dedication to his role as the principal of Magnolia Science Academy 4. He holds a Bachelor of Science in Kinesiology from California State University, San Bernardino and a Master of Science in Education from California Baptist University in Riverside, California. He is a 10 year employee of Magnolia Public Schools and is committed to providing a supportive, inclusive, and academically enriching environment at Magnolia Science Academy 4.

?For questions or further information, Mr. Theis can be reached at:
?**Email:** jtheis@magnoliapublicschools.org
?**Phone:** 310-473-2464 ext. 4111?

Contact

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

Phone: (310) 473-2464
Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

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

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

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

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

Our Vision

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

Our Mission

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

Core Values

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

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

Portrait of a Graduate

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

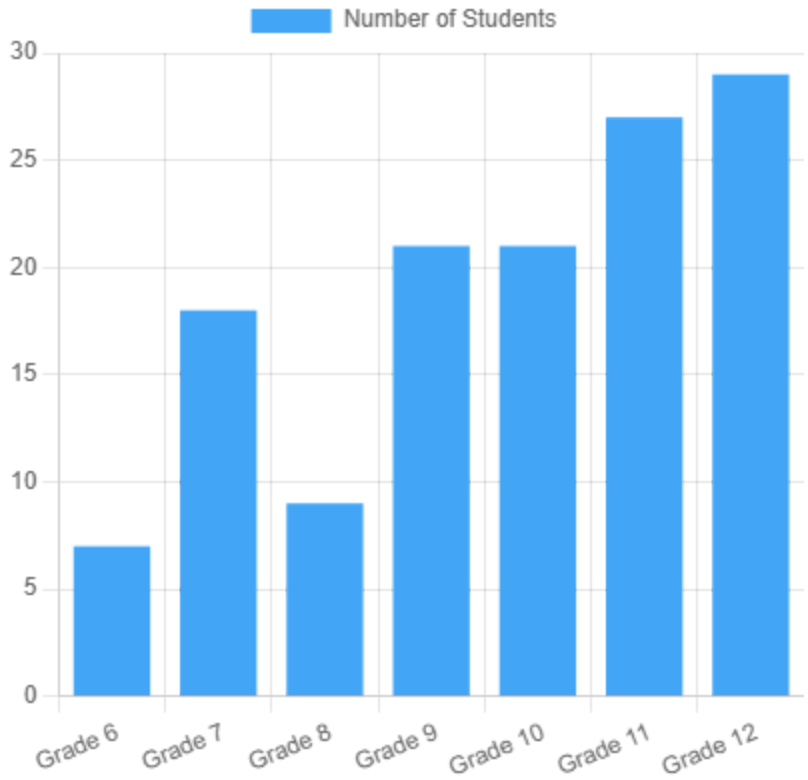
1. **Literacy with a Learner's Mindset:** Cultivating curiosity and a desire to learn, unlearn, and relearn to make informed decisions.
2. **Critical Thinking:** Solving complex problems by evaluating solutions and reflecting on outcomes.
3. **Creativity:** Encouraging originality, imagination, and new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

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

they need to succeed.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	7
Grade 7	18
Grade 8	9
Grade 9	21
Grade 10	21
Grade 11	27
Grade 12	29
Total Enrollment	132



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	43.10%
Male	56.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	6.10%
Filipino	0.00%
Hispanic or Latino	85.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	5.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.70%
Foster Youth	0.00%
Homeless	3.00%
Migrant	8.30%
Socioeconomically Disavantaged	90.90%
Students with Disabilities	27.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	79.56%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.11%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	3.67%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	5.56%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	27077.80	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.40	68.21%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	21.05%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	10.63%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	9.50	100.00%	27031.10	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	1	2.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0	0.80
Local Assignment Options	0.20	0.3	0.10
Total Out-of-Field Teachers	0.50	0.3	1.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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

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

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

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

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

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

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

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

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Study Sync (6-12) ELD Study Sync (9-12); Enrichment/Intervention English 3D, Houghton Mifflin Harcourt? McGraw Hill, McGraw Hill, MyON, Study Sync IXL ELA interactive online learning The Great Gatsby Novel by F. Scott Fitzgerald Animal Farm Novel by George Orwell Percy Jackson and the Olympians by Rick Riordan	0
Mathematics	Into Math Student Grades 6-8 Into Math Premium Manipulatives Kit Grades 6-8 Into Math Student Edition (Consumable) Grades 6- 8 Into Math Student License Digital Grades 6-8 Into Algebra 1 Student Edition Into Algebra 1 Journal and Practice Workbook Into Geometry Student Edition, Digital Geometry Implementation Success Into Geometry Journal and Practice Workbook Into Algebra 2 Digital Student Resource Into Algebra 2 Journal and Practice Workbook IXL Math interactive online learning **?**	0
Science	McGraw Hill, Integrated Science (6-8) McGraw Hill, Biology (9-12) McGraw Hill, Earth Science (9-12)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	McGraw Hill, Chemistry (9-12) McGraw Hill, AP Biology (9-12) Labster Lab Simulation **?**	
History-Social Science	Discovering our Past, A History of the World, Student Learning Center 2014 (Mc Graw Hill Education) Discovering Our Past, A History of the United States, Student Learning Center 2016 (McGraw Hill Education) United States History & Geography: Growth and Conflict (McGraw Hill Education) World History and Geography: Modern Times, Student Learning Center 2014 (Mc Graw Hill Education) United States Government: Our Democracy, Student Learning Center 2016 (McGraw Hill Education) Principles of Economics (McGraw Hill)	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	?Strathmore 400 Series Drawing Paper (18" x 24") ?Strathmore Vision Mixed Media Pad (11" x 14") ?Strathmore Bristol Paper (14" x 17") ?Mat board ?Artist Sketch Tote Board 23" x 26" ?Canson Artist Series Sketchbook, Wirebound Journal (7x10 inches, 80 sheets) ?Faber-Castel Kneaded Eraser ?Hard white eraser ?X-ACTO knife ?Graphite pencils (B, HB, 2B, 4B, 6B, 2H,	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	4H, Charcoal pencil) ?Colored pencils ?General's charcoal ?Vine charcoal ?Compressed charcoal ?Conté Crayons (neutrals, white, black) - sticks, not the pencils ?Rulers (clear 2" x 18" & metal 12") ?Micron pens ?India Ink ?A few small containers to hold water and ink ?Presentation portfolio?	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	48%	56%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	17%	20%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	66	98.51%	1.49%	56.06%
Female	26	25	96.15%	3.85%	60.00%
Male	41	41	100.00%	0.00%	53.66%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	54	54	100.00%	0.00%	53.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	16.67%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00%	0.00%	56.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	44.44%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	66	98.51%	1.49%	19.70%
Female	26	25	96.15%	3.85%	4.00%
Male	41	41	100.00%	0.00%	29.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	54	54	100.00%	0.00%	20.37%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	25.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00%	0.00%	20.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	27.78%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	22.00%	23.53%	21.89%	24.78%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00%	0.00%	23.53%
Female	35	35	100.00%	0.00%	22.86%
Male	33	33	100.00%	0.00%	24.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	62	62	100.00%	0.00%	22.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	13	13	100.00%	0.00%	7.69%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	63	100.00%	0.00%	23.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	27.78%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

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

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	96.77%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	80%	80%	80%	80%	95%
9	95%				

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

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

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

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

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

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

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

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

Erika Lopez
(310) 473 - 2464
enlopez@magnoliapublicschools.org

State Priority: Pupil Engagement

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

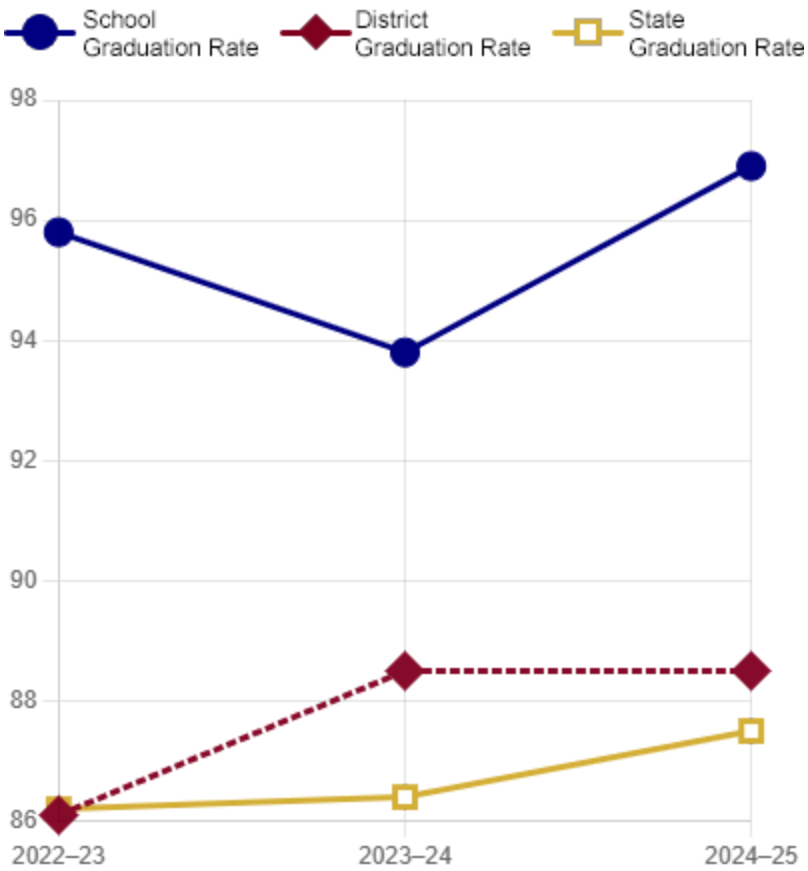
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

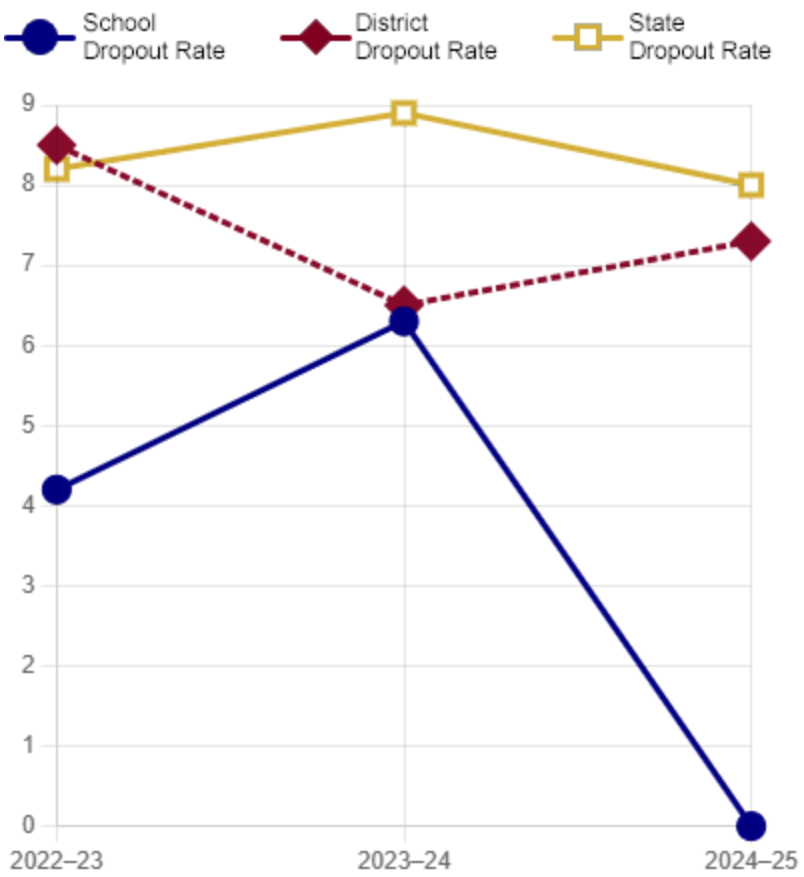
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	95.8%	93.8%	96.9%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	4.2%	6.3%	0.0%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	31	96.9%
Female	19	19	100.0%
Male	13	12	92.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	29	28	96.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	31	30	96.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	155	144	41	28.5%
Female	73	67	20	29.9%
Male	82	77	21	27.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	129	124	34	27.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	24	24	8	33.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	137	130	38	29.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	40	13	32.5%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	4.92%	0.00%	0.65%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.82%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65%	0.00%
Female	0.00%	0.00%
Male	1.22%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.78%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.73%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

At Magnolia Science Academy 4 (MSA-4), ensuring a safe and secure learning environment is a top priority. Our **Comprehensive School Safety Plan** is reviewed and updated annually to align with the needs of our school community. The most recent review was conducted on **August 2025**, with input from school faculty and a student representative to ensure all stakeholders are informed and prepared. The plan is developed collaboratively with our co-located partner, Daniel Webster Middle School, and local emergency services to guarantee a unified and effective approach to campus safety.

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

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

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

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

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

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	7.00	8		
Other**				

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	5	3	
Mathematics	21.00	4	2	
Science	20.00	3	2	
Social Science	21.00	3	2	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$25654.00	$7873.00	$17782.00	$81475.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	16.00%	-11.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	33.00%	-21.00%

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

Types of Services Funded (Fiscal Year 2024–25)

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

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

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

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

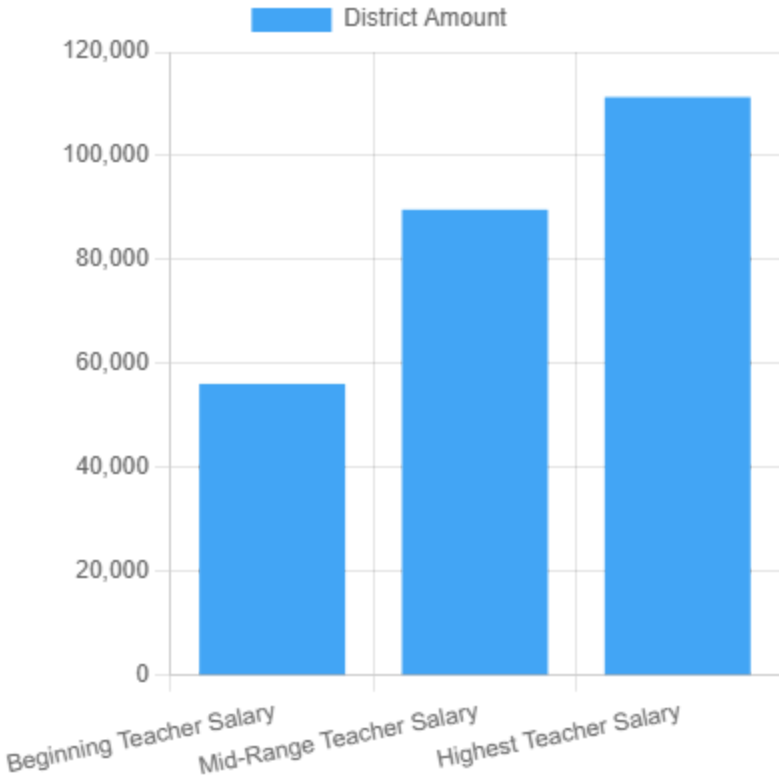
Finally, **Connection** lies at the heart of our approach to fostering a strong school community. MSA-4 actively seeks **family input** in decision-making processes and prioritizes building meaningful partnerships with families to improve student outcomes. The implementation of **Positive Behavioral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

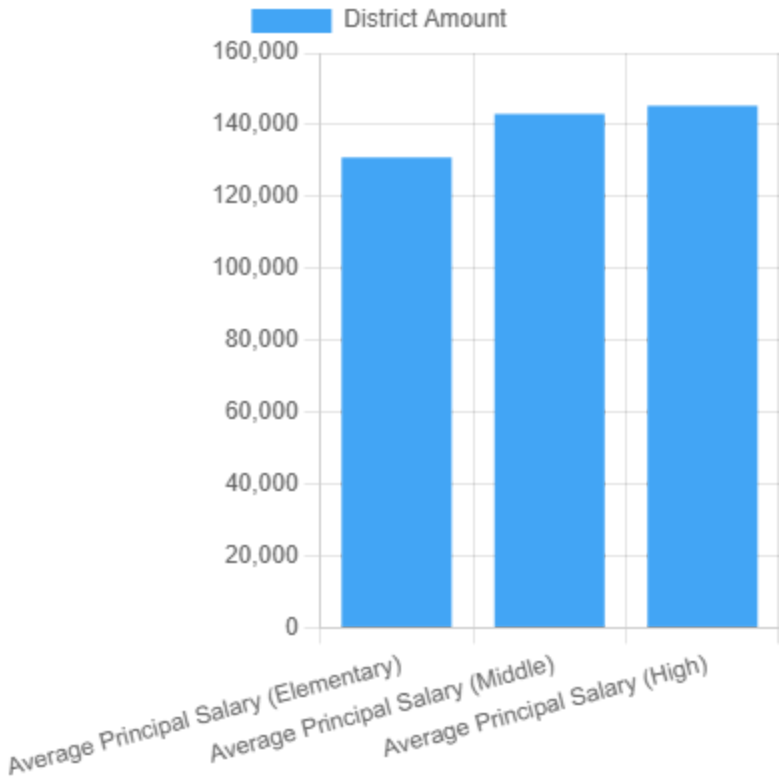
At MSA-4, our commitment to excellence, innovation, and connection ensures that every student receives the support, tools, and opportunities they need to succeed. Through thoughtful planning and resource allocation, we continue to deliver a high-quality education that empowers our students to reach their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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 6.1 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	55	50	55

Magnolia Science Academy 5

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Mr. Ali Kaplan, Principal

Principal, Magnolia Science Academy 5

Contact

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

Phone: (818) 705-5676
Email: akaplan@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

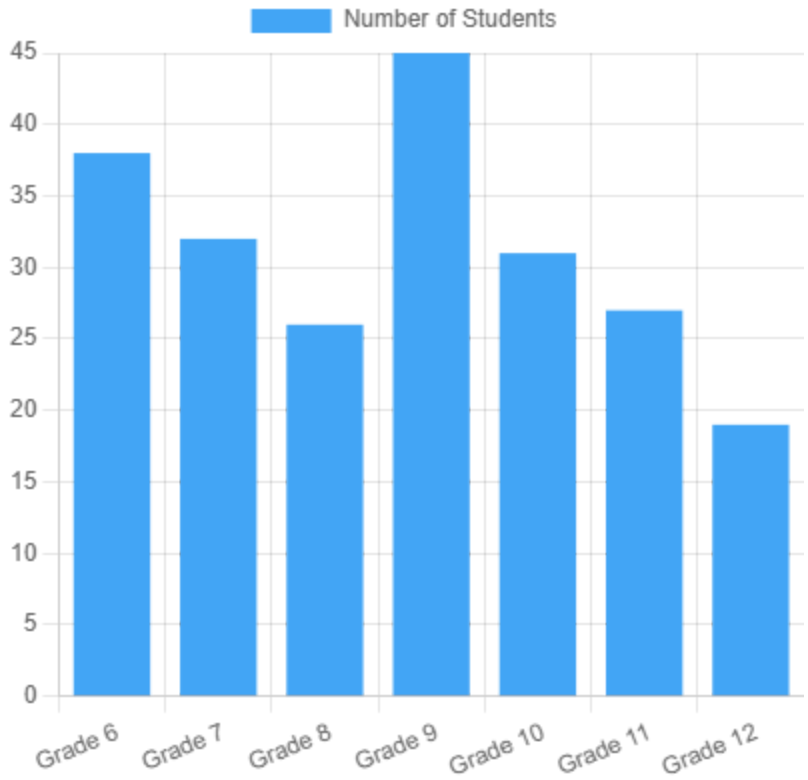
School Name	Magnolia Science Academy 5
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-6121
Phone Number	(818) 705-5676
Principal	Mr. Ali Kaplan, Principal
Email Address	akaplan@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
Grade Span	6-12
County-District-School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

School Description and Mission Statement (School Year 2025–26)

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	38
Grade 7	32
Grade 8	26
Grade 9	45
Grade 10	31
Grade 11	27
Grade 12	19
Total Enrollment	218



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	41.30%
Male	58.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	4.60%
Black or African American	1.80%
Filipino	2.30%
Hispanic or Latino	83.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.50%
White	6.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	28.40%
Foster Youth	0.50%
Homeless	3.70%
Migrant	0.00%
Socioeconomically Disavantaged	83.00%
Students with Disabilities	21.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	59.28%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	6.29%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	25.17%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	8.94%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.31%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	15.80	100.00%	501.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.80	61.74%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	22.65%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	15.26%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.28%	28.00	6.03%	13705.80	4.91%
Total Teaching Positions	14.30	100.00%	464.40	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2.70	4	3.20
Misassignments	0.20	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.00	4	3.20

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.40	1.4	0.00
Local Assignment Options	0.00	0	2.10
Total Out-of-Field Teachers	1.40	1.4	2.10

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?StudySync California Edition 2017?	0
Mathematics	?HMH Math 2023?	0
Science	?CA Inspire Science 2017?	0
History-Social Science	?TCI History Alive 2023?	0
Foreign Language	?Vista Higher Learning?-Temas 2024?	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The roof and AC systems are renovated.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	38%	53%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	23%	49%	28%	28%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	118	98.33%	1.67%	53.39%
Female	48	48	100.00%	0.00%	62.50%
Male	72	70	97.22%	2.78%	47.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98%	1.02%	52.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	12	11	91.67%	8.33%	63.64%
English Learners	25	24	96.00%	4.00%	20.83%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	100	99	99.00%	1.00%	51.52%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	28.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	118	98.33%	1.67%	49.15%
Female	48	48	100.00%	0.00%	54.17%
Male	72	70	97.22%	2.78%	45.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98%	1.02%	47.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	12	11	91.67%	8.33%	54.55%
English Learners	25	24	96.00%	4.00%	33.33%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	100	99	99.00%	1.00%	44.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	28.00%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	30.88%	27.50%	34.16%	33.61%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	40	97.56%	2.44%	27.50%
Female	17	17	100.00%	0.00%	17.65%
Male	24	23	95.83%	4.17%	34.78%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	35	35	100.00%	0.00%	25.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	36	36	100.00%	0.00%	27.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

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

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	95%	95%	95%	95%	95%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

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

State Priority: Pupil Engagement

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

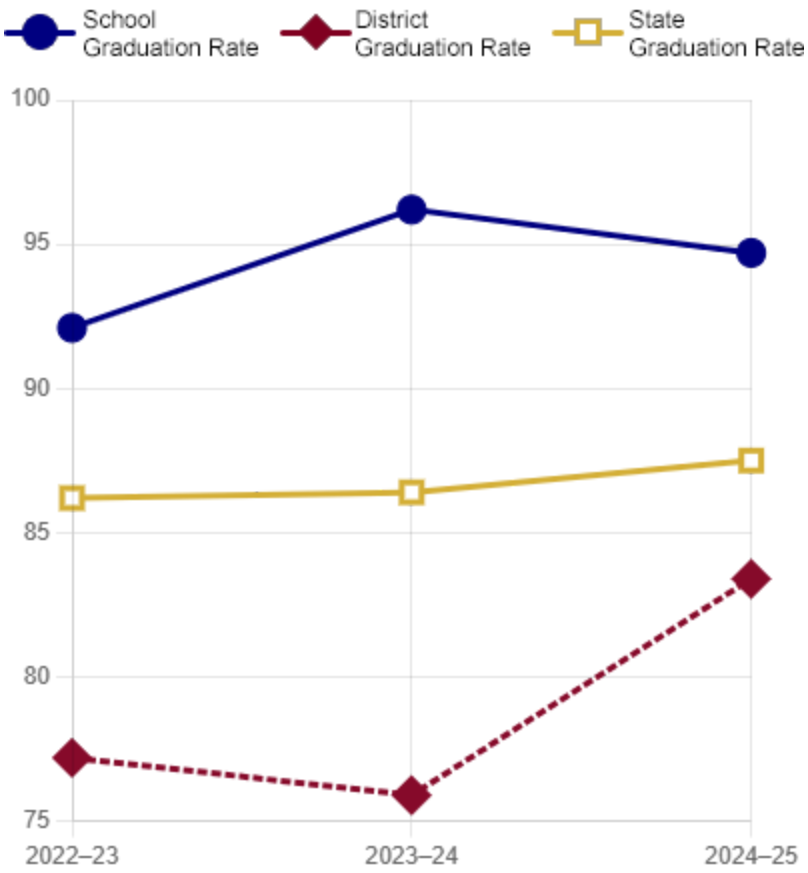
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

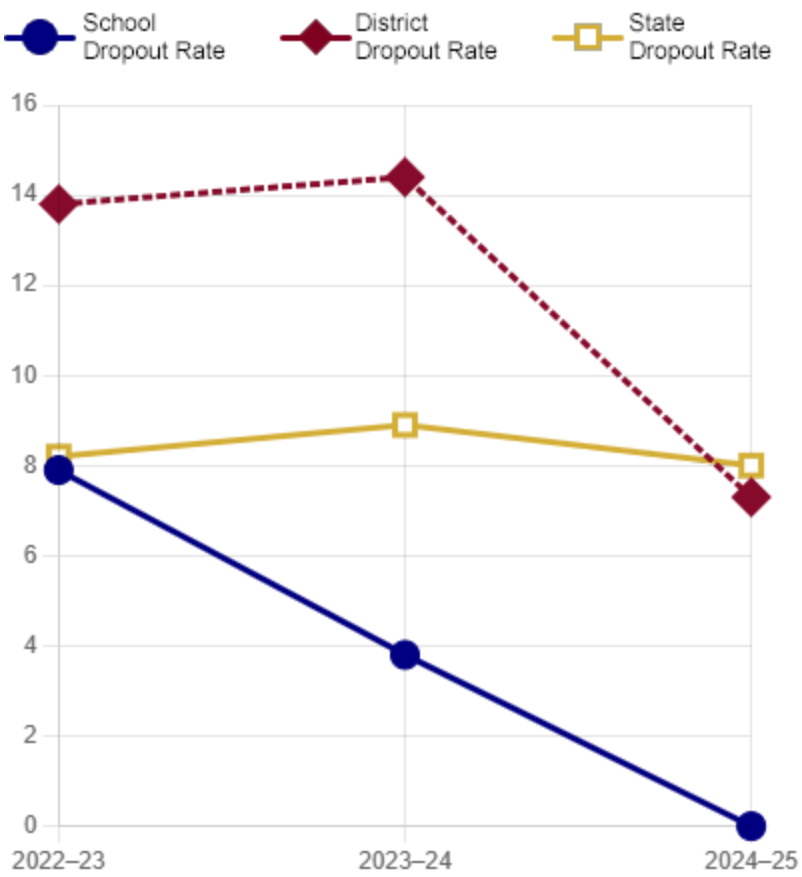
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	92.1%	96.2%	94.7%	77.2%	75.9%	83.4%	86.2%	86.4%	87.5%
Dropout Rate	7.9%	3.8%	0.0%	13.8%	14.4%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	18	94.7%
Female	12	11	91.7%
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	17	16	94.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	11	10	90.9%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	18	18	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	245	235	70	29.8%
Female	101	97	35	36.1%
Male	144	138	35	25.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	199	193	60	31.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	18	6	33.3%
English Learners	71	68	22	32.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	209	202	63	31.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	19	39.6%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.34%	0.00%	2.45%	5.74%	0.00%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.45%	0.00%
Female	0.99%	0.00%
Male	3.47%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.02%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.41%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.87%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.12%	0.00%

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

School Safety Plan (School Year 2025–26)

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

D. Other SARC information

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	17.00	10	8	1
Other**				

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	9	5	
Mathematics	19.00	8	4	
Science	23.00	3	5	
Social Science	23.00	4	3	1

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	218

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	4.00
Psychologist	0.50
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.50
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22132.00	$8756.00	$13376.00	$87802.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	12.00%	3.00%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	12800.00%	101084.00%

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

Types of Services Funded (Fiscal Year 2024–25)

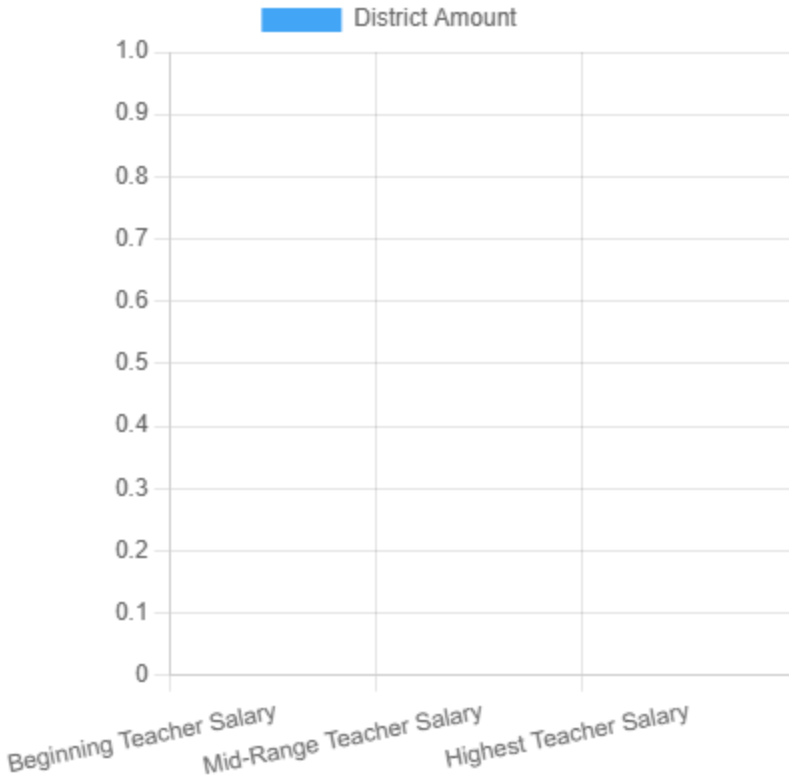
Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Title I funds are distributed to schools with a minimum of 50% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

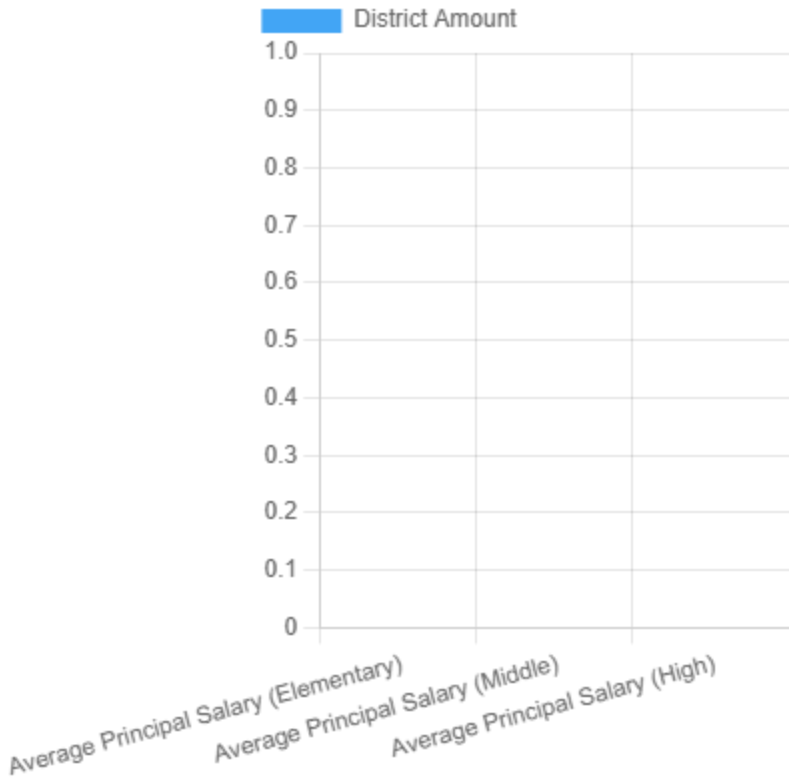
Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students, including immigrant children and youth, achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, principals, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners. Each local district determines how funds are distributed to school sites based on locally determined needs. Funds may be used to provide EL instructional coaches and professional development services.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

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

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


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 16.4 %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement		51	51

Magnolia Science Academy 6

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	745 South Wilton Pl. Los Angeles, CA , 90005-3552	**Principal:**	James Choe, Principal
Phone:	(310) 842-8555	**Grade Span:**	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

James Choe, Principal

Principal, Magnolia Science Academy 6

Contact

Magnolia Science Academy 6
745 South Wilton Pl.
Los Angeles, CA 90005-3552

Phone: (310) 842-8555
Email: jchoe@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

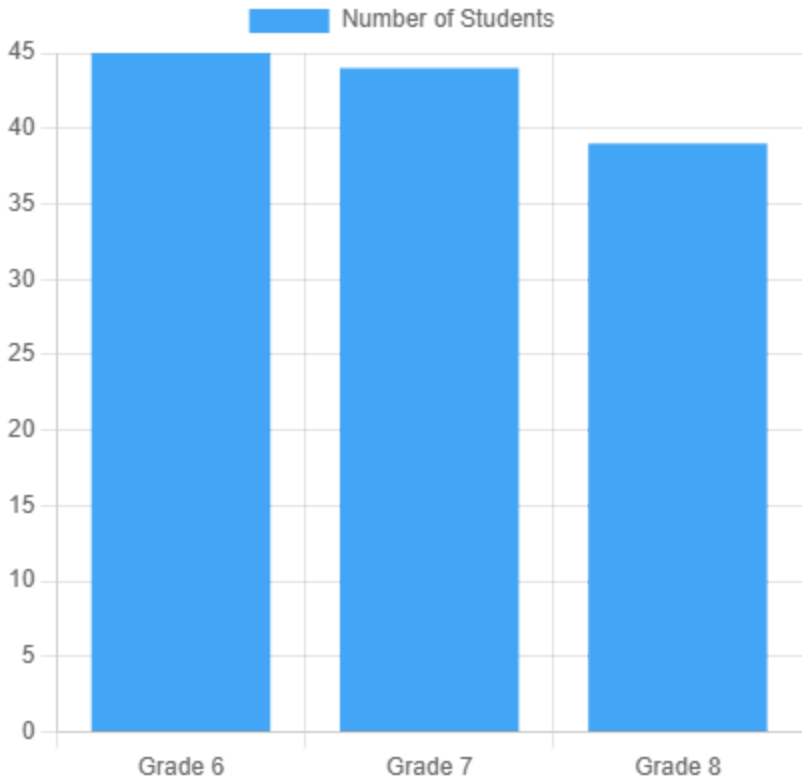
School Name	Magnolia Science Academy 6
Street	745 South Wilton Pl.
City, State, Zip	Los Angeles, CA , 90005-3552
Phone Number	(310) 842-8555
Principal	James Choe, Principal
Email Address	jchoe@magnoliapublicschools.org
Website	http://www.msa6.magnoliapublicschools.org
Grade Span	6-8
County-District-School (CDS) Code	19647330117648

School Description and Mission Statement (School Year 2025–26)

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	45
Grade 7	44
Grade 8	39
Total Enrollment	128



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	59.50%
Male	55.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.60%
Black or African American	6.30%
Filipino	0.90%
Hispanic or Latino	102.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.90%
Foster Youth	0.00%
Homeless	2.70%
Migrant	0.00%
Socioeconomically Disavantaged	108.10%
Students with Disabilities	16.20%

A. Conditions of Learning

State Priority: Basic

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

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

School Facility Good Repair Status

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

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

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

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

Overall Facility Rate

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

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	55.35%	53.18%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	31.3%	42.4%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	126	96.92%	3.08%	53.17%
Female	68	66	97.06%	2.94%	56.06%
Male	62	60	96.77%	3.23%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	112	96.55%	3.45%	50.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	19	18	94.74%	5.26%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	118	96.72%	3.28%	54.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	17	89.47%	10.53%	29.41%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	125	96.15%	3.85%	42.40%
Female	68	65	95.59%	4.41%	40.00%
Male	62	60	96.77%	3.23%	45.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	111	95.69%	4.31%	39.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	19	19	100.00%	0.00%	26.32%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	117	95.90%	4.10%	41.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	17	89.47%	10.53%	23.53%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.53%	44.74%	21.89%	24.78%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00%	0.00%	44.74%
Female	17	17	100.00%	0.00%	41.18%
Male	21	21	100.00%	0.00%	47.62%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00%	0.00%	44.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	36	36	100.00%	0.00%	41.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	96%	96%	96%	96%	96%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

The school communicates with the parents of upcoming activities and encourages them to attend and become involved. Parents are also involved in our PAC meetings that are held monthly.

Parents can be involved by coming to our PAC meetings, our PTF meetings, and our other events. Parents can get this information through our parentsquare app, which gives information about all of our upcoming events.

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	3.06%	5.00%	3.73%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	18.00	11	0	2
Other**	0.00	0	0	0

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	21.00	4	9	2
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	5	0	0
Mathematics	19.00	3	0	0
Science	19.00	3	0	0
Social Science	19.00	3	0	0

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	5		
Mathematics	17.00	4		
Science	17.00	4		
Social Science	17.00	4		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	5		
Mathematics	21.00	4		
Science	21.00	4		
Social Science	21.00	4		

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

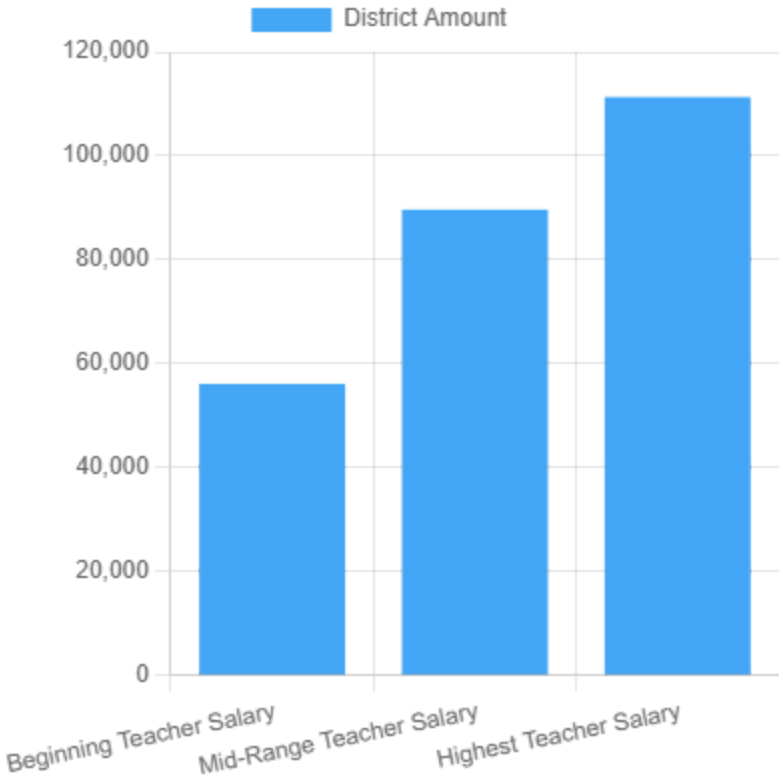
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23465.00	$6951.00	$16515.00	$79522.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	9.00%	-13.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	12800.00%	101084.00%

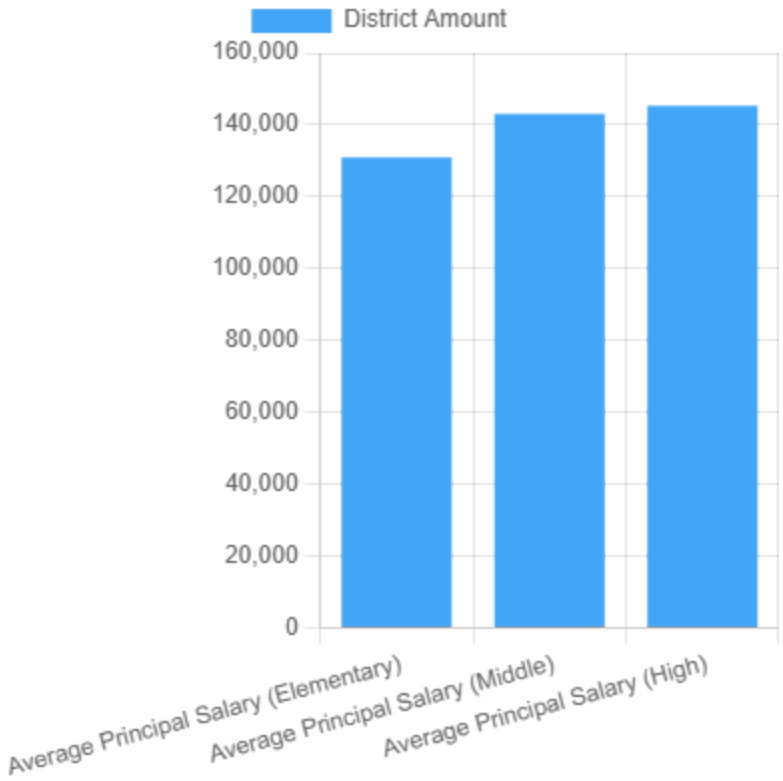
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49

Magnolia Science Academy 7

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	18355 Roscoe Blvd. Northridge, CA , 91325-4104	**Principal:**	Musa Avsar, Principal
Phone:	(818) 886-0585	**Grade Span:**	K-5

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Musa Avsar, Principal

Principal, Magnolia Science Academy 7

Message from the Principal

Magnolia Science Academy 7 (MSA-7) is a TK–5 STEAM-focused public charter school committed to providing a high-quality educational experience that supports students' academic achievement, social-emotional development, and long-term success.

In 2025, Magnolia Science Academy 7 was recognized as a **California Distinguished School** by **Tony Thurmond, State Superintendent of Public Instruction for the State of California**. This prestigious recognition reflects the hard work and dedication of our students and educators, as well as the continued support of our families and broader school community.

MSA-7 is a small, community-oriented school that prioritizes personalized learning and strong relationships. Our instructional model allows educators to respond to individual student needs while maintaining high academic expectations in a safe, supportive, and inclusive environment.

As a community-centered school, MSA-7 offers a range of programs and resources designed to support students and families throughout the year. These include extended learning opportunities such as Saturday school, summer programs, and after-school enrichment. To accommodate working families, the school provides extended hours of operation from 6:30 AM to 6:00 PM.

In addition to a rigorous academic program, Magnolia Science Academy 7 emphasizes whole-child development. Students participate in enrichment opportunities such as Music, Art, Robotics, Sports, Coding, Gardening, and other hands-on learning experiences that promote creativity, collaboration, and critical thinking.

Guided by our core values—**Excellence, Innovation, and Connection**—Magnolia Science Academy 7 is committed to offering a tuition-free, safe, and high-quality college-preparatory STEAM education. Our mission is to prepare students to succeed academically and to become responsible, informed, and engaged members of their communities.

Magnolia Science Academy 7 welcomes prospective families and community members to learn more about our programs, values, and accomplishments.

Musa Avsar

Principal

Magnolia Science Academy 7

About Our School

?Musa Avsar, Principal

Magnolia Science Academy 7
?18355 Roscoe Blvd.
?Northridge, CA 91325-4104

?Phone: (818) 886-0585
?Email: mavsar@magnoliapublicschools.org?

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: (818) 886-0585
Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, CA , 91325-4104
Phone Number	(818) 886-0585
Principal	Musa Avsar, Principal
Email Address	mavsar@magnoliapublicschools.org
Website	http://msa7.magnoliapublicschools.org
Grade Span	K-5
County-District-School (CDS) Code	19647330117655

School Description and Mission Statement (School Year 2025–26)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its fourteenth year in operation, first opening its doors in 2010.

We focus on growth mindsets at our small elementary school. We utilize small group learning, student-driven instruction, and guided math. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention. The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). In addition, students receive weekly computer and physical education classes, along with an integrated arts program. Educating the whole
child is a key feature of Magnolia Science Academy-7. We offer a robust program

that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

At Magnolia Science Academy 7 (MSA 7), our small charter school encapsulates our community. We are a close-knit, family school -- comprising neighbors, siblings, cousins and friends. Our TK-5 students have close, caring connections to each other, to their teachers and with our staff.

Mission Statement

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

Vision Statement

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

Core Values

Magnolia Publuc Schools (MPS) has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities.

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning outcomes based on MPS core competencies.

Innovation

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, and adaptive assessments.

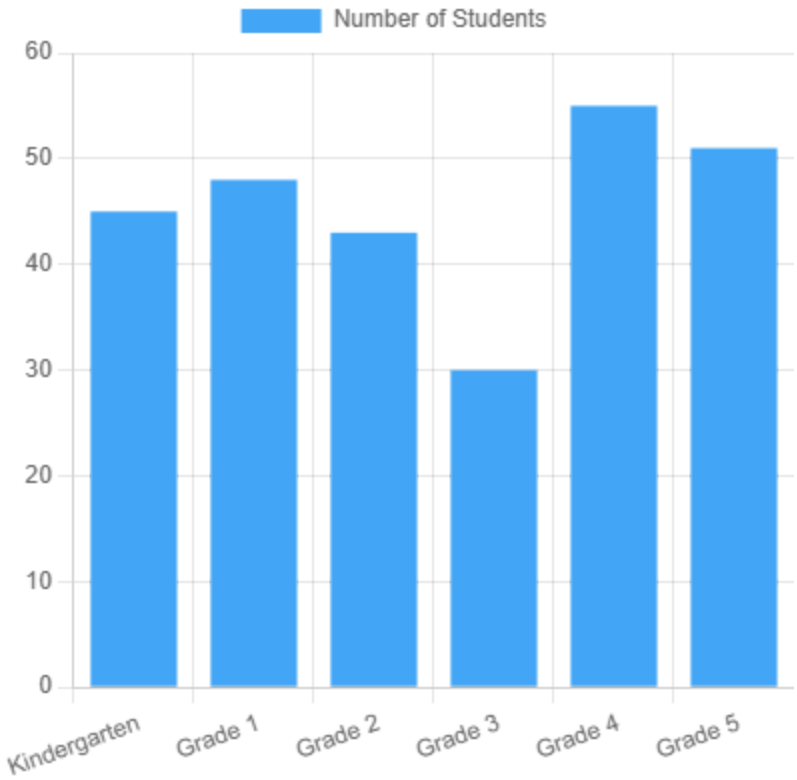
Connection

School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS

utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	45
Grade 1	48
Grade 2	43
Grade 3	30
Grade 4	55
Grade 5	51
Total Enrollment	272



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.40%
Male	45.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	5.50%
Black or African American	5.10%
Filipino	5.50%
Hispanic or Latino	69.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	14.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.50%
Foster Youth	0.00%
Homeless	2.90%
Migrant	0.00%
Socioeconomically Disavantaged	83.10%
Students with Disabilities	13.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	77.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	7.58%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.58%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	7.58%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	13.20	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	85.71%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	7.14%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.14%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	14.00	100.00%	27077.80	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	91.74%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	8.26%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	11.90	100.00%	27031.10	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers		1	0.90
Misassignments		0	0.00
Vacant Positions		0	0.00
Total Teachers Without Credentials and Misassignments		1	0.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

?

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• Wonders, McGraw-Hill • Write Brain • No Red Ink • IXL ELA • Epic - Books For Kids	0
Mathematics	• Into Math, Houghton Mifflin Harcourt • IXL Math • Xtra Math	0
Science	• Inspire Science, McGraw-Hill • Mystery Science • IXL Science • Project Lead The Way (PLTW) STEM Curriculum	0
History-Social Science	• Networks, McGraw-Hill • IXL Science	0
Foreign Language		0
Health	• Sparks Health Education (2014) • Health Connected: Puberty Talk (2018)	0
Visual and Performing Arts	Teacher-produced materials for arts integration.	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Magnolia Science Academy-7 (MSA-7) operates out of a one-story building rented from The House Church. The building, previously used for the church's private school, meets all current regulatory standards and receives annual Fire Marshal approval. Periodic inspections are conducted as necessary to ensure compliance with safety standards.

MSA-7 is maintained by a dedicated custodial team consisting of two full-time and one part-time custodian, who ensure that the school remains clean and sanitary. They also address minor maintenance needs as they arise. For larger maintenance tasks and operational functions, such as pest control, landscaping, plumbing, HVAC repairs, and other specialized services, MSA-7 partners with qualified external vendors to ensure these needs are met professionally and efficiently.

In recent years, MSA-7 has successfully completed several key facility improvement projects to enhance safety, comfort, and functionality, including:

- Installation of a new school-wide security camera system.
- Replacement of main office doors with new, secure metal doors.
- Replacement of 22 classroom doors.
- Repair of playground fencing.
- Replacement of floor tiles in two classrooms.
- Upgrades to HVAC systems with MERV-13 air filters.
- Installation of energy-efficient, automatic plumbing fixtures.
- Replacement of several windows to improve insulation and safety.

Looking ahead, MSA-7 has additional improvement projects in the planning stages, including the installation of shading across outdoor areas and the replacement of all windows throughout the school to further enhance safety, energy efficiency, and comfort for students and staff.

These ongoing efforts reflect MSA-7’s commitment to providing a safe, clean, and welcoming environment for all students, staff, and families.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	44%	50%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	27%	46%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	130	97.74%	2.26%	50.00%
Female	71	69	97.18%	2.82%	55.07%
Male	62	61	98.39%	1.61%	44.26%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	86	97.73%	2.27%	37.21%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	23	22	95.65%	4.35%	63.64%
English Learners	32	29	90.63%	9.37%	24.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28%	1.72%	46.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	45.83%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	131	98.50%	1.50%	45.80%
Female	71	70	98.59%	1.41%	40.00%
Male	62	61	98.39%	1.61%	52.46%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86%	1.14%	37.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	23	22	95.65%	4.35%	63.64%
English Learners	32	30	93.75%	6.25%	30.00%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	115	99.14%	0.86%	41.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	70.83%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	18.52%	18.37%	21.89%	24.78%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00%	2.00%	18.37%
Female	27	26	96.30%	3.70%	15.38%
Male	23	23	100.00%	0.00%	21.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00%	0.00%	17.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	46	46	100.00%	0.00%	15.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Magnolia Science Academy-7 (MSA-7) is a school of choice that thrives on strong parent involvement to support our students' learning journey. Parents have access to their child's Student Information System (SIS) account, enabling them to monitor their child's academic progress throughout the school year. Staff contact information is shared at the beginning of the year and remains accessible on the school website for easy communication via email or phone.

A unique and valuable feature of Magnolia Public Schools is the **Home Visit Program**, where teachers and staff visit students and families at home. These visits provide a personal connection and strengthen communication beyond phone calls or emails. To accommodate family preferences, MSA-7 now offers **both in-person and virtual home visits**, ensuring flexibility for all families.

At the start of each school year, MSA-7 hosts an **orientation** for both new and returning families. This event allows teachers to meet their students, share classroom and school expectations, address any questions, and provide families the opportunity to voice concerns before the year begins.

Throughout the year, we host **two formal parent-teacher conferences**—one in the fall and one in the spring. Teachers and parents may also schedule conferences at any time to discuss student progress. Additional events like **Back-to-School Night** and **Open House** provide opportunities for families and staff to engage, collaborate, and build strong partnerships.

MSA-7 maintains a robust parent engagement structure, including:

- **Parent Task Force (PTF):** Meets monthly to organize events and fundraisers.
- **Coffee with Administration:** A monthly opportunity for parents to meet with the leadership team in an open and collaborative setting.
- **English Language Advisory Council (ELAC) and Parent Advisory Council (PAC):** Monthly meetings where elected members discuss key school matters, including the LCAP Plan, School Safety Plan, and Wellness Plan.

These meetings are led by our **Family Success Coordinator (FSC)** and **Community Schools Coordinator (CSC)** and are held both in-person and virtually to accommodate family schedules.

To further support our families, MSA-7 partners with community organizations to host **parent workshops** and successful community events, such as:

- **Community Resource Fair** (featuring multiple local organizations)
- **Food Distribution Day**

- **Backpack Giveaway Day**
- **Toy Giveaway Day**
- **Fall Festival**

Volunteering is highly encouraged at MSA-7, as we value active participation from all educational partners, including parents, staff, and students.

To better serve our community, MSA-7 administers annual surveys to gather feedback from parents, students, and staff. This includes a **Social-Emotional Learning (SEL)** and **Mental Health & Wellness** survey to check in with our students and provide resources as needed.

In an effort to rebuild school culture and support social-emotional learning, MSA-7 proudly hosts approximately **30 school-wide events** for families and students each year.

State Priority: Pupil Engagement

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

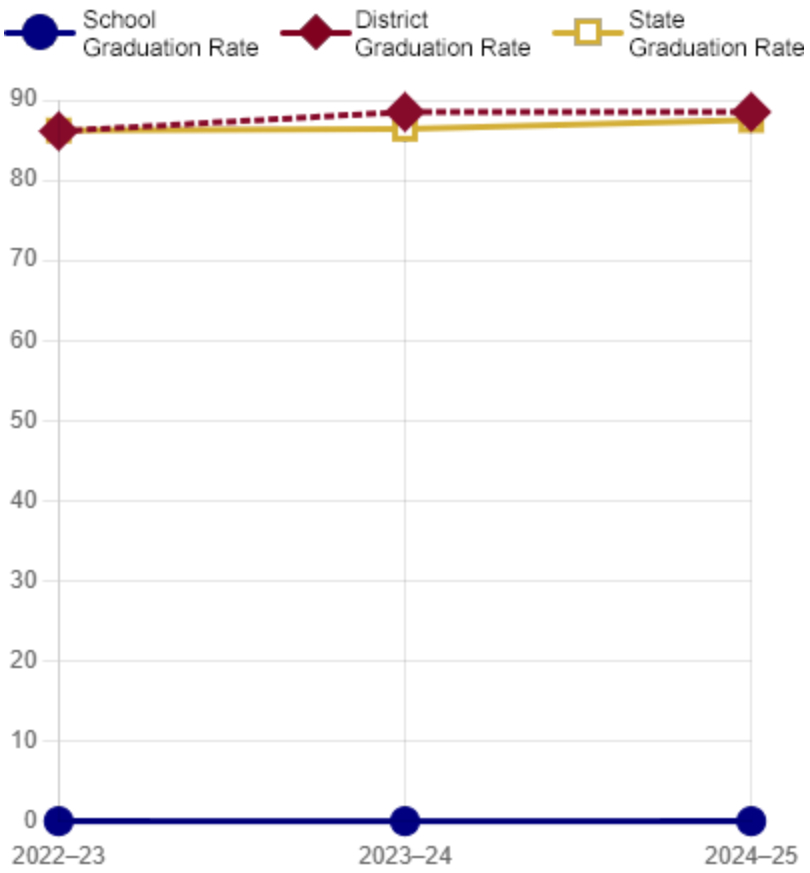
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

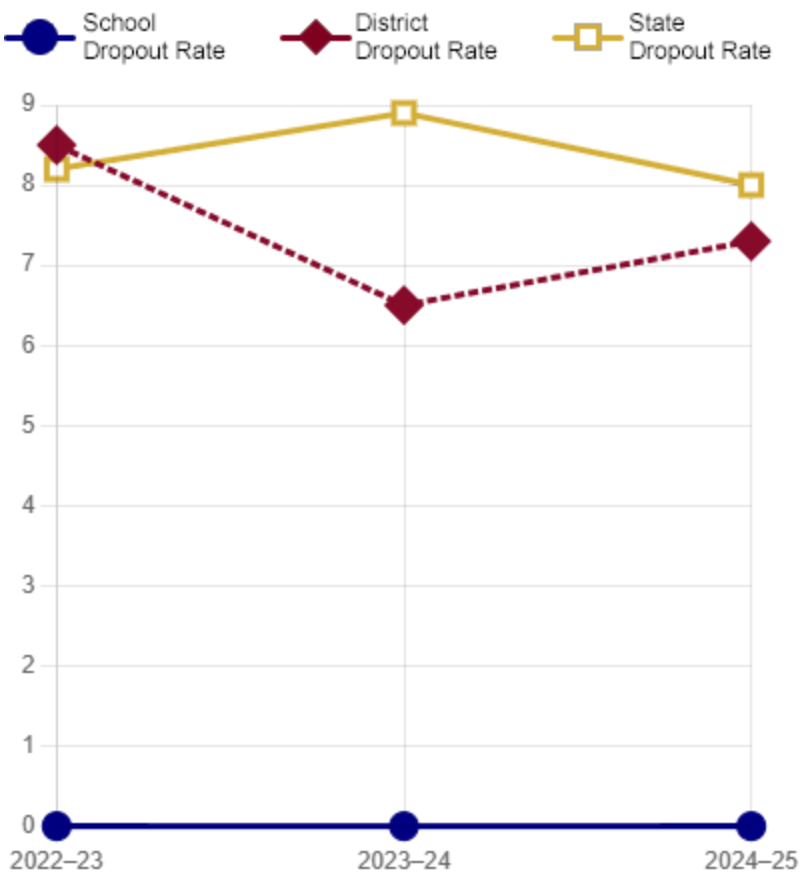
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate				86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate				8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	280	275	75	27.3%
Female	151	150	43	28.7%
Male	129	125	32	25.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	2	12.5%
Black or African American	16	14	5	35.7%
Filipino	15	15	1	6.7%
Hispanic or Latino	192	190	55	28.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	39	38	11	28.9%
English Learners	88	87	28	32.2%
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	241	236	68	28.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	19	41.3%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.36%	0.00%	0.00%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

At MSA-7, our **School Safety Plan** is reviewed and updated annually in collaboration with all educational partners, incorporating input from law enforcement agencies and our governing board. This comprehensive plan ensures a safe and secure environment for students and staff, enhancing the overall learning experience and improving student achievement.

The development and review process involves multiple steps:

- The **Assistant Principal** works on the initial draft under the guidance of the MPS Director of Student Services.
- The plan is then reviewed by the **Principal** before being shared with various committees and community members for input.
- Feedback is gathered, revisions are made, and the updated plan is submitted for approval by our **governing board**.

Purpose of the School Safety Plan

A comprehensive School Safety Plan serves as a vital tool to ensure:

- The safety and welfare of students and staff.
- A coordinated and effective response to emergency situations.
- Protection of school facilities and property.
- Minimal disruption and a timely return to normal operations in the event of an emergency.
- Strong coordination between the school and local emergency services when needed.

By prioritizing safety and preparedness, MSA-7 is committed to maintaining a secure and supportive environment for our entire school community.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	0	1	0
1	28.00	0	2	0
2	23.00	0	2	0
3	24.00	0	1	0
4	24.00	0	2	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	22.00	0	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	2	
1	23.00		4	
2	30.00		2	
3	25.00		4	
4	20.00	1	4	
5	28.00		4	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		1	
1	24.00		2	
2	22.00		2	
3	30.00		1	
4	28.00		2	
5	26.00		2	
6				
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	4.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

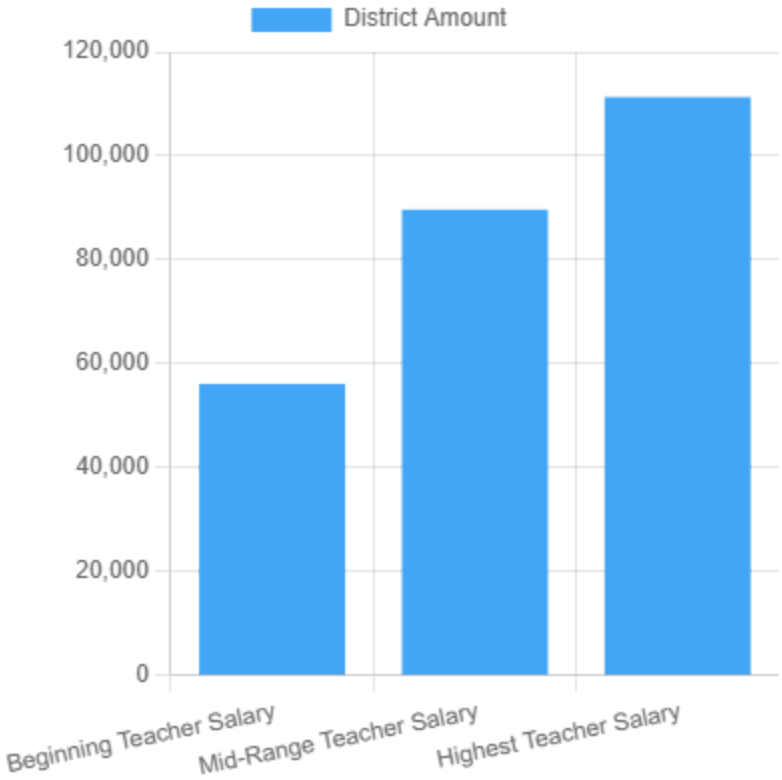
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23553.00	$9345.00	$14208.00	$80669.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	-6.00%	-12.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	10.00%	-22.00%

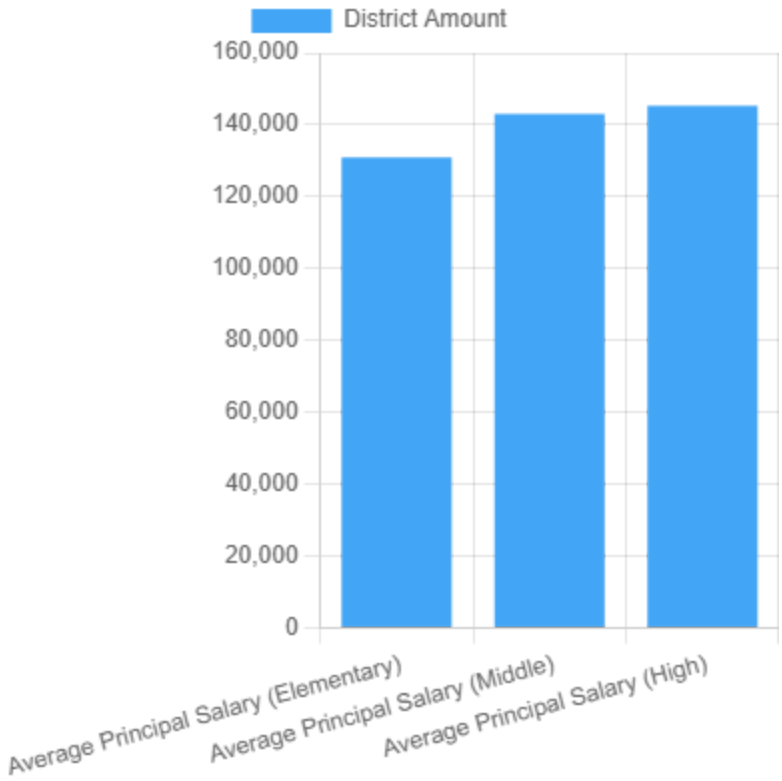
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	55	55	55

Magnolia Science Academy Bell

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	6411 Orchard Ave. Bell, CA , 90201-1023	**Principal:**	Adrian Uribe, Principal
Phone:	(323) 826-3925	**Grade Span:**	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Adrian Uribe, Principal

Principal, Magnolia Science Academy Bell

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: (323) 826-3925
Email: auribe@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

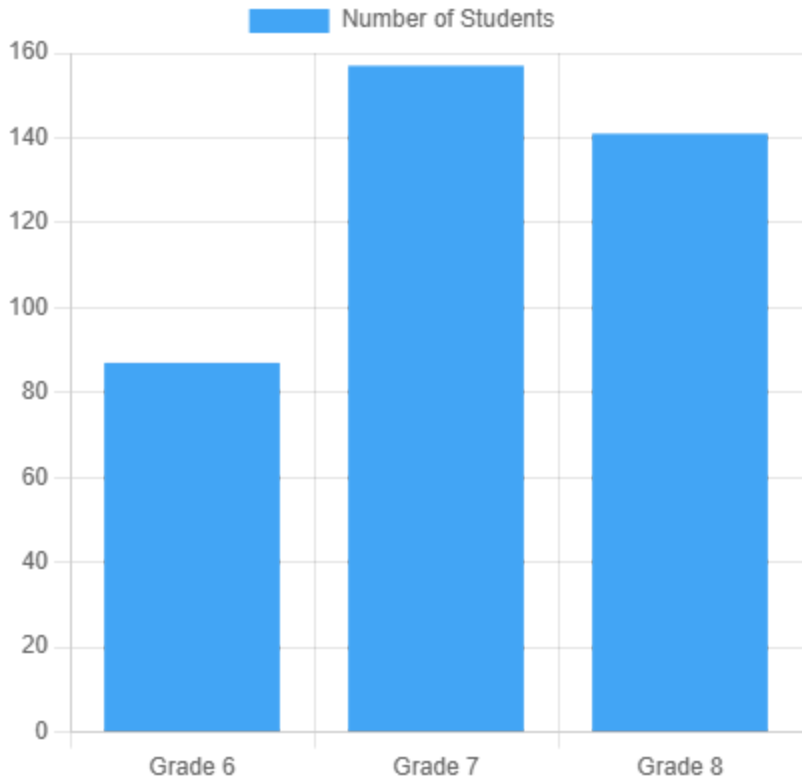
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, CA , 90201-1023
Phone Number	(323) 826-3925
Principal	Adrian Uribe, Principal
Email Address	auribe@magnoliapublicschools.org
Website	https://msa8.magnoliapublicschools.org
Grade Span	6-8
County-District-School (CDS) Code	19647330122747

School Description and Mission Statement (School Year 2025–26)

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	87
Grade 7	157
Grade 8	141
Total Enrollment	385



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	46.20%
Male	53.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.30%
Filipino	0.30%
Hispanic or Latino	93.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	4.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.10%
Foster Youth	1.00%
Homeless	8.80%
Migrant	0.00%
Socioeconomically Disavantaged	78.70%
Students with Disabilities	9.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	75.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.50	10.33%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	14.01%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	0.41%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.10	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	69.14%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.22%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	12.66%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	7.22%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.50	6.71%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	23.60	100.00%	27077.80	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.80	70.30%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	8.85%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	17.71%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.14%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	22.50	100.00%	27031.10	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	3.00	3	4.00
Misassignments	0.40	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.30	3	4.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.7	0.00
Local Assignment Options	0.00	1	0.70
Total Out-of-Field Teachers	0.00	1.7	0.70

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	9.2%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync, McGraw Hill ConnectED?	0
Mathematics	?HMH Math and IXL?	0
Science	?Inspire Science Grade 6, Grade 7, and Grade 8?	0
History-Social Science	?CA IMPACT Grade 6 World History and Geography, Ancient Civilizations ?CA IMPACT Grade 7 World History and Geography, Medieval and Early Modern Times ?CA IMPACT Grade 8 United States History and Geography, Growth and Conflict?	0
Foreign Language	?Realidades textbook?	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	33%	33%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	14%	18%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	380	376	98.95%	1.05%	32.98%
Female	173	172	99.42%	0.58%	38.37%
Male	207	204	98.55%	1.45%	28.43%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	355	351	98.87%	1.13%	32.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	19	19	100.00%	0.00%	31.58%
English Learners	48	46	95.83%	4.17%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	292	289	98.97%	1.03%	30.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	39	97.50%	2.50%	10.26%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	380	377	99.21%	0.79%	17.51%
Female	173	172	99.42%	0.58%	16.86%
Male	207	205	99.03%	0.97%	18.05%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	355	352	99.15%	0.85%	17.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	19	19	100.00%	0.00%	15.79%
English Learners	48	46	95.83%	4.17%	2.17%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	292	290	99.32%	0.68%	15.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	40	100.00%	0.00%	7.50%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	21.58%	15.04%	21.89%	25.47%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	133	98.52%	1.48%	15.04%
Female	61	61	100.00%	0.00%	14.75%
Male	74	72	97.30%	2.70%	15.28%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	129	127	98.45%	1.55%	14.96%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	21	20	95.24%	4.76%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	101	99	98.02%	1.98%	12.12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	0.00%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) Participation (School Year 2024–25)

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

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99%	99%	99%	99%	98%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Parental Involvement

Parent-Student-Teacher Cooperation:

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academic and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange at least 2 meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.

Student-Teacher Status Portal

MSA Bell uses Infinite Campus, an online cloud-based dashboard that is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics, and record students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on-site, families are active participants

in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

The Parent Committee is as follows:?

- English Learner Advisory Committee (ELAC)
- Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL PAC) (LCAP through coffee chats,
- etc.)
- Parent Task Force (PTF)

State Priority: Pupil Engagement

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

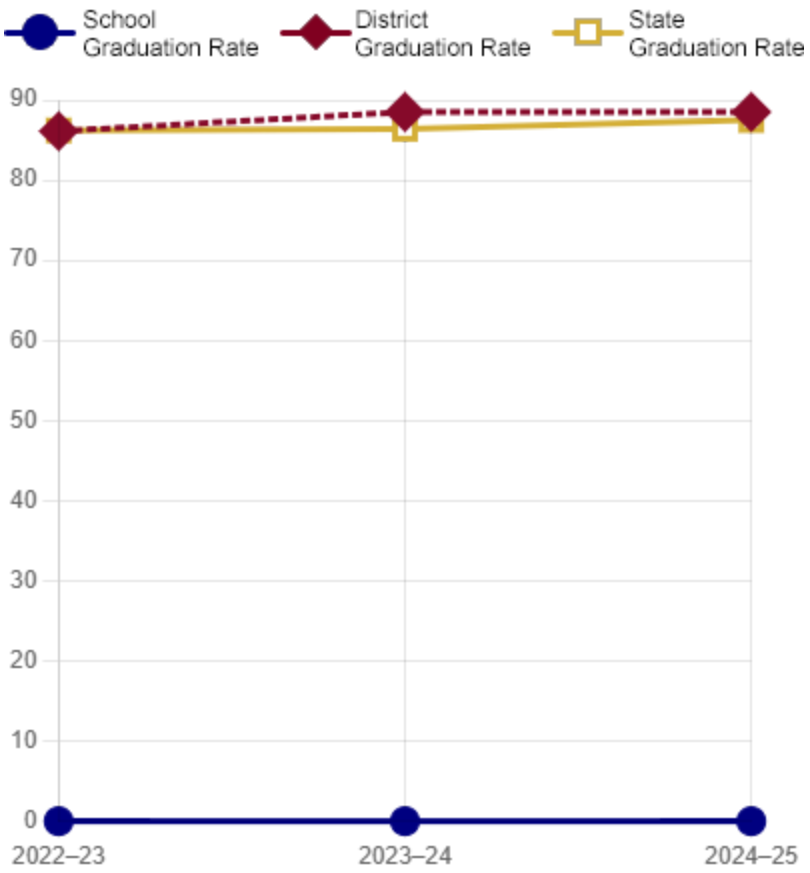
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

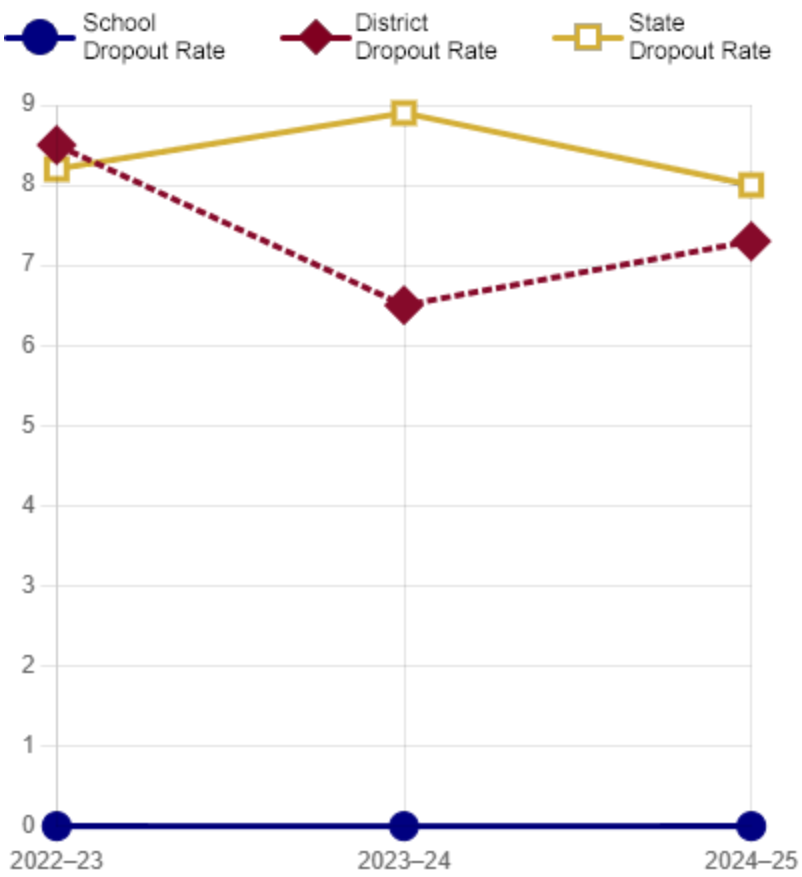
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate				86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate				8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	400	108	27.0%
Female	190	186	52	28.0%
Male	217	214	56	26.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	382	374	100	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	20	5	25.0%
English Learners	70	69	16	23.2%
Foster Youth	--	--	--	--
Homeless	35	35	13	37.1%
Socioeconomically Disadvantaged	343	337	93	27.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	41	12	29.3%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.51%	0.00%	6.37%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.25%	0.24%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.37%	0.00%
Female	5.26%	0.00%
Male	7.37%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.28%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	10.00%	0.00%
English Learners	5.71%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	7.58%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.76%	0.00%

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

School Safety Plan (School Year 2025–26)

MSA Bell is co-located with two Los Angeles Unified School District (LAUSD), 2B and 2C Orchards Academies. In light of this co-location, the leadership teams of various schools convene several times each year. Their purpose: to collaboratively prepare, exchange ideas, and gather input from educational partners before submitting their plans for approval. In line with LAUSD guidelines, these schools adhere to the LAUSD Individual School Safety Plan (ISSP).

The collaborative efforts don't end there. The schools actively engage in monthly emergency drills, working together seamlessly. To ensure constant communication, the three principals meet weekly, fostering open lines of dialogue. Moreover, all supervision staff members undergo training to proficiently use radio codes and effectively communicate safety matters.

Behind the scenes, the MPS home office collaborates with the MSA Bell team to enhance the ISSP. Together, they craft a Comprehensive Safe School Plan (CSSP) Quick Guide Reference. This guide serves as a consolidated resource for quick reference and easy dissemination of crucial safety information.

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

With transparency in mind, both the ISSP and CSSP Quick Guide are presented to families and the community, seeking their valuable input. Simultaneously, these plans undergo scrutiny from the MPS Board of Directors, with the aim of securing approval by the MPS Board of Directors. The collaborative efforts of these educational institutions underscore a commitment to safety, communication, and community engagement.

This plan addresses the following objectives:

-Protect the safety and welfare of students and staff.
-Ensures a positive school culture climate with a focus on Positive Behavior Interventions & Supports and Restorative Justice practices.
-Protect the school's facilities and property.
-In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
-Provide for coordination between the school and local emergency services when necessary.
-Develop measurable goals that focus on cultural climate and physical well-being of all.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	6	29	0
Other**	0.00	0	0	0

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	27.00	3	28	2
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	22.00	6	26	
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	8	0
Mathematics	26.00	3	8	0
Science	26.00	3	8	0
Social Science	26.00	3	8	0

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	6	2
Mathematics	26.00	3	6	2
Science	26.00	4	6	1
Social Science	26.00	3	6	2

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	4	8	2
Mathematics	25.00	4	8	1
Science	27.00	1	8	2
Social Science	27.00	1	8	2

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20203.00	$5998.00	$14205.00	$79405.00
District	N/A	N/A	$15130.00	$90557.00
Percent Difference – School Site and District	N/A	N/A	-6.00%	-13.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	10.00%	-24.00%

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

Types of Services Funded (Fiscal Year 2024–25)

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

LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment:

Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well orchestrated Home Office support services.

Goal 2: Excellence:

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

Goal 3: Innovation:

College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well rounded education.

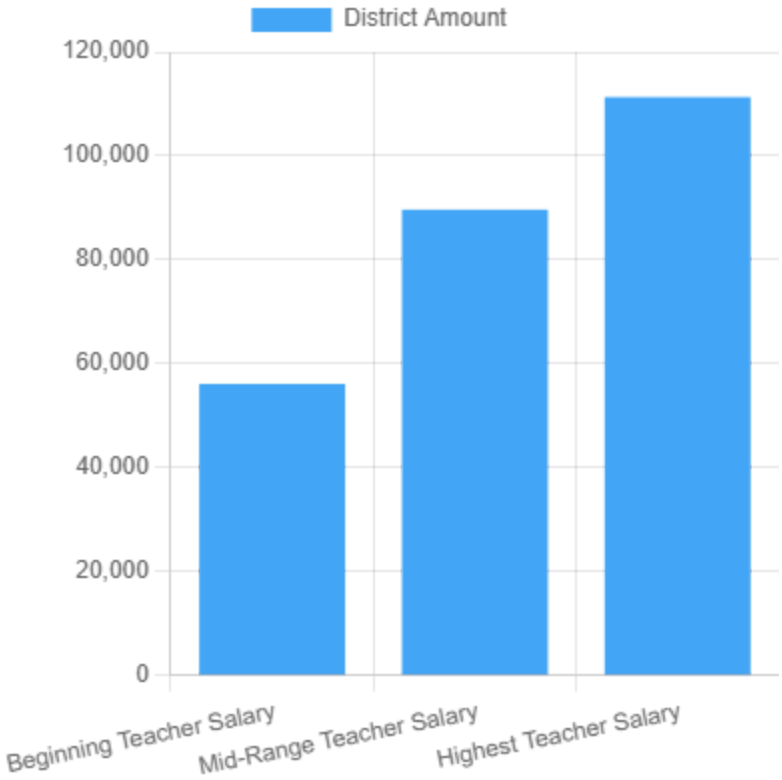
Goal 4: Connection:

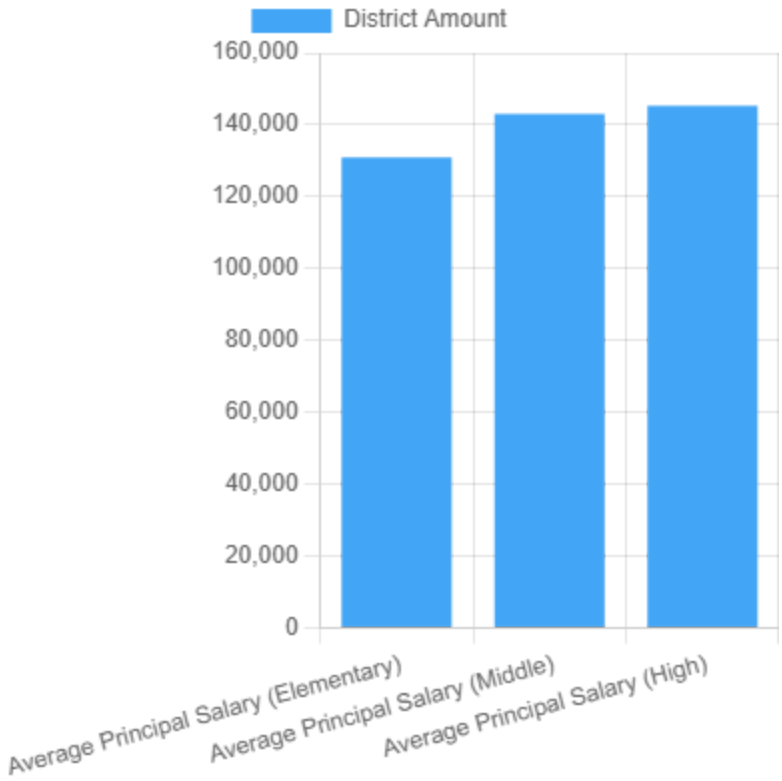
Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families but also to bring them together to share their areas of expertise.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	64	64	64

Magnolia Science Academy - Orange County

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	412 West Carl Karcher Way Anaheim, CA , 92081-2408	**Principal:**	Maria Rowell, Principal
Phone:	(213) 628-3634	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Maria Rowell, Principal

Principal, Magnolia Science Academy - Orange County

Contact

Magnolia Science Academy - Orange County
412 West Carl Karcher Way
Anaheim, CA 92081-2408

Phone: (213) 628-3634
Email: mrowell@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Bean, Stefan
Email Address	sbean@ocde.us
Website	www.ocde.us

School Contact Information (School Year 2025–26)

School Name	Magnolia Science Academy - Orange County
Street	412 West Carl Karcher Way
City, State, Zip	Anaheim, CA , 92081-2408
Phone Number	(213) 628-3634
Principal	Maria Rowell, Principal
Email Address	mrowell@magnoliapublicschools.org
Website	http://www.magnoliapublicschools.org
Grade Span	K-12
County-District-School (CDS) Code	30103060165217

School Description and Mission Statement (School Year 2025–26)

MISSION

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

VISION

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

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Student Enrollment by Grade Level (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Grade Level	Number of Students

Student Enrollment by Student Group (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	0.00%
Students with Disabilities	0.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts • Wonders, McGraw-Hill • Write Brain • No Red Ink • IXL ELA • Epic - Books For Kids	0
Mathematics	Mathematics • Into Math, Houghton Mifflin Harcourt • IXL Math • Xtra Math	0
Science	Science • Inspire Science, McGraw-Hill • Mystery Science • IXL Science • Project Lead The Way (PLTW) STEM Curriculum	0
History-Social Science	History-Social Science • Networks, McGraw-Hill • IXL Science	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School Safety Conditions

Magnolia Science Academy Orange County provides a **safe, clean, and orderly learning environment** that supports student achievement and well-being. The school campus is regularly inspected to ensure that facilities are maintained and that any safety concerns are addressed promptly. Classrooms, common areas, restrooms, and outdoor spaces are clean, well-maintained, and appropriate for student use.

The school maintains a **comprehensive School Safety Plan**, which is reviewed and updated annually in collaboration with school administration, staff, and local safety partners. Safety procedures, including emergency preparedness, lockdowns, evacuations, and drills, are regularly practiced to ensure students and staff are prepared in the event of an emergency.

Supervision is provided before school, during recess and lunch, and after school to promote student safety. The school emphasizes **positive behavior supports, restorative practices, and social-emotional learning** to foster a respectful and inclusive campus culture.

At the time of the most recent facilities inspection, the school was found to be in **good repair**, with no conditions posing an immediate threat to student or staff safety.

Planned Improvements

Magnolia Science Academy Orange County is committed to continuous improvement in school safety and student well-being. Planned improvements include:

- Ongoing review and enhancement of the **School Safety Plan** to reflect best practices and evolving needs
- Continued staff training in **emergency response procedures**, student supervision, and trauma-informed practices
- Strengthening **social-emotional learning (SEL)** supports to promote student resilience, conflict resolution, and positive school climate
- Increased opportunities for **student voice and leadership** related to campus safety and community responsibilit
- Continued collaboration with families and community partners to support a safe, supportive, and inclusive school environmen

The school will continue to monitor safety conditions and make improvements as needed to ensure that all students can learn in a secure and nurturing environment.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2026

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2026

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities					

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not

the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)				10.36%		32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities					

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

Career Technical Education (CTE) Programs (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Career Technical Education (CTE) Participation (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Magnolia Science Academy Orange County recognizes parents and guardians as essential partners in their children's education. In alignment with the mission of Magnolia Public Schools, the school actively encourages family engagement to support student achievement, school improvement, and a strong school community.

Parents and guardians are provided multiple opportunities to participate in school activities and decision-making processes. These opportunities include, but are not limited to, participation in the Parent Task Force, Parent Advisory Committee, and other advisory committees, parent education workshops, family engagement events, academic information sessions, weekly Coffee with the Admin meetings, and all schoolwide celebrations. The school communicates regularly with families through ParentSquare, the school website, and social media to ensure timely and meaningful communication.

Magnolia Science Academy Orange County values parent voice and feedback and provides opportunities for families to share input through surveys, meetings, and direct communication with teachers and administrators. Parents are also encouraged to support student learning at home by reinforcing academic expectations, attendance, and positive behavior.

To support accessibility and inclusivity, the school offers meetings and communications in formats and languages that reflect the needs of the school community whenever possible. Through ongoing collaboration with families, Magnolia Science Academy Orange County strives to create a welcoming environment that promotes student success, community partnership, and continuous improvement.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	--	--	--	--

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

State Priority: School Climate

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

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

Suspensions and Expulsions

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Statement of Purpose

MSA-OC's School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific

to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

D. Other SARC information

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

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

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

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

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Other**				

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

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

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

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

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

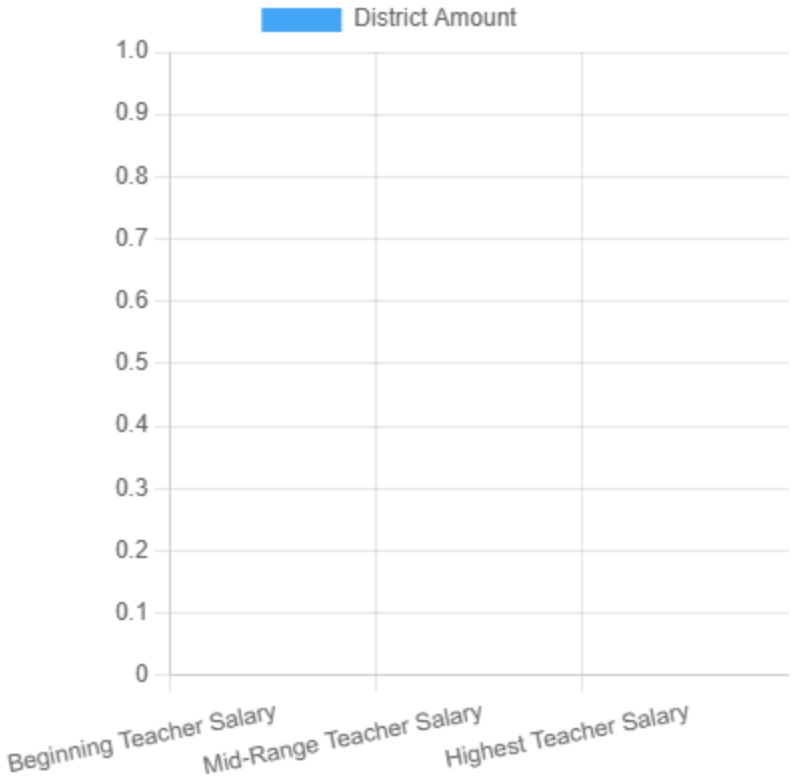
The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

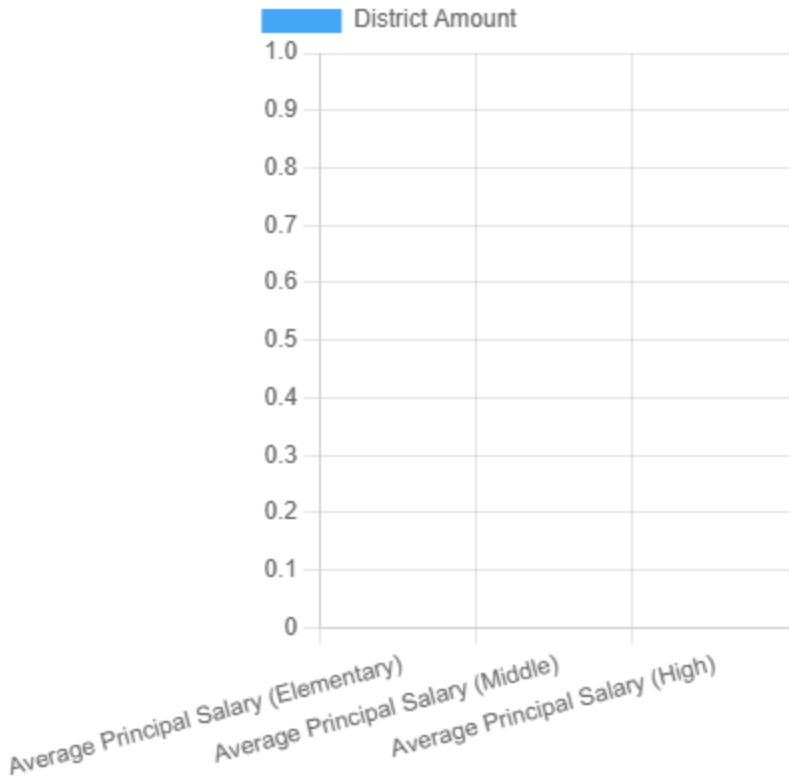
Teacher and Administrative Salaries (Fiscal Year 2023–24)

The school was not in operation during the 2024–25 school year; therefore, no data is available for this reporting period.

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

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement			47

Magnolia Science Academy Santa Ana

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	2840 West 1st St. Santa Ana, CA , 92703-4102	**Principal:**	Mr. Steven Keskinturk, Principal
Phone:	(714) 479-0115	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Mr. Steven Keskinturk, Principal

Principal, Magnolia Science Academy Santa Ana

Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone: (714) 479-0115
Email: skeskinturk@magnoliapublicschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Keskinturk, Steven
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2025–26)

School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, CA , 92703-4102
Phone Number	(714) 479-0115
Principal	Mr. Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	http://www.msasa.magnoliapublicschools.org
Grade Span	K-12
County-District-School (CDS) Code	30768930130765

School Description and Mission Statement (School Year 2025–26)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in the Fall of 2009.

MSA-SA currently serves over 582 students, grades TK through 12. Enrollment is on a first-come, first-served basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades TK -12 with a curriculum emphasizing science, technology, engineering, arts, and math. The school primarily serves students and parents in the Orange County area.

This executive summary of the School Accountability Report Card (SARC) will provide parents and community members with a quick snapshot of our schools' information. Most of the data presented in this report is for the 2024–25 school year. School finances and completion data are reported for the 2024–25 school year.

Parents and community members should review the entire SARC or contact the school principal or the district office for additional information about the school.

Magnolia Science Academy Santa Ana
Address: 2840 West 1st St., Santa Ana, CA 92703-4102
Phone: (714) 479-0115

Email: skeskinturk@magnoliapublicschools.org

Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of 2009. In 2016, the school site moved to its current building. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

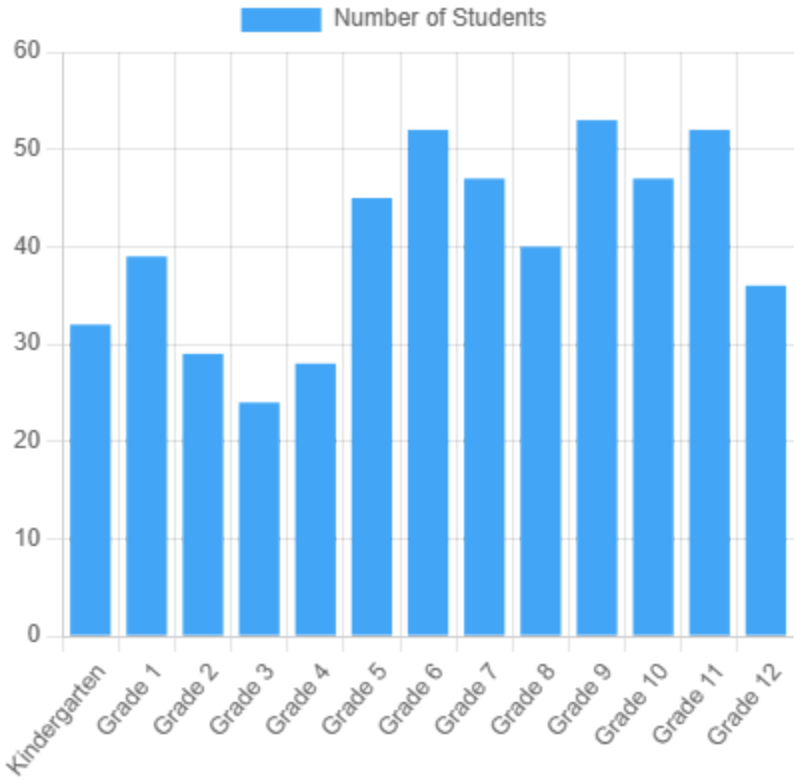
INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling and early identification of learning styles, personalities, interests, and career plans support college and career readiness. In addition, students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, and promote unity and better decision-making through implementing restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	32
Grade 1	39
Grade 2	29
Grade 3	24
Grade 4	28
Grade 5	45
Grade 6	52
Grade 7	47
Grade 8	40
Grade 9	53
Grade 10	47
Grade 11	52
Grade 12	36
Total Enrollment	524


Number of Students
60
50
40
30
20
10
0
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	55.20%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	2.70%
Black or African American	1.30%
Filipino	0.00%
Hispanic or Latino	81.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	13.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.10%
Foster Youth	1.70%
Homeless	6.10%
Migrant	0.00%
Socioeconomically Disavantaged	80.20%
Students with Disabilities	17.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	90.55%	32.70	90.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	6.63%	2.40	6.63%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.79%	1.00	2.79%	15831.90	5.67%
Total Teaching Positions	36.20	100.00%	36.20	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	88.75%	31.10	88.75%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.46%	0.10	0.46%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	8.60%	3.00	8.60%	11746.90	4.23%
Unknown/Incomplete/NA	0.70	2.14%	0.70	2.14%	14303.80	5.15%
Total Teaching Positions	35.10	100.00%	35.10	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.70	91.91%	29.70	91.91%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	6.20%	2.00	6.20%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	1.82%	0.50	1.82%	13705.80	4.91%
Total Teaching Positions	32.40	100.00%	32.40	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0.1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.1	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.30	1.8	0.00
Local Assignment Options	0.00	1.1	2.00
Total Out-of-Field Teachers	2.40	3	2.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

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

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

School Facility Conditions and Planned Improvements

The campus is cleaned regularly by on-site custodial staff throughout the school day. Custodial staff handle cleaning and basic maintenance, and a Facilities Manager oversees the overall condition of the school.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	48%	50%	48%	50%	47%	48%
Mathematics (grades 3-8 and 11)	40%	42%	40%	42%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	283	99.30%	0.70%	49.82%
Female	126	126	100.00%	0.00%	53.17%
Male	159	157	98.74%	1.26%	47.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	245	243	99.18%	0.82%	44.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	20	20	100.00%	0.00%	85.00%
English Learners	81	79	97.53%	2.47%	15.19%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	236	234	99.15%	0.85%	46.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	50	100.00%	0.00%	22.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	285	100.00%	0.00%	42.11%
Female	126	126	100.00%	0.00%	43.65%
Male	159	159	100.00%	0.00%	40.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	245	245	100.00%	0.00%	36.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	20	20	100.00%	0.00%	80.00%
English Learners	81	81	100.00%	0.00%	22.22%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	236	236	100.00%	0.00%	38.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	50	100.00%	0.00%	20.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	34.71%	27.05%			30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	122	100.00%	0.00%	27.05%
Female	60	60	100.00%	0.00%	23.33%
Male	62	62	100.00%	0.00%	30.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	93	93	100.00%	0.00%	21.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	18	18	100.00%	0.00%	38.89%
English Learners	26	26	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	93	93	100.00%	0.00%	21.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	5.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	94%	94%	96%	94%	94%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

MSA-SA is a school of choice that significantly benefits from parent involvement in our student's learning process. Our school's website provides a login for parents to track their child's progress at school. In addition, each staff member has been issued an email address and phone number, and parents can easily access their contact information. The teachers and administration at MSA-SA are very responsive to parents' emails and phone messages.

Additionally, teachers do home visits, enhancing communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Parents are mailed home a hard copy of their child's progress report every six weeks.

Parents are also able to voice any concerns and questions. Throughout the year, parents can stop by any teacher's classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know that a teacher can be reached. MSA-SA also holds an orientation for new and returning students, Parent-Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-Santa Ana has a Parent Task Force that meets monthly. MSASA also has a Community Advisory Committee (CAC) that supports the school administration with academic and extracurricular activities and grant opportunities. Parents are also invited to participate in the English Learner Advisory Committee (ELAC) meetings held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and

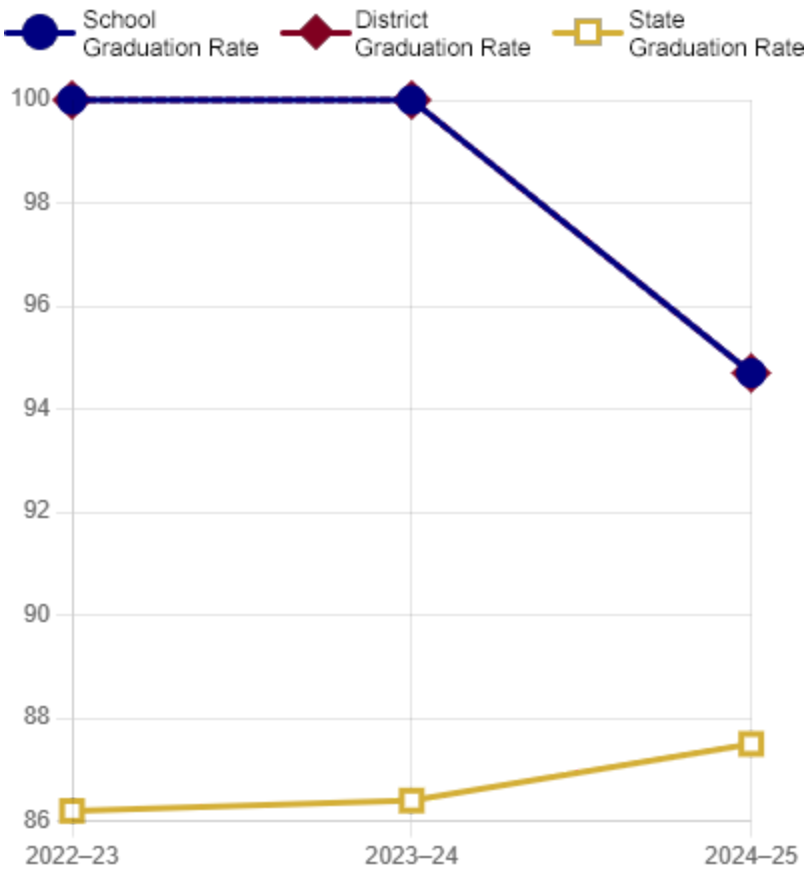
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

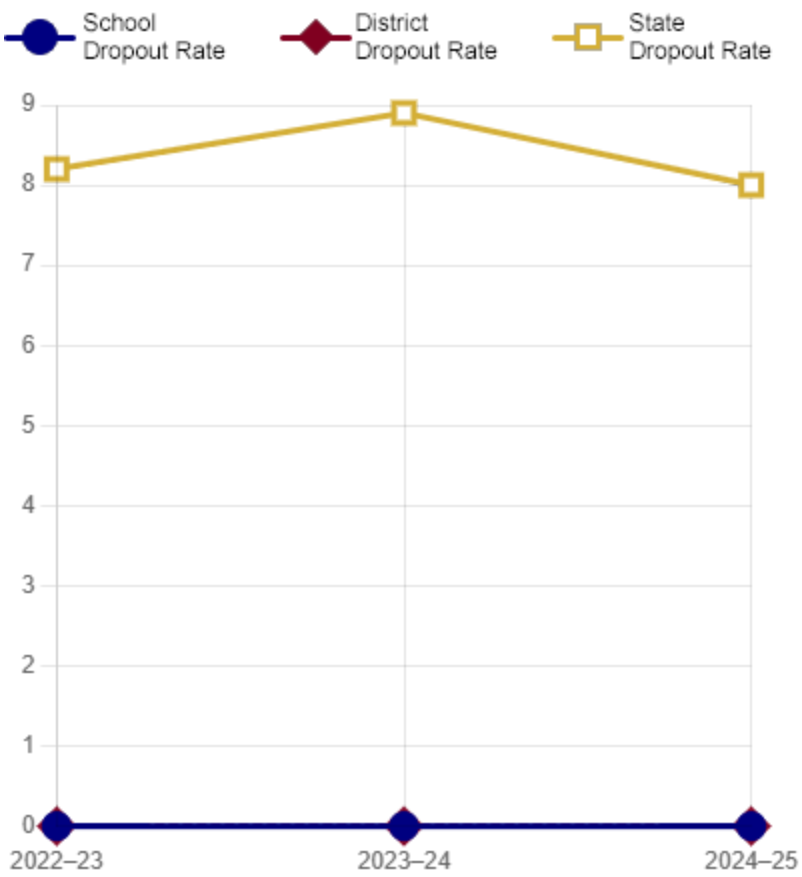
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	100.0%	100.0%	94.7%	100.0%	100.0%	94.7%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	36	94.7%
Female	21	21	100.0%
Male	17	15	88.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	19	19	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	17	16	94.1%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	542	85	15.7%
Female	247	244	38	15.6%
Male	303	298	47	15.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	2	13.3%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	441	435	63	14.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	75	75	17	22.7%
English Learners	149	147	30	20.4%
Foster Youth	--	--	--	--
Homeless	33	33	5	15.2%
Socioeconomically Disadvantaged	445	440	69	15.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	108	24	22.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.63%	0.00%	2.00%	2.63%	0.00%	2.00%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.73%	0.00%	0.00%	0.73%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00%	0.00%
Female	1.21%	0.00%
Male	2.64%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.49%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.34%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.02%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.67%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following up on our standards and expectations.

Magnolia Science Academy-Santa Ana's comprehensive Safety Plan helps ensure a safe school environment, enhancing the learning experience and improving student academic achievement. This plan is implemented to protect students and staff's safety and provide emergency preparedness and guidelines. This plan addresses the following objectives:
- Protect the safety and welfare of students
- Provide a safe and coordinated response to emergencies
- Protect the school's facilities and property
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide coordination between the school and local emergency services when necessary

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquakes, hazardous materials, widespread power outages, and similar events affecting normal school operations. The safety plan is reviewed and discussed with Magnolia Science Academy Santa Ana's staff in August during teacher in-service and once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavioral expectations. Teachers meet with their students to review the Parent/ Student Handbook that explains their standards and expectations, including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also offers adequate supervision during transitions and breaks.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	3	0	0
1	12.00	2	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
2	16.00	2	0	0
3	20.00	1	1	0
4	23.00	0	2	0
5	16.00	2	0	0
6	23.00	0	2	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	3		
1	17.00	1	1	
2	18.00	1		
3	29.00		1	
4	21.00	1	1	
5	22.00		2	
6	21.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	2		
1	20.00	2		
2	15.00	2		
3	24.00		1	
4	28.00		1	
5	23.00		2	
6	24.00	3	12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	14	3	0
Mathematics	15.00	16	2	0
Science	21.00	8	3	0
Social Science	17.00	12	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	12	5	
Mathematics	16.00	14	5	
Science	19.00	8	4	
Social Science	18.00	10	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	11	5	1
Mathematics	17.00	13	5	1
Science	23.00	4	6	
Social Science	18.00	11	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	150

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21926.00	$8140.00	$13786.00	$84640.00
District	N/A	N/A	$15848.00	$109687.00
Percent Difference – School Site and District	N/A	N/A	-14.00%	-26.00%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	7.00%	-18.00%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

MSA-SA's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals and specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-SA uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, student support, designated and integrated ELD programs, and support for students with disabilities.

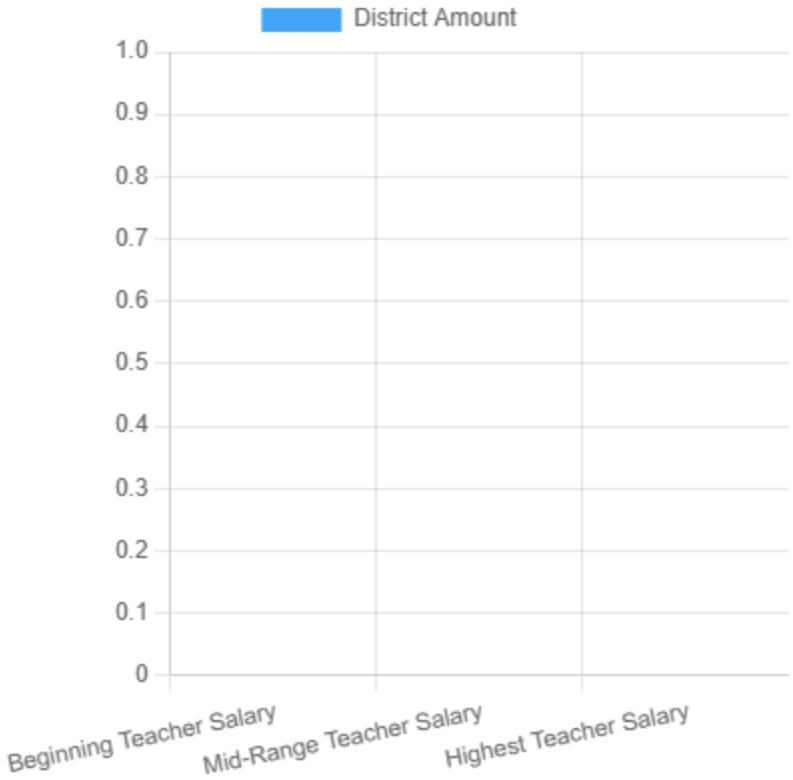
Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, fitness, and additional programs and activities support a well-rounded education.

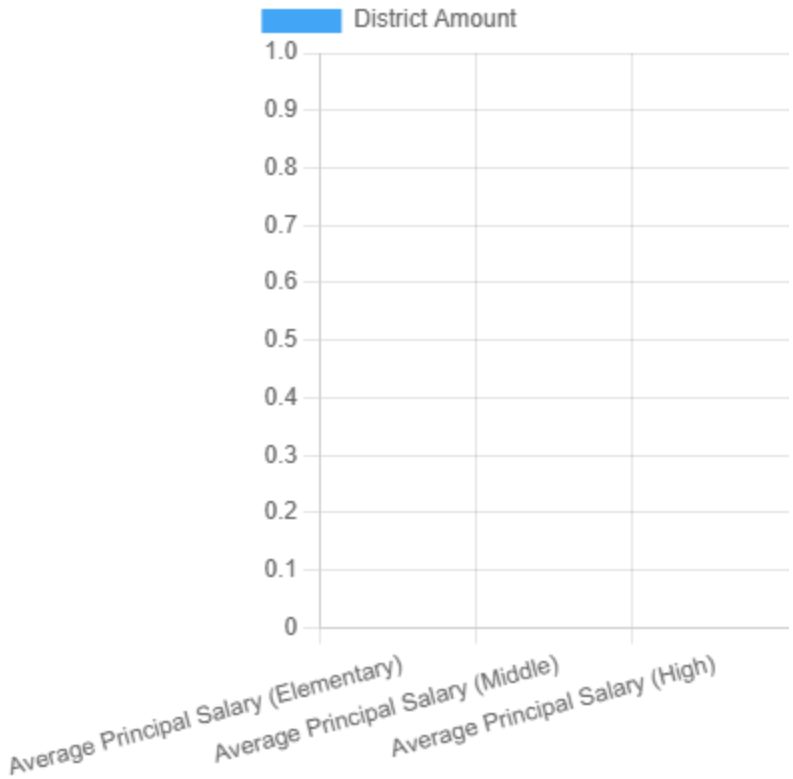
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 40.4 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	9

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement			47

Magnolia Science Academy San Diego

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	6525 Estrella Ave. San Diego, CA , 92120-2707	**Principal:**	Megan Craig, Principal
Phone:	(619) 644-1300	**Grade Span:**	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Megan Craig, Principal

Principal, Magnolia Science Academy San Diego

Contact

Magnolia Science Academy San Diego
6525 Estrella Ave.
San Diego, CA 92120-2707

Phone: (619) 644-1300
Email: fbagula@sandi.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	San Diego Unified
Phone Number	(619) 725-5506
Superintendent	Bagula, Fabiola
Email Address	fbagula@sandi.net
Website	www.sandiegounified.org

School Contact Information (School Year 2025–26)

School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, CA , 92120-2707
Phone Number	(619) 644-1300
Principal	Megan Craig, Principal
Email Address	mcraig@magnoliapublicschools.org
Website	http://www.msasd.magnoliapublicschools.org/
Grade Span	6-8
County-District-School (CDS) Code	37683380109157

School Description and Mission Statement (School Year 2025–26)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 480 students in grades 6–8, with classes that average 32 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its current campus in Allied Gardens. On Tuesday December 3rd

2019 SDUSD approved MSA-San Diego's charter unanimously. Our next renewal meeting will be in 2027.

Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more. We also offer free Saturday school to close the achievement gap and a free summer school with enrichment classes. The Magnolia Science Academy San Diego (MSA-San Diego) has shown notable academic progress according to the California School Dashboard, particularly in English Language Arts (ELA) and Mathematics. As of the most recent dashboard data, MSA-San Diego has achieved a "Blue" status in ELA and "Green" in Math. This accomplishment reflects Magnolia's commitment to academic excellence and its effective educational strategies in these key areas.

At Magnolia Science Academy-San Diego (MSA-San Diego), the integration of technology into the curriculum has been a transformative journey. Prior to the 2013-14 school year, the focus was on daily computer classes, where students honed their computer skills under the guidance of their core class teachers, applying these skills across various academic subjects. This approach evolved significantly with the

initiation of a 1:1 Chromebook program from the 2013-14 school year onwards, marking a strategic shift towards a more comprehensive blended learning model. This transition not only streamlined the integration of technology into everyday learning but also provided a platform for students to engage more interactively and creatively with their curriculum. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

Since the 2013-14 School year MSA-San Diego School Band, Robotics, Engineering, Archery teams won first place awards at multiple state and local competitions.

In 2021, the California Department of Education recognized Magnolia Science Academy San Diego as one of 2021's California Distinguished Schools for its exceptional gains in implementing the academic content and performance standards for all students.

In 2023, Magnolia Science Academy-San Diego achieved a remarkable milestone by receiving the California PBIS (Positive Behavioral Interventions and Supports) Platinum Implementation Award. This prestigious recognition highlights the school's exemplary implementation of the PBIS framework, emphasizing the significant strides that our school has made in fostering a positive, supportive, and inclusive school environment.

In 2023, Magnolia Science Academy-San Diego (MSA-San Diego) received a significant accolade by being awarded the California Community Schools Partnership

Program (CCSPP) Planning Grant. This achievement underscores Magnolia's commitment to enhancing its educational approach and fostering deeper connections with our community. With the help of this grant MSA-San Diego will be able to plan and implement new strategies to transform into a community school, which involves integrating comprehensive academic, wellness, and support services for students and their families and providing resources to the local community to support all educational partners. In 2023 MSA-San Diego hosted its very first Community Resource Fair with its partners.

In 2024, Magnolia Science Academy-San Diego (MSA-San Diego) received repeat honors as a California Distinguished School and the California PBIS (Positive Behavioral Interventions and Supports) Platinum Implementation Award again for the second time. In 2024, MSA-San Diego also had California State Archery boys and girls state champions.

In 2025, Magnolia Science Academy-San Diego (MSA-San Diego) was named a California Blue Ribbon school, formerly the National Blue Ribbon School program. In 2025, MSA-San Diego also had California State Archery girls state champions and the YMCA Charter School Soccer League champions.

VISION:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MISSION:

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

CORE VALUES

MPS has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the SEL curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities. The MPS Home Office Academic Department and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a Graduate competencies:

INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention

CONNECTION

School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better

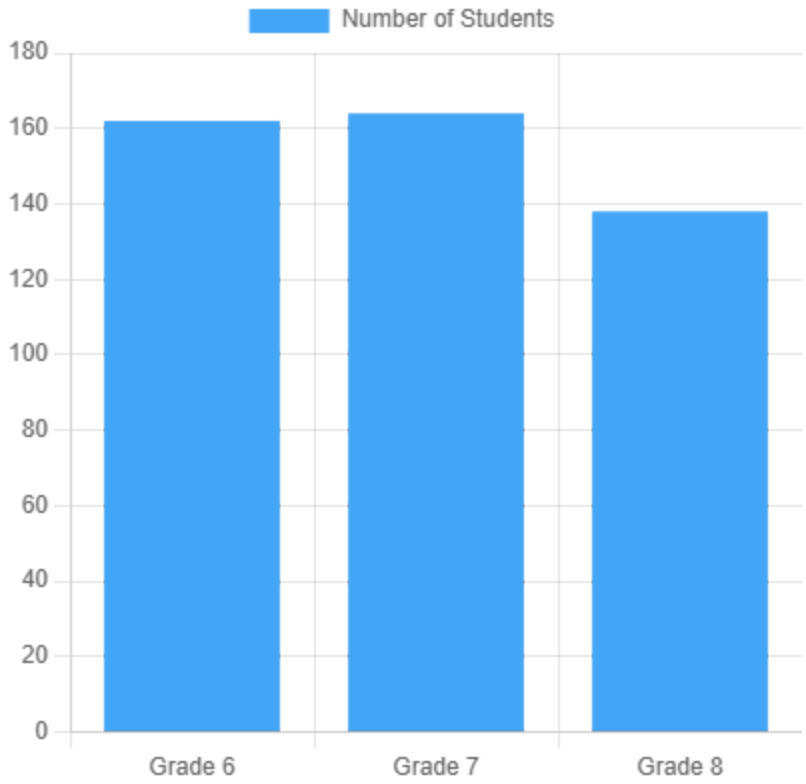
decision making through the implementation of restorative justice practices.

EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	162
Grade 7	164
Grade 8	138
Total Enrollment	464



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	58.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	10.70%
Black or African American	3.90%
Filipino	1.40%
Hispanic or Latino	35.80%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	14.10%
White	39.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.70%
Foster Youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disavantaged	36.00%
Students with Disabilities	22.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	89.74%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.56%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.69%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	19.50	100.00%	6031.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	88.89%	5233.70	86.54%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	74.50	1.23%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	354.70	5.87%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	11.11%	221.00	3.65%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	163.60	2.71%	14303.80	5.15%
Total Teaching Positions	18.00	100.00%	6047.70	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	90.48%	5239.10	86.81%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	91.10	1.51%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	293.40	4.86%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	8.71%	201.90	3.35%	12112.80	4.34%
Unknown/Incomplete/NA	0.10	0.76%	209.70	3.48%	13705.80	4.91%
Total Teaching Positions	21.00	100.00%	6035.40	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.50	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.50	0	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.5	1.80
Local Assignment Options	0.50	1.5	0.00
Total Out-of-Field Teachers	1.50	2	1.80

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill	0
Mathematics	Into Math 6-8, Houghton Mifflin Harcourt Intergratedf Math I, McGraw-Hill	0
Science	Amplify Science 6-8, ,Amplify Education	0
History-Social Science	History Alive! The Ancient World, TCI History Alive! Medieval World & Beyond, TCI History Alive! US Through Indusstrialism, TCI	0
Foreign Language	Asi Se Dice, McGraw-Hill	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

MSA-San Diego is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field. There are six drinking fountains and three hands-free water bottle filling stations.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	68.88%	72.42%	54.22%	54%	47%	48%
Mathematics (grades 3-8 and 11)	60.32%	60.09%	43.89%	42%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	450	99.78%	0.22%	71.78%
Female	199	198	99.50%	0.50%	76.77%
Male	252	252	100.00%	0.00%	67.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	45	45	100.00%	0.00%	75.56%
Black or African American	17	17	100.00%	0.00%	47.06%
Filipino	--	--	--	--	--
Hispanic or Latino	150	149	99.33%	0.67%	61.07%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	61	100.00%	0.00%	77.05%
White	168	168	100.00%	0.00%	80.95%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	17	17	100.00%	0.00%	76.47%
Socioeconomically Disadvantaged	161	160	99.38%	0.62%	59.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	94	93	98.94%	1.06%	43.01%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	450	99.78%	0.22%	59.56%
Female	199	198	99.50%	0.50%	59.60%
Male	252	252	100.00%	0.00%	59.52%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	45	45	100.00%	0.00%	71.11%
Black or African American	17	17	100.00%	0.00%	41.18%
Filipino	--	--	--	--	--
Hispanic or Latino	150	149	99.33%	0.67%	44.97%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	61	100.00%	0.00%	55.74%
White	168	168	100.00%	0.00%	72.62%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	17	17	100.00%	0.00%	70.59%
Socioeconomically Disadvantaged	161	160	99.38%	0.62%	48.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	94	93	98.94%	1.06%	37.63%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	64.43%	64.93%	37.78%	39.73%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	134	100.00%	0.00%	64.93%
Female	62	62	100.00%	0.00%	56.45%
Male	72	72	100.00%	0.00%	72.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	19	100.00%	0.00%	63.16%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00%	0.00%	54.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00%	0.00%	71.43%
White	45	45	100.00%	0.00%	75.56%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	13	13	100.00%	0.00%	84.62%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	62.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	56.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

At Magnolia Science Academy (MSA) San Diego, we highly value and encourage the involvement of parents and relatives in the educational journey of their children. Research consistently shows that a supportive home environment is crucial for academic success. Our school offers numerous opportunities for parental engagement, ranging from participation in governance committees and special events to involvement in fundraising activities, parent organizations, and classroom assistance.

We urge parents to actively support their children at home by setting clear educational expectations and fostering a conducive learning environment. To strengthen the school-home connection, MSA San Diego implements an annual home visit program, where our teachers visit the homes of at least 15% of our students, deepening the ties between educators and families.

Parental participation is a cornerstone of our educational model at MSA-San Diego. Our Parent Task Force and Parent Advisory Committee, along with various other committees, provide platforms for parents to contribute their ideas and support. These groups, which include representation from all school

stakeholders - parents, teachers, staff, students, and community members - offer valuable input on school initiatives and policies, including graduation, the Local Control and Accountability Plan (LCAP), Wellness Policy, and the Comprehensive School Safety Plan.

To keep our families well-informed, we regularly publish 'Wizard Weekly Update,' a newsletter detailing school-wide news, events, and essential updates. Our school website is another vital communication tool, offering current information and updates on our activities and programs. We engage our families in the broader community through events like the College & Career Week, Multicultural Food Festival, Olympic Field Day, San Diego STEAM Expo, Holiday Expo, San Diego Festival of Science and Engineering, talent shows, and more.

MSA-San Diego also provides an online student information system, enabling parents and students to access assignments, grades, and behavior reports, ensuring transparency and ongoing engagement in the educational process.

Additionally, we host biannual student-led conferences. These conferences are an opportunity for students to set personal and academic goals and discuss their progress with their families and teachers, fostering a collaborative and inclusive educational environment.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	465	64	13.8%
Female	212	208	26	12.5%
Male	260	257	38	14.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	3	6.4%
Black or African American	17	17	0	0.0%
Filipino	--	--	--	--
Hispanic or Latino	160	158	30	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	62	11	17.7%
White	172	171	19	11.1%
English Learners	13	12	1	8.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	180	176	33	18.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	100	17	17.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.46%	2.20%	1.91%	2.70%	2.50%	2.09%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.03%	0.02%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.91%	0.00%
Female	0.94%	0.00%
Male	2.69%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	11.76%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.63%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.03%	0.00%
White	2.33%	0.00%
English Learners	7.69%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.44%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.97%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

At MSA-San Diego, we prioritize campus safety above all. Our collaborative approach involves the Principal, administrators, teachers, support staff, the Parent Advisory Committee (PAC), and community organizations working in unison to prevent, prepare for, and respond to emergencies effectively.

Our approach to safety is dynamic and thorough, with an annually updated comprehensive school safety plan available on our website. Regular emergency-preparedness drills and response training are conducted to ensure staff readiness. We also place a strong emphasis on student education through regular substance abuse prevention programs.

To maintain a secure and nurturing environment, we have implemented robust policies and procedures. These include protocols for safe student entry and exit, addressing serious disciplinary issues, and upholding strict standards against discrimination, harassment, bullying, and child abuse reporting. Adherence to school dress codes is also monitored to promote a respectful learning atmosphere.

Ensuring vigilant supervision, our staff are present in classrooms and outdoor areas throughout the school day, including before and after school, during recess, lunch, and class transitions. Under the guidance of the Principal or site administrators, specific building security procedures are meticulously followed. Additionally, Magnolia Public Schools' home office plays a pivotal role in reinforcing safety by reviewing and disseminating safety requirements, coordinating

services, and providing ongoing training and assistance.

At Magnolia, student safety extends beyond physical security. We implement continuous supervision bolstered by a blend of corrective discipline, restorative practices, the MTTS Program, and the Wizard Way character education program. The MSA-San Diego student handbook provides detailed information on disciplinary actions, sexual harassment policies, dress codes, and general discipline policies. Furthermore, designated on-site staff members are specifically tasked with overseeing student safety.

We regularly conduct mandated drills, such as fire and earthquake drills, to ensure preparedness. Additionally, all staff members engage in active shooter training and emergency drill training during summer in-services, further solidifying our commitment to maintaining a secure and prepared campus. Our school site safety plan is located on our school website.

The Wizard Way School Wide Expectations:

Wisdom

- Demonstrate critical thinking skills and the ability to analyze and evaluate information.
- Make informed decisions and show good judgment in various situations.
- Seek knowledge and understanding beyond the curriculum, showing a thirst for learning.

Integrity

- Being truthful and sincere in your words and actions.
- A lifelong value that helps build trust, respect, and strong character.

- Having the strength to stand up for what is right, even if it is challenging or unpopular. It means doing the right thing, even if it means facing criticism

Zeal

- Show enthusiasm and passion for learning and participating in school activities.
- Actively seek opportunities to get involved in extracurricular activities and clubs.
- Approach challenges with a positive attitude and a willingness to embrace new experiences.

Accountability

- Taking responsibility for our actions and academic performance.
- Apologizing and restoring relationships that you may have caused harm
- Seek help and clarification when needed, taking ownership of their learning.

Respect

- Treat peers, teachers, and staff with kindness and empathy.
- Embrace diversity and demonstrate tolerance and acceptance towards others.
- Follow school rules and guidelines, showing respect for the learning environment.

Determination

- Set goals and work diligently to achieve them.
- Persevere through obstacles and setbacks, maintaining a growth mindset.
- Take initiative and demonstrate a strong work ethic in their academic pursuits.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	25.00	0	5	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	21.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	32.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	0	10	0
Mathematics	31.00	0	8	2
Science	31.00	0	9	1
Social Science	31.00	0	10	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		10	
Mathematics	30.00		8	2
Science	30.00		9	1
Social Science	30.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		10	1
Mathematics	29.00	2	6	2
Science	29.00		7	3
Social Science	29.00		9	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	464

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15202.00	$4477.00	$10724.00	$80339.00
District	N/A	N/A	$11630.00	$104898.00
Percent Difference – School Site and District	N/A	N/A	-8.00%	-27.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	-118.00%	-23.00%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

MSA-San Diego's charter petition and LCAP articulate our comprehensive school-wide goals, aligning with the eight state priority areas and additional locally identified priorities. This alignment ensures that all students, including those from low-income backgrounds, English learners, and foster youth, receive tailored support. The LCAP details necessary expenditures for each goal and action, emphasizing the use of additional funds to enhance services for these student groups.

Our strategic goals include:

1. **Basic Services for a High-Quality Learning Environment:** This encompasses qualified teacher assignments, state-of-the-art instructional materials and technology, clean, safe learning facilities,

nutritious meals, and effective support services from our Home Office.

2. **Excellence:** We focus on providing a broad curriculum, professional development for quality instruction, Multi-Tiered Systems of Support (MTSS) for academic enrichment and student support, comprehensive English Language Development programs, and resources for students with disabilities.
3. **Innovation:** Our commitment to innovative education includes college/career readiness initiatives, STEAM and GATE programs, digital literacy, physical education, and diverse extracurricular activities promoting a well-rounded education.
4. **Connection:** We actively seek family input in decision-making, build partnerships for student outcomes, support students through MTSS - PBIS and SEL, conduct annual stakeholder surveys, and foster community outreach and partnerships.

Each school in Magnolia Public Schools receives a budget based on enrollment and program needs, in accordance with Board of Education policies, state laws, and external funding guidelines.

In addition to regular ADA funding, MSA-San Diego nurtures a culture of fundraising to support expansive student participation in extracurricular activities, such as the Museum of Tolerance, High Tech Fair, 6th grade camp, and the Washington D.C. trip.

The school benefits from the ASES grant, extending student engagement through various after-school

programs until 6 p.m.

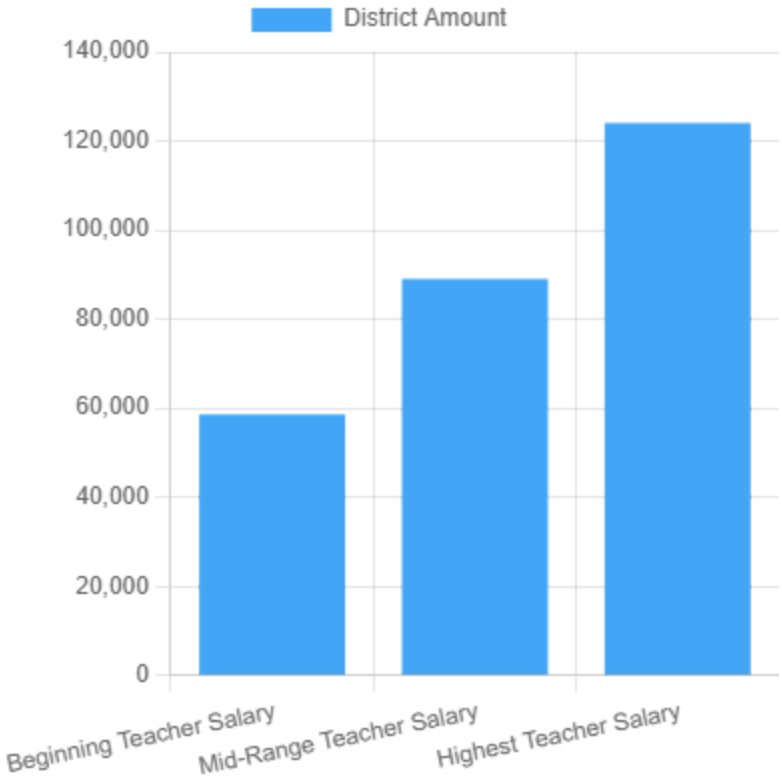
Crucially, MSA-San Diego has been awarded the Community Engagement Initiative Grant, a testament to our commitment to holistic education. This grant supports our endeavors in integrating health, mental health, and social services with academic excellence, aligning with our goals of innovation and connection. It enables us to expand our community partnerships and enhance the support systems for our students and their families.

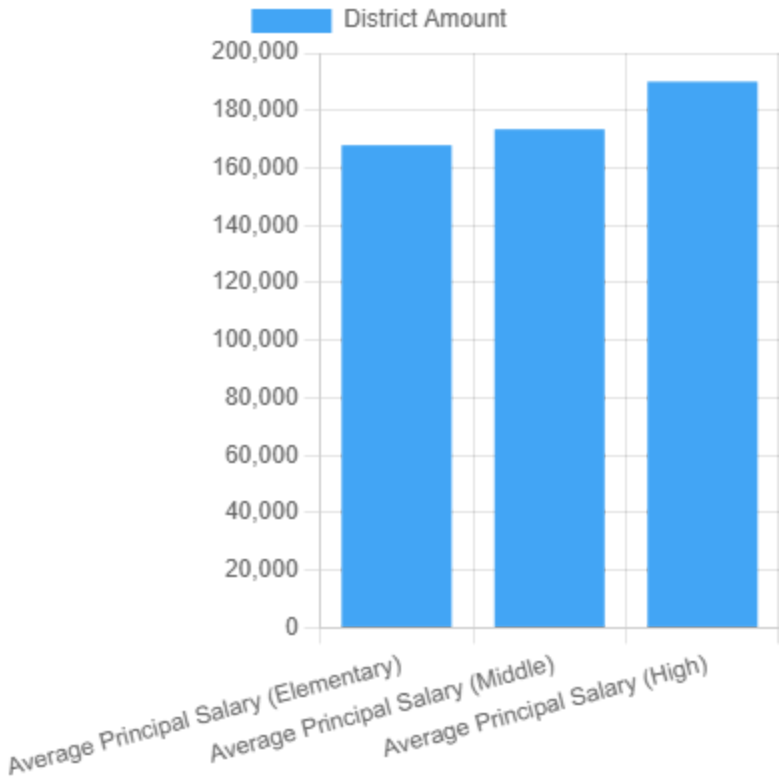
The financial oversight and guidance provided by the Magnolia Public Schools Home Office are instrumental in managing MSA-San Diego's finances, ensuring fiscal responsibility and the effective allocation of resources across our educational programs.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58609.00	$60862.67
Mid-Range Teacher Salary	$89057.00	$93575.04
Highest Teacher Salary	$124050.00	$125548.29
Average Principal Salary (Elementary)	$167903.00	$157644.72
Average Principal Salary (Middle)	$173464.00	$165340.66
Average Principal Salary (High)	$190021.00	$182579.89
Superintendent Salary	$433125.00	$357064.20
Percent of Budget for Teacher Salaries	33.05%	30.36%
Percent of Budget for Administrative Salaries	4.91%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.


District Amount
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
200,000
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	45	58	56

Coversheet

Approval of 2024-25 Annual Audit Report and Corrective Actions for all Magnolia Science Academy Schools and the Home Office

Section: III. Action Items
Item: A. Approval of 2024-25 Annual Audit Report and Corrective Actions for all Magnolia Science Academy Schools and the Home Office
Purpose: Vote
Submitted by:
Related Material: III_A_2024-25 Annual Audit Report and Corrective Actions.pdf

Agenda Item:	III A: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of 2024-25 Annual Audit Report and Corrective Actions for all Magnolia Science Academy Schools and the Home Office

Action Proposed

Staff recommends and moves that the Board approve the 2024–25 Annual Audit Report for Magnolia Educational & Research Foundation (MERF), all Magnolia Science Academy (MSA) schools, and the Home Office.

Purpose

Pursuant to California Education Code Sections 41020 through 41020.8, charter schools are required to obtain an annual independent audit of their financial statements for the preceding fiscal year. The audit must be conducted by an auditor approved by the State Controller's Office (SCO) and filed with the appropriate state, county, and authorizing agencies.

For the fiscal year ended June 30, 2025, the auditor has filed, the completed audit report on behalf of Magnolia Educational & Research Foundation dba Magnolia Public Schools with the following entities, consistent with statutory requirements and authorizer oversight obligations:

- State Controller's Office (SCO)
- California Department of Education (CDE), School Fiscal Services Division
- Los Angeles County Office of Education (LACOE)
- Orange County Department of Education (OCDE)
- San Diego County Office of Education (SDCOE)
- Los Angeles Unified School District (LAUSD)
- San Diego Unified School District (SDUSD)

The enclosed audit report fulfills the statutory audit filing requirements for the fiscal year ended June 30, 2025.

Background

Eide Bailly LLP completed the independent audit of the financial statements of Magnolia Educational & Research Foundation for the fiscal year ended June 30, 2025, and issued its audit reports dated January 15, 2026.

Due to delays associated with the federal government shutdown and the late issuance of the 2025 OMB Compliance Supplement required for completion of the Single Audit, Magnolia Public Schools formally requested an extension of the statutory December 15 audit filing deadline. The requested extension through January 15, 2026 was reviewed and approved by the applicable County Offices of Education and authorizing agencies.

The audit was completed and filed within the approved extension period and in coordination with state, county, and authorizer guidance. The auditor also provided all required governance communications to the Board in connection with the audit.

Audit Findings and Management Corrective Actions

The independent auditor issued a **clean (unmodified) opinion** on the financial statements. As part of the audit process, the auditor identified two internal control matters. These matters did **not** affect the auditor's opinion and have been addressed through management corrective action plans.

Financial Reporting for Complex Transactions
The auditor noted that documentation and interim accounting review related to a complex real estate transaction involving a newly formed legal entity were still in progress at fiscal year-end, resulting in audit adjustments to properly present the financial statements.

> *Management Response:*
> Management has implemented enhanced year-end readiness and review procedures for complex or non-routine transactions, including strengthened coordination among Finance, Legal, and Facilities; formal verification of legal ownership and entity structure; and improved documentation and approval of interim accounting judgments to support accurate and timely financial reporting.

Attendance Reporting
The auditor identified an instance where classroom-based and nonclassroom-based Average Daily Attendance (ADA) classifications were not fully reconciled prior to submission, resulting in reporting adjustments for one site.

> *Management Response:*
> Management has implemented standardized, network-wide ADA reporting procedures, required pre-submission reconciliations between student information system reports and state submissions, clearly defined roles and secondary review approvals at both the

school and central office levels, and enhanced training and documentation practices to ensure accurate and compliant attendance reporting.

Detailed corrective action plans for each finding are included as exhibits to this item for Board reference and provide additional detail regarding implementation steps, timelines, and monitoring. Management will report on implementation status through regular internal oversight and audit follow-up processes.

Analysis

The Finance Department and management have reviewed the 2024–25 Audit Report and the accompanying governance communications. Management notes that the audit reflects a stable financial position for the organization and its schools, with positive net assets, adequate liquidity, and no going-concern concerns identified by the auditor.

Management concurs with the auditor's conclusions and has taken responsibility for the identified findings by developing and implementing comprehensive corrective action plans. These actions are intended to strengthen internal controls, enhance compliance, and reduce the risk of similar findings in future audit periods.

Exhibits

- 2024–25 Annual Audit Report (Consolidated – MERF and all MSA schools)
- Auditor's Governance Letter dated January 15, 2026
- Corrective Action Plan – Finding 2025-002: 10000 – Attendance Reporting
- Corrective Action Plan – Finding 2025-001: 30000 – Financial Statement Preparation and Audit Adjustments as it Relates to the Title Transfer for the Newly Formed LLC

Consolidated Financial Statements
June 30, 2025 and 2024

Magnolia Educational & Research Foundation

(Operating Magnolia Science Academy #0438,
Magnolia Science Academy 2 #0906,
Magnolia Science Academy 3 #0917,
Magnolia Science Academy 4 #0986,
Magnolia Science Academy 5 #0987,
Magnolia Science Academy 6 #0988,
Magnolia Science Academy 7 #0989,
Magnolia Science Academy Bell #1236,
Magnolia Science Academy Santa Ana #1686, and
Magnolia Science Academy San Diego #0698)



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Magnolia Educational & Research Foundation

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Independent Auditor's Report

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the consolidated financial statements of Magnolia Educational & Research Foundation (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements referred to above present fairly, in all material respects, the financial position of Magnolia Educational & Research Foundation as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the consolidated financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary information such as the consolidated Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 29-54 are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated

financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the consolidated Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Information

Management is responsible for the other information included in the consolidated financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the consolidated financial statements and our auditor's report thereon. Our opinion on the consolidated financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the consolidated financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Report on Comparative Information

We have previously audited 2024 consolidated financial statements of the Organization, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated December 13, 2024. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2024, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 15, 2026 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Eide Bailly LLP

Ontario, California
January 15, 2026

Magnolia Educational & Research Foundation

Consolidated Statement of Financial Position

June 30, 2025 and 2024

	2025	2024
Assets		
Current assets		
Cash and cash equivalents	$ 42,476,923	$ 46,060,275
Restricted cash	2,000,000	-
Receivables	10,555,437	11,173,689
Prepaid expenses	566,747	581,649
Total current assets	55,599,107	57,815,613
Non-current assets		
Investments	11,613,448	-
Security deposit	10,000	10,000
Other assets	2,173,631	100,000
Restricted cash	1,817,082	2,320,183
Property and equipment	101,347,701	81,760,560
Operating lease right-of-use asset	632,435	405,650
Finance lease right-of-use asset	743,479	1,769,803
Total non-current assets	118,337,776	86,366,196
Total assets	$ 173,936,883	$ 144,181,809
Liabilities		
Current liabilities		
Accounts payable	$ 8,560,678	$ 10,508,635
Accrued compensated absences	495,020	485,766
Interest payable	415,298	-
Refundable advance	8,198,941	7,950,047
Current portion of notes payable	8,210,363	122,107
Current portion of bonds payable	-	800,000
Current portion of operating lease liability	175,064	407,642
Current portion of finance lease liability	341,658	313,018
Current portion of proposition construction loan	256,931	251,869
Total current liabilities	26,653,953	20,839,084
Long-term liabilities		
Notes payable, less current portion	17,167,394	29,147,666
Bonds payable, less current portion and net of unamortized bond issuance costs	27,105,075	25,638,241
Grant anticipation notes payable, less current portion and net of unamortized note issuance costs	29,257,982	-
Operating lease liability, less current portion	480,094	652,296
Finance lease liability, less current portion	429,260	728,275
Proposition construction loan, less current portion	14,924,559	8,799,916
Total long-term liabilities	89,364,364	64,966,394
Total liabilities	116,018,317	85,805,478
Net Assets		
Without donor restrictions	57,918,566	58,376,331
Total liabilities and net assets	$ 173,936,883	$ 144,181,809

See Notes to Financial Statements

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Magnolia Educational & Research Foundation

Consolidated Statement of Activities
Years Ended June 30, 2025 and 2024

	2025 Without Donor Restrictions	2024 Without Donor Restrictions
Support and Revenues		
Local Control Funding Formula	$ 51,795,019	$ 50,201,138
Federal revenue	4,096,671	4,737,585
Other state revenue	25,233,159	20,592,755
Local revenues	2,984,329	4,686,292
Interest income	103,467	65,249
Fundraising revenue	272,216	285,284
Total support and revenues	84,484,861	80,568,303
Expenses		
Program services	59,873,948	53,688,373
Management and general	25,068,678	22,255,815
Total expenses	84,942,626	75,944,188
Change in Net Assets	(457,765)	4,624,115
Net Assets, Beginning of Year	58,376,331	53,752,216
Net Assets, End of Year	$ 57,918,566	$ 58,376,331

See Notes to Financial Statements

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Magnolia Educational & Research Foundation

Consolidated Statement of Functional Expenses

Year Ended June 30, 2025

	Program Services	Management and General	Total Expenses
Salaries	$ 26,253,362	$ 14,420,860	$ 40,674,222
Employee benefits	5,774,699	120,376	5,895,075
Payroll taxes	7,637,780	2,869,795	10,507,575
Fees for services	-	3,433,144	3,433,144
Advertising and promotions	-	430,891	430,891
Office expenses	483,980	601,100	1,085,080
Information technology	537,360	-	537,360
Occupancy	489,554	1,061,893	1,551,447
Travel	-	203,550	203,550
Conferences and meeting	-	9,974	9,974
Interest	6,997,759	-	6,997,759
Depreciation and amortization	3,473,305	-	3,473,305
Amortization of right-of-use asset	325,132	-	325,132
Insurance	-	794,648	794,648
Other expenses	3,168,980	1,122,447	4,291,427
Capital outlay	911,095	-	911,095
Special education	1,842,896	-	1,842,896
Instructional materials	1,007,173	-	1,007,173
Nutrition	454,820	-	454,820
District oversight fees	516,053	-	516,053
Total functional expenses	$ 59,873,948	$ 25,068,678	$ 84,942,626

See Notes to Financial Statements

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Magnolia Educational & Research Foundation

Consolidated Statement of Cash Flows
Years Ended June 30, 2025 and 2024

	2025	2024
Operating Activities		
Change in net assets	$ (457,765)	$ 4,624,115
Adjustments to reconcile change in net assets to net cash from (used for) operating activities		
Depreciation and amortization expense	3,473,305	2,526,379
Unrealized gain (loss) on investments	(25,438)	-
Finance lease amortization	325,132	346,683
Interest expense attributable to the amortization of bond issuance costs	921	38,893
Interest expense attributable to the amortization of grant anticipation notes issuance costs	113,414	-
Gain (loss) on disposal of property and equipment	181,270	-
Gain (loss) on extinguishment of debt	(1,221,729)	-
Changes in operating assets and liabilities		
Receivables	618,252	7,599,865
Prepaid expenses	14,902	(232,204)
Other assets	(2,073,631)	-
Accounts payable	(1,947,957)	(1,884,914)
Accrued compensated absences	9,254	11,978
Interest payable	415,298	-
Refundable advance	248,894	(2,516,168)
Operating lease assets and liabilities	(631,565)	180,897
Net Cash from (used for) Operating Activities	(957,443)	10,695,524
Investing Activities		
Purchases of property and equipment	(21,694,987)	(4,190,667)
Proceeds from the sale of property and equipment	-	162,772
Purchases of investments	(11,638,886)	-
Net Cash used for Investing Activities	(33,333,873)	(4,027,895)

See Notes to Financial Statements

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Magnolia Educational & Research Foundation

Consolidated Statement of Cash Flows
Years Ended June 30, 2025 and 2024

	2025	2024
Financing Activities		
Proceeds from issuance of notes	$ 9,825,000	$ -
Proceeds from issuance of bonds	27,960,000	-
Proceeds from issuance of grant anticipation notes	29,500,000	-
Proceeds from proposition construction loan	6,381,574	1,976,367
Principal payments on notes	(201,279)	(115,834)
Principal payments on bonds	(800,000)	(720,000)
Principal payments on finance leases	(42,680)	(1,016,004)
Principal payments on proposition construction loan	(251,869)	(246,903)
Payment to escrow agent for refunding debt and related issuance costs	(25,638,241)	-
Payment to escrow agent to retire notes	(13,515,737)	-
Bond issuance costs and discount	(855,846)	-
Grant anticipation notes issuance costs	(355,432)	-
Gain (loss) on sale and leaseback transaction	199,373	(1,997,262)
Net Cash from (used for) Financing Activities	32,204,863	(2,119,636)
Net Change in Cash, Cash Equivalents, and Restricted Cash	(2,086,453)	4,547,993
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	48,380,458	43,832,465
Cash, Cash Equivalents, and Restricted Cash, End of Year	$ 46,294,005	$ 48,380,458
Cash and cash equivalents	$ 42,476,923	$ 46,060,275
Cash restricted to Notes Payable Reserve	2,000,000	-
Cash restricted to Series 2014A and 2017A Bond Reserve	-	2,320,183
Cash restricted to Series 2025 Bond Reserve	1,817,082	-
Total Cash, Cash Equivalents, and Restricted Cash	$ 46,294,005	$ 48,380,458
Supplemental Cash Flow Disclosure		
Cash paid during the year in interest	$ 6,997,759	$ 4,256,660
Supplemental Cash Flow of Financing Activity		
Lease liability arising from obtaining right-of-use assets	$ 50,316	$ 96,609

See Notes to Financial Statements

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Note 1 - Principal Activity and Significant Accounting Policies

Organization

Magnolia Educational & Research Foundation (the Organization) is a California not-for-profit organization. During the fiscal year ended June 30, 2025, the Organization operated ten charter schools currently serving approximately 3,794 students in grades kindergarten through twelve throughout California. The Organization is dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

To ensure students have the tools to succeed, the Organization offer the following programs, which are mostly free of charge:

- Academic programs
- Student support programs
- After school programs
- Parent involvement programs

The Organization operate under the approval of the California State Board of Education, Los Angeles County Office of Education, Los Angeles Unified School District and San Diego Unified School District. Each school receives public per-pupil funding from the State of California, in addition to grants from various government sources.

Magnolia Science Academy

Charter school number authorized by the State: 0438

Magnolia Science Academy (MSA) was approved by the State of California Department of Education in 2002, and is located in 18238 Sherman Way, Reseda, California, 91335. MSA opened on September 3, 2002, and currently serves approximately 746 students in grades six through twelve. MSA was granted an extension by Los Angeles County Office of Education through June 30, 2030. MSA receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 2

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (MSA 2) was approved by the State of California Department of Education in 2007, and is located in 17125 Victory Boulevard, Van Nuys, California, 91406. MSA 2 opened on September 5, 2007, and currently serves approximately 514 students in grades six through twelve. MSA 2 was granted an extension by Los Angeles County Office of Education through June 30, 2030. MSA 2 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 3

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) was approved by the State of California Department of Education in 2007, and is located in 1254 East Helmick Street, Carson, California, 90746. MSA 3 opened on September 5, 2007, and currently serves approximately 411 students in grades six through twelve. MSA 3 was granted an extension by Los Angeles County Office of Education through June 30, 2030. MSA 3 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 4

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (MSA 4) was approved by the State of California Department of Education in 2008, and is located in 11330 West Graham Place, B-9, Los Angeles, California, 90064. MSA 4 opened on September 3, 2008, and currently serves approximately 132 students in grades sixth through twelve. MSA 4 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 4 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 5

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (MSA 5) was approved by the State of California Department of Education in 2008, and is located in 18238 Sherman Way, Reseda, California, 91335. MSA 5 opened on September 3, 2008, and currently serves approximately 218 students in grades six through twelve. MSA 5 was granted an extension by Los Angeles County Office of Education through June 30, 2026. MSA 5 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 6

Charter school number authorized by the State: 0988

Magnolia Science Academy 6 (MSA 6) was approved by the State of California Department of Education in 2009, and is located in 745 South Wilton Place, Los Angeles, California, 90005. MSA 6 opened on September 9, 2009, and currently serves approximately 128 students in grades six through eight. MSA 6 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 6 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 7

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (MSA 7) was approved by the State of California Department of Education in 2010, and is located in 18355 Roscoe Boulevard, Northridge, California, 91325. MSA 7 opened on September 13, 2010, and currently serves approximately 272 students in grades kindergarten through five. MSA 7 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 7 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy Bell

Charter school number authorized by the State: 1236

Magnolia Science Academy Bell (MSA Bell) was approved by the State of California Department of Education in 2010, and is located in 6411 Orchard Avenue, Bell, California, 90201. MSA Bell opened on September 10, 2010, and currently serves approximately 385 students in grades six through eight. MSA Bell was granted an extension by Los Angeles Unified School District through June 30, 2027. MSA Bell receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy Santa Ana

Charter school number authorized by the State: 1686

Magnolia Science Academy Santa Ana (MSA Santa Ana) was approved by the State of California Department of Education in 2014, and is located in 2840 West 1st Street, Santa Ana, 92703, California. MSA Santa Ana opened on August 1, 2014 and currently serves approximately 524 students in grades kindergarten through twelve. MSA Santa Ana was granted an extension by California Department of Education through June 30, 2026. MSA Santa Ana receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy San Diego

Charter school number authorized by the State: 0698

Magnolia Science Academy San Diego (MSA San Diego) was approved by the State of California Department of Education in 2005, and is located in 6525 Estrella Avenue, San Diego, 92120, California. MSA San Diego opened on September 6, 2005 and currently serves approximately 464 students in grades six through eight. MSA San Diego was granted an extension by San Diego Unified School District through June 30, 2027. MSA San Diego receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Other Related Entity

Magnolia Properties Management, Inc. (MPM Inc.)

On January 12, 2012, MPM Inc., a separate 501(c)(3) nonprofit public benefit corporation, was formed for the primary purposes to facilitate the development of charter schools. Additional purposes are to lease, to own, manage and operate an educational institution, to provide charter school facilities and operational and other support to charter schools, to assist philanthropists and foundations in accelerating the growth of high quality charter schools, and to provide and otherwise obtain or assist in obtaining charter school financing. MPM Inc. was formed and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of the Organization.

MPM Sherman Way, LLC

The Organization formed the MPM Sherman Way, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM Santa Ana, LLC

The Organization formed the MPM Santa Ana, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. MSA Santa Ana makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Santa Ana Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM San Diego, LLC

The Organization formed the MPM San Diego, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA San Diego makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA San Diego Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM Sherman Winnetka, LLC

The Organization formed the MPM Sherman Winnetka, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM 16600 Vanowen Street, LLC

The Organization formed the MPM 16600 Vanowen Street, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM Carl Karcher Way, LLC

The Organization formed the MPM Carl Karcher Way, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. The Organization is the sole member of the LLC.

Principles of Consolidation

The consolidated financial statements include the accounts of the Organization and the Subsidiaries, of which include MSA, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA Bell, MSA Santa Ana, MSA San Diego, MPM, Inc., MPM Sherman Way, LLC, MPM Santa Ana, LLC, MPM San Diego, LLC, MPM Sherman Winnetka, LLC, MPM 16600 Vanowen Street, LLC, and MPM Carl Karcher Way, LLC . All significant intra-entity accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

Comparative Financial Information

The accompanying consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America (GAAP). Accordingly, such information should be read in conjunction with the Organization’s audited consolidated financial statements for the year ended June 30, 2024, from which the summarized information was derived.

Reclassification of Comparative Statements

Certain amounts in the prior period consolidated financial statements have been reclassified to conform to the presentation of the current period financial statements. These reclassifications had no effect on the previously reported net assets.

Basis of Accounting

The accompanying consolidated financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Organization did not have net assets with donor restrictions for the year ended June 30, 2025.

Cash and Cash Equivalents

The Organization considers all cash including cash in County Investment Pool and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents. Cash and highly liquid financial instruments restricted to bond reserve funds or other long-term purposes are excluded from this definition.

Restricted Cash

Restricted cash in the amount of $2,000,000 represents cash held in reserve related to the notes payable and is held as current to satisfy the notes payable obligation. Non-current restricted cash in the amount of $1,817,082 relates to the debt service reserve requirements related to the Charter School Revenue Bonds and is held as non-current to satisfy the long-term obligation.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2025, the Organization had approximately $46,485,160, in excess of FDIC-insured limits.

Investments

Investment purchases are recorded at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values in the consolidated statement of financial position. Net investment return/(loss) is reported in the consolidated statement of activities and consists of dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2025 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Capital Contribution

MSA invested $161,923 in a capital contribution to the MPM Sherman Way, LLC as an investment for the building improvement located at 18238 Sherman Way in the city of Reseda, CA 91335 for its campus location.

MSA Santa Ana invested $75,554 in a capital contribution to the MPM Santa Ana, LLC as an investment for the building improvement located at 2840 West 1st Street in the city of Santa Ana, CA 92703 for its campus location.

MSA San Diego invested $198,191 in a capital contribution to the MPM San Diego. LLC as an investment for the building improvement located at 6525 Estrella Avenue in the city of San Diego, CA 92120 for its campus location.

MSA 5 invested $2,492,803 in a capital contribution to Magnolia Property Management, Inc. as an investment for capital interest and financing costs related to the charter school grant anticipation notes.

Property and Equipment

Property and equipment additions over $5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2025.

Right-of-Use Leased Assets and Liabilities

Right-of-use leased assets and the related liabilities are recognized at the lease commencement date and represent the Organization's right-of-use an underlying asset and lease obligations for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or the useful life of the underlying asset using the straight-line method. The amortization period varies among the leases.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the consolidated statement of financial position. At June 30, 2025 conditional contributions approximating $828,133, for which no amounts had been received in advance, have not been recognized in the accompanying consolidated financial statements.

Debt Issuance Costs

Debt issuance costs are amortized over the period the related obligation is outstanding using the straight-line method, which is a reasonable approximation of the effective interest method. Debt issuance costs are included within bonds payable in the consolidated statement of financial position. Amortization of debt issuance costs is included in interest expense in the accompanying consolidated financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2025.

Functional Allocation of Expenses

The consolidated financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include salaries, employee benefits, payroll taxes, office expenses, occupancy, and other expenses, which are allocated on the basis of estimates of time and effort.

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code.

The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the consolidated financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of consolidated financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	2025	2024
Cash and cash equivalents	$ 42,476,923	$ 46,060,275
Receivables	10,555,437	11,173,689
Total	$ 53,032,360	$ 57,233,964

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 - Fair Value Measurements and Disclosures

The Organization has determined the fair value of certain assets in accordance with generally accepted accounting principles, which provides a framework for measuring fair value.

Fair value is defined as the exchange price that would be received for an asset in the most advantageous market for the asset in an orderly transaction between market participants on the measurement date. Valuation techniques should maximize the use of observable inputs and minimize the use of unobservable inputs. A fair value hierarchy has been established, which prioritizes the valuation inputs into three broad levels.

Level 1 inputs consist of quoted prices (unadjusted) in active markets for identical assets that can be accessed at the reporting date. Level 2 inputs are inputs other than quoted prices included within Level 1 that are observable for the related asset, either directly or indirectly. These include quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, inputs other than quoted prices that are observable for the asset and market corroborated inputs. Level 3 inputs are unobservable inputs related to the asset. In these situations, inputs are developed using the best information in the circumstances.

In some cases, the inputs used to measure the fair value of an asset might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the entire measurement. Assessing the significance of a particular input to an entire measurement requires judgment, taking into account factors specific to the asset. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to an assessment of the quality, risk, or liquidity profile of the asset.

A significant portion of investments are classified within Level 1 because they are comprised of mutual funds with readily determinable fair values based on daily redemption values. Certain certificates of deposit are considered invested and traded in the financial markets. Those certificates of deposit, fixed income securities and other securities are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates and market-rate assumptions, and are classified within Level 2.

Net asset value (NAV) per share, or its equivalent, such as member units or an ownership interest in partners' capital, is used to estimate the fair values of certain hedge funds, private equity funds, fund of funds, and limited partnerships which do not have readily determinable fair values. Investments that are measured at fair value using NAV per share as a practical expedient are not classified in the fair value hierarchy but are included in the table below to permit reconciliation to the accompanying consolidated statement of financial position.

The following table presents assets and liabilities measured at fair value on a recurring basis, as identified in the following, at June 30, 2025:

	Inputs (Level 1)
Investments	
Municipal bonds	$ 11,613,448

Note 4 - Property and Equipment

Property and equipment consist of the following at June 30, 2025 and 2024:

	2025	2024
Land	$ 31,887,570	$ 26,531,646
Leasehold improvements	8,759,624	5,406,453
Building	56,718,120	54,212,960
Computer and equipment	6,646,116	6,570,390
Work in progress	14,782,760	4,377,754
Total property and equipment	118,794,190	97,099,203
Less accumulated depreciation and amortization	(17,446,489)	(15,338,643)
Total	$ 101,347,701	$ 81,760,560

In connection with work in progress, the Organization capitalized interest in the amount of $266,811 and has entered into commitments for its construction projects. As of June 30, 2025, the Organization has $1,518,617 of costs to incur to complete commitments on its projects.

Note 5 - Notes Payable

Notes payable consist of the following at June 30, 2025:

Note payable, due in monthly installments of $42,708, principal and interest at 10.00%, collateralized by the Magnolia Science Academy Santa Ana school facility with a carrying value of $11,389,575; maturing July 1, 2044.	$ 3,540,002
Note payable, due in annual installments of $4,420 principal and interest at 2.00%, collateralized by the Magnolia Science Academy San Diego school facility with a carrying value of $98,502; maturing November 1, 2052.	93,179
Note payable, due in full up to $27,000,000, principal and interest at 9.50%, maturing February 1, 2028, secured by property purchased, 16600 Vanowen Street, Van Nuys, California.	11,923,568
Note payable, due in full up to $7,825,000, principal and interest at 9.00%, maturing February 1, 2026, secured by property purchased, 18120 Sherman Way, Los Angeles, California.	7,825,000
Note payable, due in monthly installments of $11,991, principal and interest at 6.00%, collateralized by the property purchased, 412 Carl Karcher Way, Anaheim, California, with a carrying value of $2,000,000; maturing April 1, 2030.	1,996,008
Total	$ 25,377,757

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2026	$ 8,210,363
2027	410,807
2028	11,594,800
2029	152,002
2030	2,019,176
Thereafter	2,990,609
Total	$ 25,377,757

Note 6 - Bonds Payable

Charter School Revenue Refunding Bonds, Series 2025A and 2025B
On April 17, 2025, the Organization issued $27,960,000 in uncollateralized Charter School Revenue Revenue Bonds. The bonds mature on July 1, 2055, with interest rate ranging from 4.25 to 5.00 percent. Unamortized bonds issuance costs are amortized an effective interest rate of 4.80 percent. Proceeds of the bonds will be used for based refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain public charter school facilities. The bonds require the Organization to comply with certain financial and non-financial covenants.

	$ 27,960,000
Discounts on Charter School Refunding Revenue Bonds, Series 2025A and 2025B	(125,417)
Bond issuance costs on Charter School Refunding Revenue Bonds, Series 2025A and 2025B	(729,508)
Total	$ 27,105,075

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal
2026	$ -
2027	445,000
2028	470,000
2029	490,000
2030	510,000
Thereafter	26,045,000
	27,960,000
Less unamortized debt issuance costs	(729,508)
Unamortized bond discount	(125,417)
Total	$ 27,105,075

Note 7 - Grant Anticipation Notes

Charter School Grant Anticipation Notes, Series 2025
On April 17, 2025, the Organization issued $29,500,000 in uncollateralized Charter School Grant Anticipaiton Notes. The notes mature on December 1, 2026, with interest rate of 4.40 percent. Unamortized notes issuance costs are amortized an effective interest rate of 4.40 percent. Proceeds of the notes will be used for on acquisition, construction renovation, improving, and equipping certain educational facilities. $ 29,500,000

Note issuance costs on Charter School Grant Anticipation Notes, Series 2025	(242,018)
Total	$ 29,257,982

Future maturities of grant anticipation notes are as follows:

Year Ending June 30,	Principal
2026	$ -
2027	29,500,000
	29,500,000
Less unamortized debt issuance costs	(242,018)
Total	$ 29,257,982

Note 8 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease and finance lease agreements. The leases expire at various dates through 2057 and provide for renewal options ranging from 1 year to 5 years. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization's operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization's applicable borrowing rates and the contractual lease term.

The lease agreements also require the Organization to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2025, the Organization was in compliance with all ratios and covenants.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

Total lease costs for the year ended June 30, 2025 were as follows:

	2025	2024
Operating lease cost	$ 446,878	$ 472,971
Finance lease cost	368,940	353,420
Interest expense	45,763	61,290
Amortization of right-of-use assets	325,132	307,789
Gain (loss) on sale and leaseback transaction	199,373	(1,997,262)

The following table summarizes the supplemental cash flow information for the year ended June 30, 2025:

	2025	2024
Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows from operating leases	$ 446,716	$ 449,973
Operating cash flows from finance leases	368,940	353,420
Financing cash flows from finance leases	330,442	330,855
Right-of-use assets obtained in exchange for lease liabilities		
Finance leases	$ 50,316	$ 96,609

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

	2025	2024
Weighted-average remaining lease term		
Operating leases	3.58 Years	4.66 Years
Finance leases	31.34 Years	27.58 Years
Weighted-average discount rate		
Operating leases	5.00%	4.95%
Finance leases	4.44%	4.95%

The future minimum lease payments under noncancelable operating and finance leases with terms greater than one year are listed below as of June 30, 2025:

	Operating	Finance
2026	$ 202,979	$ 371,053
2027	192,242	360,775
2028	195,014	57,547
2029	124,408	23,295
2030	-	1,567
Total lease payments	714,643	814,237
Less interest	(59,485)	(43,319)
Present value of lease liabilities	$ 655,158	$ 770,918

Note 9 - Proposition Construction Loans

MSA Santa Ana has been approved by the State of California's Charter School Facilities Program (CCSFP) for $17,413,956 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of $17,413,956; the State will fund 50% of the total project cost through a loan in the amount of $8,706,990 and the other 50% through a grant in the amount of $8,706,978. The loan has an annual interest rate of 3.00% and it matures 30 years after the completion of the project. The remaining balance as of June 30, 2025 was $6,823,549.

The future minimum payments are as follows:

Year Ending June 30,	Principal
2026	$ 256,931
2027	262,096
2028	267,364
2029	272,737
2030	278,220
Thereafter	5,486,201
Total	$ 6,823,549

MSA 5 has been approved by the State of California's Charter School Facilities Program (CCSFP) for $50,832,332 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of $50,832,332; the State will fund 50% of the total project cost through a loan in the amount of $25,416,166 and the other 50% through a grant in the amount of $25,416,166. The loan matures 30 years after the completion of the project. The balance as of June 30, 2025 was $8,357,941.

Note 10 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: https://www.calstrs.com/forms-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2025, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	19.10%	19.10%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, the Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2025, are presented above and the Organization's total contributions were $4,775,264.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2025, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	27.050%	27.050%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2025, are presented above and the total Organization's contributions were $4,027,576.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of $2,416,356 (10.828% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Social Security

Public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) are covered by social security or an alternative plan. The Organization has elected to use the social security as its alternative plan.

Note 11 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization applied for and received loan forgiveness from the SBA on its PPP loan of $5,461,600. In accordance PPP loan requirements, the Organization is required to maintain PPP loan files and certain underlying supporting documents for periods ranging from three to six years. The Organization is also required to permit access to such files upon request by the SBA. Accordingly, there is potential the PPP loan could be subject to further review by the SBA and that previously recognized forgiveness could be reversed based on the outcome of this review.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2027. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 12 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through January 15, 2026, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

During 2025, the Organization was approved for an additional charter through Orange County Office of Education. Magnolia Science Academy – Orange County (Charter #2154) opened on August 11, 2025. The Magnolia Science Academy – Orange County is located at 412 West Carl Karcher Way, Anaheim, CA, and will serve grades kindergarten through 12.

During 2025, The Organization entered into an agreement to lease property located at 412 Carl Karcher Way, Anaheim, CA, 82801, for a commencement date starting July 1, 2025 and ending June 30, 2055.

Management has evaluated the financial impact of this expansion and determined that it does not affect the fiscal year ended June 30, 2025, but will be reflected in future periods. No adjustments to the current financial statements are necessary.

Supplementary Information
June 30, 2025

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation

Consolidated Schedule of Expenditures of Federal Awards

Year Ended June 30, 2025

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Federal Communications Commission			
COVID-19 Emergency Connectivity Funds	32.009	[1]	$ 72,542
Total U.S. Federal Communications Commission			72,542
U.S. Department of Education			
Charter Schools	84.282M	[1]	1,267,698
Passed Through California Department of Education			
English Language Acquisition State Grants - ISP	84.365	15146	6,491
English Language Acquisition State Grants - LEP	84.365	14346	93,720
Subtotal			100,211
Title I, Part A	84.010	14329	1,332,915
Supporting Effective Instruction State Grants - Teacher Quality	84.367	14341	157,211
Student Support and Academic Enrichment Program	84.424	15396	122,512
COVID-19 ESSER III State Reserve Summer Learning Program	84.425U	15652	319,399
COVID-19 ARP Homeless Children and Youth (ARP-HYC) Program	84.425W	15664	16,256
Subtotal			335,655
Special Education Cluster (IDEA)			
Passed Through El Dorado County SELPA			
Special Education Grants to States - Basic Local Assistance	84.027	13379	396,171
Special Education Grants to States - Early Intervening Services	84.027	10119	58,921
Passed Through Los Angeles Unified School District			
Special Education Grants to States - Basic Local Assistance	84.027	13379	220,513
Passed Through California Department of Education			
Special Education Grants to States - Mental Health Average Daily Attendance	84.027A	15197	32,322
Subtotal Special Education Cluster (IDEA)			707,927
Total U.S. Department of Education			4,096,671
Total Federal Financial Assistance			$ 4,096,671

[1] Direct Award

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Magnolia Science Academy

	Second Period Report	Annual Report
Regular ADA		
Sixth	119.12	118.47
Seventh and eighth	229.58	229.08
Ninth through twelfth	336.15	337.44
Total Regular ADA	684.85	684.99
Special Education, Nonpublic, Nonsectarian Schools		
Seventh and eighth	-	0.24
Total ADA	684.85	685.23
Classroom Based ADA		
Sixth	118.97	118.36
Seventh and eighth	229.46	228.99
Ninth through twelfth	335.43	336.91
Total Classroom Based ADA	683.86	684.26
Special Education, Nonpublic, Nonsectarian Schools		
Seventh and eighth	-	0.24
Total ADA	683.86	684.50

Magnolia Science Academy 2

	Second Period Report	Annual Report
Regular ADA		
Sixth	98.20	98.01
Seventh and eighth	192.45	192.84
Ninth through twelfth	188.59	187.68
Total Regular ADA	479.24	478.53
Classroom Based ADA		
Sixth	97.84	97.54
Seventh and eighth	191.74	192.26
Ninth through twelfth	187.99	187.13
Total Classroom Based ADA	477.57	476.93

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Magnolia Science Academy 3

	Second Period Report	Annual Report
Regular ADA		
Sixth	52.48	52.45
Seventh and eighth	108.15	107.70
Ninth through twelfth	212.75	212.70
Total Regular ADA	373.38	372.85
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.86	0.85
Total Regular ADA	374.24	373.70
Classroom Based ADA		
Sixth	52.48	52.45
Seventh and eighth	108.15	107.70
Ninth through twelfth	212.75	212.70
Total Regular ADA	373.38	372.85
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.86	0.85
Total Classroom Based ADA	374.24	373.70

Magnolia Science Academy 4

	Second Period Report	Annual Report
Regular ADA		
Sixth	7.77	8.04
Seventh and eighth	25.10	25.06
Ninth through twelfth	90.78	90.31
Total Regular ADA	123.65	123.41
Classroom Based ADA		
Sixth	7.67	7.96
Seventh and eighth	24.77	24.69
Ninth through twelfth	86.09	85.49
Total Classroom Based ADA	118.53	118.14

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2025

Magnolia Science Academy 5

	Second Period Report	Annual Report
Regular ADA		
Sixth	38.39	38.61
Seventh and eighth	51.49	50.83
Ninth through twelfth	105.56	103.66
Total Regular ADA	195.44	193.10
Classroom Based ADA		
Sixth	38.39	38.57
Seventh and eighth	51.49	50.83
Ninth through twelfth	105.24	103.43
Total Classroom Based ADA	195.12	192.83

Magnolia Science Academy 6

	Second Period Report	Annual Report
Regular ADA		
Sixth	42.46	42.35
Seventh and eighth	79.81	79.41
Total Regular ADA	122.27	121.76
Classroom Based ADA		
Sixth	42.34	42.15
Seventh and eighth	79.64	79.28
Total Classroom Based ADA	121.98	121.43

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Magnolia Science Academy 7

	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	152.05	150.84
Fourth through fifth	97.32	96.47
Total regular ADA	249.37	247.31
Classroom Based ADA		
Transitional kindergarten through third	151.17	149.97
Fourth through fifth	97.26	96.42
Total classroom based ADA	248.43	246.39

Magnolia Science Academy Bell

	Second Period Report	Annual Report
Regular ADA		
Sixth	82.34	82.78
Seventh and eighth	270.90	267.86
Total Regular ADA	353.24	350.64
Classroom Based ADA		
Sixth	82.34	82.78
Seventh and eighth	270.86	267.83
Total Classroom Based ADA	353.20	350.61

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Magnolia Science Academy Santa Ana

	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	117.09	116.95
Fourth through sixth	117.44	117.02
Seventh and eighth	84.27	83.97
Ninth through twelfth	177.58	176.90
Total Regular ADA	496.38	494.84
Classroom Based ADA		
Transitional kindergarten through third	116.26	116.17
Fourth through sixth	117.10	116.77
Seventh and eighth	84.00	83.71
Ninth through twelfth	177.18	176.51
Total Classroom Based ADA	494.54	493.16

Magnolia Science Academy San Diego

	Second Period Report	Annual Report	As Adjusted per Audit Annual Report
Regular ADA			
Sixth	153.26	152.52	152.52
Seventh and eighth	282.54	280.29	280.29
Total Regular ADA	435.80	432.81	432.81
Classroom Based ADA			
Sixth	153.01	152.52	152.14
Seventh and eighth	281.90	280.29	279.47
Total Classroom Based ADA	434.91	432.81	431.61

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2025

Magnolia Science Academy

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,628	788	65,416	178	2	180	-	-	-	Complied
Grade 7		64,628	788	65,416	178	2	180	-	-	-	Complied
Grade 8		64,628	788	65,416	178	2	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,628	788	65,416	178	2	180	-	-	-	Complied
Grade 10		64,628	788	65,416	178	2	180	-	-	-	Complied
Grade 11		64,628	788	65,416	178	2	180	-	-	-	Complied
Grade 12		64,628	788	65,416	178	2	180	-	-	-	Complied

* The Charter received an approved J-13A for 788 minutes and 2 days for grades 6-12.

Magnolia Science Academy 2

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,165	790	64,955	177	2	179	-	-	-	Complied
Grade 7		64,165	790	64,955	177	2	179	-	-	-	Complied
Grade 8		64,165	790	64,955	177	2	179	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,165	790	64,955	177	2	179	-	-	-	Complied
Grade 10		64,165	790	64,955	177	2	179	-	-	-	Complied
Grade 11		64,165	790	64,955	177	2	179	-	-	-	Complied
Grade 12		64,165	790	64,955	177	2	179	-	-	-	Complied

* The Charter received an approved J-13A for 790 minutes and 2 days for grades 6-12.

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2025

Magnolia Science Academy 3

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,428	780	65,208	178	2	180	-	-	-	Complied
Grade 7		64,428	780	65,208	178	2	180	-	-	-	Complied
Grade 8		64,428	780	65,208	178	2	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,428	780	65,208	178	2	180	-	-	-	Complied
Grade 10		64,428	780	65,208	178	2	180	-	-	-	Complied
Grade 11		64,428	780	65,208	178	2	180	-	-	-	Complied
Grade 12		64,428	780	65,208	178	2	180	-	-	-	Complied

* The Charter received an approved J-13A for 780 minutes and 2 days for grades 6-12.

Magnolia Science Academy 4

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		62,291	740	63,031	178	2	180	-	-	-	Complied
Grade 7		62,291	740	63,031	178	2	180	-	-	-	Complied
Grade 8		62,291	740	63,031	178	2	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,451	772	65,223	178	2	180	-	-	-	Complied
Grade 10		64,451	772	65,223	178	2	180	-	-	-	Complied
Grade 11		64,451	772	65,223	178	2	180	-	-	-	Complied
Grade 12		64,451	772	65,223	178	2	180	-	-	-	Complied

* The Charter received an approved J-13A for 740 minutes and 2 days for grades 6-8, 772 minutes and 2 days from grades 9-12.

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2025

Magnolia Science Academy 5

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		63,189	770	63,959	178	2	180	-	-	-	Complied
Grade 7		63,189	770	63,959	178	2	180	-	-	-	Complied
Grade 8		63,189	770	63,959	178	2	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,479	790	65,269	178	2	180	-	-	-	Complied
Grade 10		64,479	790	65,269	178	2	180	-	-	-	Complied
Grade 11		64,479	790	65,269	178	2	180	-	-	-	Complied
Grade 12		64,479	790	65,269	178	2	180	-	-	-	Complied

* The Charter received an approved J-13A for 770 minutes and 2 days for grades 6-8, 790 minutes and 2 days from grades 9-12.

Magnolia Science Academy 6

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Traditional Calendar: Number of Minutes Credited Form J-13A*	Traditional Calendar: Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A*	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		56,320	-	56,320	178	-	178	-	-	-	Complied
Grade 7		56,320	-	56,320	178	-	178	-	-	-	Complied
Grade 8		56,320	-	56,320	178	-	178	-	-	-	Complied

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2025

Magnolia Science Academy 7

					Traditional Calendar			Multitrack Calendar			
Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A*	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A*	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Kindergarten	36,000	53,930	650	54,580	178	2	180	-	-	-	Complied
Grades 1 - 3	50,400										
Grade 1		53,930	650	54,580	178	2	180	-	-	-	Complied
Grade 2		53,930	650	54,580	178	2	180	-	-	-	Complied
Grade 3		53,930	650	54,580	178	2	180	-	-	-	Complied
Grades 4 - 5	54,000										
Grade 4		53,930	650	54,580	178	2	180	-	-	-	Complied
Grade 5		53,930	650	54,580	178	2	180	-	-	-	Complied

* The Charter received an approved J-13A for 650 minutes and 2 days for grades K-5.

Magnolia Science Academy Bell

					Traditional Calendar			Multitrack Calendar			
Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		62,497	-	62,497	178	-	178	-	-	-	Complied
Grade 7		62,497	-	62,497	178	-	178	-	-	-	Complied
Grade 8		62,497	-	62,497	178	-	178	-	-	-	Complied

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2025

Magnolia Science Academy Santa Ana

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Kindergarten	36,000	53,845	-	53,845	180	-	180	-	-	-	Complied
Grades 1 - 3	50,400										
Grade 1		53,845	-	53,845	180	-	180	-	-	-	Complied
Grade 2		53,845	-	53,845	180	-	180	-	-	-	Complied
Grade 3		53,845	-	53,845	180	-	180	-	-	-	Complied
Grades 4 - 8	54,000										
Grade 4		54,335	-	54,335	180	-	180	-	-	-	Complied
Grade 5		54,335	-	54,335	180	-	180	-	-	-	Complied
Grade 6		65,328	-	65,328	180	-	180	-	-	-	Complied
Grade 7		65,328	-	65,328	180	-	180	-	-	-	Complied
Grade 8		65,328	-	65,328	180	-	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		66,102	-	66,102	180	-	180	-	-	-	Complied
Grade 10		66,102	-	66,102	180	-	180	-	-	-	Complied
Grade 11		66,102	-	66,102	180	-	180	-	-	-	Complied
Grade 12		66,102	-	66,102	180	-	180	-	-	-	Complied

Magnolia Science Academy San Diego

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar: Number of Actual Days	Traditional Calendar: Number of Days Credited Form J-13A	Traditional Calendar: Total Days Offered	Multitrack Calendar: Number of Actual Days	Multitrack Calendar: Number of Days Credited Form J-13A	Multitrack Calendar: Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		61,350	-	61,350	180	-	180	-	-	-	Complied
Grade 7		61,350	-	61,350	180	-	180	-	-	-	Complied
Grade 8		61,350	-	61,350	180	-	180	-	-	-	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

Year Ended June 30, 2025

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	MSA 7
Net Assets	
Balance, June 30, 2025, Unaudited Actuals	$ 3,447,230
Decrease in	
Property and equipment	(1,736,437)
Intra-entity payable	1,308,807
Increase in	
Intra-entity receivable	427,630
Balance, June 30, 2025, Audited Financial Statements	$ 3,447,230

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	Home Office	MSA	MSA 2	MSA 3
Assets				
Current assets				
Cash and cash equivalents	$ 1,686,295	$ 4,552,337	$ 2,087,201	$ 2,909,659
Restricted cash	2,000,000	-	-	-
Receivables	78,803	3,041,248	1,308,260	1,004,504
Current portion of sales-type lease receivable	-	-	-	-
Intra-entity receivable	2,008,674	557,429	321,161	76,493
Prepaid expenses	94,350	24,977	351,983	11,315
Total current assets	5,868,122	8,175,991	4,068,605	4,001,971
Non-current assets				
Investments	-	-	-	-
Security deposit	-	-	-	-
Other assets	2,173,631	-	-	-
Capital contribution	-	161,923	-	-
Restricted cash	-	-	-	-
Sales-type lease receivable, less current portion	-	-	-	-
Property and equipment	7,612,495	7,476,326	1,550,578	76,920
Operating lease right-of-use asset	616,234	-	3,172	-
Finance lease right-of-use asset	-	22,710,129	23,207,750	24,243
Total non-current assets	10,402,360	30,348,378	24,761,500	101,163
Total assets	$ 16,270,482	$ 38,524,369	$ 28,830,105	$ 4,103,134
Liabilities				
Current liabilities				
Accounts payable	$ 1,554,828	$ 1,538,154	$ 1,156,686	$ 647,740
Accrued compensated absences	-	74,098	63,172	51,242
Interest payable	307,131	-	-	-
Refundable advance	514,651	1,837,233	443,288	140,839
Intra-entity payable	4,988,545	511,516	465,679	159,904
Current portion of notes payable	7,825,000	-	-	-
Current portion of bonds payable	-	-	-	-
Current portion of operating lease liability	160,149	-	3,172	-
Current portion of finance lease liability	-	422,909	393,440	8,255
Current portion of proposition construction loan	-	-	-	-
Total current liabilities	15,350,304	4,383,910	2,525,437	1,007,980
Long-term liabilities				
Notes payable, less current portion	-	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and discount	-	-	-	-
Grant anticipation notes payable, less current portion and net of unamortized note issuance costs	-	-	-	-
Operating lease liability, less current portion	478,808	-	-	-
Finance lease liability, less current portion	-	21,770,857	20,511,660	15,988
Proposition construction loan, less current portion	-	-	-	-
Total long-term liabilities	478,808	21,770,857	20,511,660	15,988
Total liabilities	15,829,112	26,154,767	23,037,097	1,023,968
Net Assets				
Without donor restrictions	441,370	12,369,602	5,793,008	3,079,166
Total liabilities and net assets	$ 16,270,482	$ 38,524,369	$ 28,830,105	$ 4,103,134

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	MSA 4	MSA 5	MSA 6	MSA 7
Assets				
Current assets				
Cash and cash equivalents	$ 902,769	$ 656,745	$ 2,102,401	$ 2,350,229
Restricted cash	-	-	-	-
Receivables	482,683	600,149	269,322	569,942
Current portion of sales-type lease receivable	-	-	-	-
Intra-entity receivable	115,493	461,599	304,849	463,918
Prepaid expenses	4,038	5,688	3,383	34,822
Total current assets	1,504,983	1,724,181	2,679,955	3,418,911
Non-current assets				
Investments	-	-	-	-
Security deposit	-	-	10,000	-
Other assets	-	-	-	-
Capital contribution	-	2,492,803	-	-
Restricted cash	-	-	-	-
Sales-type lease receivable, less current portion	-	-	-	-
Property and equipment	3,737	19,890,330	309,545	1,070,944
Operating lease right-of-use asset	5,012	-	-	5,157
Finance lease right-of-use asset	6,197	6,197	11,419	615,765
Total non-current assets	14,946	22,389,330	330,964	1,691,866
Total assets	$ 1,519,929	$ 24,113,511	$ 3,010,919	$ 5,110,777
Liabilities				
Current liabilities				
Accounts payable	$ 347,053	$ 549,713	$ 241,891	$ 495,078
Accrued compensated absences	22,574	35,159	42,626	50,238
Interest payable	-	-	-	-
Refundable advance	-	570,001	24,941	366,207
Intra-entity payable	77,255	532,533	124,340	103,669
Current portion of notes payable	-	-	-	-
Current portion of bonds payable	-	-	-	-
Current portion of operating lease liability	3,726	-	-	5,157
Current portion of finance lease liability	1,579	1,579	2,710	294,106
Current portion of proposition construction loan	-	-	-	-
Total current liabilities	452,187	1,688,985	436,508	1,314,455
Long-term liabilities				
Notes payable, less current portion	-	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and discount	-	-	-	-
Grant anticipation notes payable, less current portion and net of unamortized note issuance costs	-	-	-	-
Operating lease liability, less current portion	1,286	-	-	-
Finance lease liability, less current portion	4,618	4,618	8,709	349,092
Proposition construction loan, less current portion	-	8,357,941	-	-
Total long-term liabilities	5,904	8,362,559	8,709	349,092
Total liabilities	458,091	10,051,544	445,217	1,663,547
Net Assets				
Without donor restrictions	1,061,838	14,061,967	2,565,702	3,447,230
Total liabilities and net assets	$ 1,519,929	$ 24,113,511	$ 3,010,919	$ 5,110,777

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Carl Karcher Way LLC
Assets				
Current assets				
Cash and cash equivalents	$ 4,560,373	$ 877,538	$ 1,068,072	$ -
Restricted cash	-	-	-	-
Receivables	802,711	1,066,640	1,331,175	-
Current portion of sales-type lease receivable	-	-	-	-
Intra-entity receivable	2,830,089	361,385	95,677	-
Prepaid expenses	10,090	14,761	11,340	-
Total current assets	8,203,263	2,320,324	2,506,264	-
Non-current assets				
Investments	-	-	-	-
Security deposit	-	-	-	-
Other assets	-	-	-	-
Capital contribution	-	75,554	198,191	-
Restricted cash	-	-	-	-
Sales-type lease receivable, less current portion	-	-	-	-
Property and equipment	74,359	17,904,443	700,649	3,560,424
Operating lease right-of-use asset	-	2,860	-	-
Finance lease right-of-use asset	8,903	6,197	4,720,714	-
Total non-current assets	83,262	17,989,054	5,619,554	3,560,424
Total assets	$ 8,286,525	$ 20,309,378	$ 8,125,818	$ 3,560,424
Liabilities				
Current liabilities				
Accounts payable	$ 498,217	$ 830,432	$ 700,886	$ -
Accrued compensated absences	47,225	73,644	35,042	-
Interest payable	-	-	-	-
Refundable advance	90,970	179,285	654,020	1,560,424
Intra-entity payable	235,060	246,519	151,747	-
Current portion of notes payable	-	129,167	2,575	24,806
Current portion of bonds payable	-	-	-	-
Current portion of operating lease liability	-	2,860	-	-
Current portion of finance lease liability	3,360	1,579	94,034	-
Current portion of proposition construction loan	-	256,931	-	-
Total current liabilities	874,832	1,720,417	1,638,304	1,585,230
Long-term liabilities				
Notes payable, less current portion	-	3,410,835	90,604	1,971,202
Bonds payable, less current portion and net of unamortized bond issuance costs and discount	-	-	-	-
Grant anticipation notes payable, less current portion and net of unamortized note issuance costs	-	-	-	-
Operating lease liability, less current portion	-	-	-	-
Finance lease liability, less current portion	5,543	4,618	4,618,727	-
Proposition construction loan, less current portion	-	6,566,618	-	-
Total long-term liabilities	5,543	9,982,071	4,709,331	1,971,202
Total liabilities	880,375	11,702,488	6,347,635	3,556,432
Net Assets				
Without donor restrictions	7,406,150	8,606,890	1,778,183	3,992
Total liabilities and net assets	$ 8,286,525	$ 20,309,378	$ 8,125,818	$ 3,560,424

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position

June 30, 2025 and 2024

	MPM, Inc. LLC	Eliminations	2025 Consolidated	2024 Consolidated
Assets				
Current assets				
Cash and cash equivalents	$ 18,723,304	$ -	$ 42,476,923	$ 46,060,275
Restricted cash	-	-	2,000,000	-
Receivables	-	-	10,555,437	11,173,689
Current portion of sales-type lease receivable	881,893	(881,893)	-	-
Intra-entity receivable	-	(7,596,767)	-	-
Prepaid expenses	-	-	566,747	581,649
Total current assets	19,605,197	(8,478,660)	55,599,107	57,815,613
Non-current assets				
Investments	11,613,448	-	11,613,448	-
Security deposit	-	-	10,000	10,000
Other assets	-	-	2,173,631	100,000
Capital contribution	-	(2,928,471)	-	-
Restricted cash	1,817,082	-	1,817,082	2,320,183
Sales-type lease receivable, less current portion	46,865,170	(46,865,170)	-	-
Property and equipment	41,116,951	-	101,347,701	81,760,560
Operating lease right-of-use asset	-	-	632,435	405,650
Finance lease right-of-use asset	-	(50,574,035)	743,479	1,769,803
Total non-current assets	101,412,651	(100,367,676)	118,337,776	86,366,196
Total assets	$ 121,017,848	$ (108,846,336)	$ 173,936,883	$ 144,181,809
Liabilities				
Current liabilities				
Accounts payable	$ -	$ -	$ 8,560,678	$ 10,508,635
Accrued compensated absences	-	-	495,020	485,766
Interest payable	108,167	-	415,298	-
Refundable advance	1,817,082	-	8,198,941	7,950,047
Intra-entity payable	-	(7,596,767)	-	-
Current portion of notes payable	228,815	-	8,210,363	122,107
Current portion of bonds payable	-	-	-	800,000
Current portion of operating lease liability	-	-	175,064	407,642
Current portion of finance lease liability	-	(881,893)	341,658	313,018
Current portion of proposition construction loan	-	-	256,931	251,869
Total current liabilities	2,154,064	(8,478,660)	26,653,953	20,839,084
Long-term liabilities				
Notes payable, less current portion	11,694,753	-	17,167,394	29,147,666
Bonds payable, less current portion and net of unamortized bond issuance costs and discount	27,105,075	-	27,105,075	25,638,241
Grant anticipation notes payable, less current portion and net of unamortized note issuance costs	29,257,982	-	29,257,982	-
Operating lease liability, less current portion	-	-	480,094	652,296
Finance lease liability, less current portion	-	(46,865,170)	429,260	728,275
Proposition construction loan, less current portion	-	-	14,924,559	8,799,916
Total long-term liabilities	68,057,810	(46,865,170)	89,364,364	64,966,394
Total liabilities	70,211,874	(55,343,830)	116,018,317	85,805,478
Net Assets				
Without donor restrictions	50,805,974	(53,502,506)	57,918,566	58,376,331
Total liabilities and net assets	$ 121,017,848	$ (108,846,336)	$ 173,936,883	$ 144,181,809

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Consolidating Statement of Activities

Year Ended June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	Home Office	MSA	MSA 2	MSA 3
	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions
Support and Revenues				
Local Control Funding Formula	$ -	$ 10,797,700	$ 7,451,931	$ 5,405,272
Federal revenue	-	618,627	656,055	257,842
Other state revenue	1,624,724	3,635,113	2,302,238	1,557,972
Local revenues	5,662,224	1,943,383	126,469	48,447
Interest income	19,689	2,752	-	-
Rental income	-	-	-	-
Fundraising revenue	10,304	45,969	38,752	26,007
Total support and revenues	7,316,941	17,043,544	10,575,445	7,295,540
Expenses				
Program services	1,919,447	11,005,809	6,798,302	4,879,887
Management and general	8,032,378	4,918,008	3,111,311	2,631,943
Total expenses	9,951,825	15,923,817	9,909,613	7,511,830
Change in Net Assets before intra-entity transfers	(2,634,884)	1,119,727	665,832	(216,290)
Intra-Entity Transfers				
Transfer in	147,633	-	-	-
Transfer out	(23,982)	-	(625,960)	-
Change in Net Assets	(2,511,233)	1,119,727	39,872	(216,290)
Net Assets, Beginning of Year	2,952,603	11,249,875	5,753,136	3,295,456
Net Assets, End of Year	$ 441,370	$ 12,369,602	$ 5,793,008	$ 3,079,166

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Consolidating Statement of Activities

Year Ended June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	MSA 4	MSA 5	MSA 6	MSA 7
	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions
Support and Revenues				
Local Control Funding Formula	$ 2,048,503	$ 3,113,168	$ 1,767,296	$ 3,730,622
Federal revenue	117,429	491,864	394,393	235,922
Other state revenue	452,769	7,603,429	573,941	2,172,397
Local revenues	151,583	79,953	153,788	265,750
Interest income	-	1,375	-	-
Rental income	-	-	-	-
Fundraising revenue	15,046	6,720	1,670	8,687
Total support and revenues	2,785,330	11,296,509	2,891,088	6,413,378
Expenses				
Program services	2,080,283	3,135,315	1,975,247	4,315,701
Management and general	965,330	1,731,839	1,016,670	1,979,383
Total expenses	3,045,613	4,867,154	2,991,917	6,295,084
Change in Net Assets before intra-entity transfers	(260,283)	6,429,355	(100,829)	118,294
Intra-Entity Transfers				
Transfer in	-	-	-	-
Transfer out	-	-	-	-
Change in Net Assets	(260,283)	6,429,355	(100,829)	118,294
Net Assets, Beginning of Year	1,322,121	7,632,612	2,666,531	3,328,936
Net Assets, End of Year	$ 1,061,838	$ 14,061,967	$ 2,565,702	$ 3,447,230

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Consolidating Statement of Activities

Year Ended June 30, 2025 and 2024

	Magnolia Educational & Research Foundation			
	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Carl Karcher Way LLC
	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions	Without donor Restrictions
Support and Revenues				
Local Control Funding Formula	$ 4,991,476	$ 7,631,122	$ 4,857,929	$ -
Federal revenue	281,579	537,363	505,597	-
Other state revenue	1,559,984	2,594,666	1,155,926	-
Local revenues	453,161	233,548	189,075	-
Interest income	28,667	27,295	23,689	-
Rental income	-	-	-	-
Fundraising revenue	6,522	60,955	51,584	-
Total support and revenues	7,321,389	11,084,949	6,783,800	-
Expenses				
Program services	4,593,613	8,614,754	4,825,530	19,990
Management and general	2,996,927	3,417,489	1,784,629	-
Total expenses	7,590,540	12,032,243	6,610,159	19,990
Change in Net Assets before intra-entity transfers	(269,151)	(947,294)	173,641	(19,990)
Intra-Entity Transfers				
Transfer in	-	-	-	23,982
Transfer out	-	-	-	-
Change in Net Assets	(269,151)	(947,294)	173,641	3,992
Net Assets, Beginning of Year	7,675,301	9,554,184	1,604,542	-
Net Assets, End of Year	$ 7,406,150	$ 8,606,890	$ 1,778,183	$ 3,992

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Consolidating Statement of Activities

Year Ended June 30, 2025 and 2024

	MPM, Inc. LLC Without donor Restrictions	Eliminations	2025 Consolidated	2024 Consolidated
Support and Revenues				
Local Control Funding Formula	$ -	$ -	$ 51,795,019	$ 50,201,138
Federal revenue	-	-	4,096,671	4,737,585
Other state revenue	-	-	25,233,159	20,592,755
Local revenues	(2,070,130)	(4,252,922)	2,984,329	4,686,292
Interest income	-	-	103,467	65,249
Rental income	4,807,390	(4,807,390)	-	-
Fundraising revenue	-	-	272,216	285,284
Total support and revenues	2,737,260	(9,060,312)	84,484,861	80,568,303
Expenses				
Program services	6,961,192	(1,251,122)	59,873,948	53,688,373
Management and general	78,675	(7,595,904)	25,068,678	22,255,815
Total expenses	7,039,867	(8,847,026)	84,942,626	75,944,188
Change in Net Assets before intra-entity transfers	(4,302,607)	(213,286)	(457,765)	4,624,115
Intra-Entity Transfers				
Transfer in	625,960	(797,575)	-	-
Transfer out	(147,633)	797,575	-	-
Change in Net Assets	(3,824,280)	(213,286)	(457,765)	4,624,115
Net Assets, Beginning of Year	54,630,254	(53,289,220)	58,376,331	53,752,216
Net Assets, End of Year	$ 50,805,974	$ (53,502,506)	$ 57,918,566	$ 58,376,331

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Foundation Only Comparative Statement of Financial Position

June 30, 2025 and 2024

	2025	2024
Assets		
Current assets		
Cash	$ 1,686,295	$ 3,037,906
Receivables	2,000,000	-
Receivables	78,803	24,951
Intra-entity receivable	2,008,674	997,815
Prepaid expenses	94,350	17,454
Total current assets	5,868,122	4,078,126
Non-current assets		
Other assets	2,173,631	100,000
Property and equipment	7,612,495	13,010
Operating lease right-of-use asset	616,234	763,518
Total non-current assets	10,402,360	876,528
Total assets	$ 16,270,482	$ 4,954,654
Liabilities		
Current liabilities		
Accounts payable	$ 1,554,828	$ 762,541
Interest payable	307,131	-
Refundable advance	514,651	-
Intra-entity payable	4,988,545	453,433
Current portion of notes payable	7,825,000	-
Current portion of operating lease liability	160,149	147,122
Total current liabilities	15,350,304	1,363,096
Long-term liabilities		
Operating lease liability, less current portion	478,808	638,957
Total liabilities	15,829,112	2,002,053
Net Assets		
Without donor restrictions	441,370	2,952,601
Total net assets	441,370	2,952,601
Total liabilities and net assets	$ 16,270,482	$ 4,954,654

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Foundation Only Comparative Statement of Activities

Year Ended June 30, 2025 and 2024

	2025	2024
Support and Revenues		
Other state revenue	$ 1,624,724	$ 232,206
Local revenues	5,662,224	9,516,776
Interest income	19,689	-
Fundraising revenue	10,304	3,228
Total support and revenues	7,316,941	9,752,210
Expenses		
Program services	1,919,447	1,678,528
Management and general	8,032,378	6,534,767
Total expenses	9,951,825	8,213,295
Change in Net Assets before intra-entity transfers	(2,634,884)	1,538,915
Intra-entity transfers		
Transfer in	147,633	-
Transfer out	(23,982)	(2,149,373)
Change in Net Assets	(2,511,233)	(610,458)
Net Assets, Beginning of Year	2,952,603	3,563,059
Net Assets, End of Year	$ 441,370	$ 2,952,601

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Debt Covenants

Year Ended June 30, 2025

On April 17, 2025, the Organization refunded $26,455,000 of bonds originally subject to debt service coverage covenants. The refunding resulted in an economic gain of $66,666 and eliminated prior covenant restrictions. The reacquisition price exceeded the net carrying amount of the old debt by $1,221,729, which was recognized as a loss on extinguishment.

Magnolia Educational & Research Foundation

Consolidating Schedule of Property and Equipment

Year Ended June 30, 2025

	Magnolia Educational & Research Foundation							
	Home Office	MSA	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7
Land	$ 4,647,088	$ -	$ -	$ -	$ -	$ 11,783,522	$ -	$ -
Leasehold improvements	-	7,528,042	-	-	-	28,750	-	57,753
Building	-	648,676	10,061	-	-	-	-	840,557
Computer and equipment	134,513	906,154	954,493	710,540	304,072	430,937	263,305	228,173
Work in progress	2,952,912	-	1,515,720	-	-	8,076,457	306,777	412,277
Total property and equipment	7,734,513	9,082,872	2,480,274	710,540	304,072	20,319,666	570,082	1,538,760
Less accumulated depreciation	(122,018)	(1,606,546)	(929,696)	(633,620)	(300,335)	(429,336)	(260,537)	(467,816)
	$ 7,612,495	$ 7,476,326	$ 1,550,578	$ 76,920	$ 3,737	$ 19,890,330	$ 309,545	$ 1,070,944

	Magnolia Educational & Research Foundation				MPM Inc		
	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Carl Karcher, LLC	LLC	2025 Consolidated	2024 Consolidated
Land	$ -	$ -	$ -	$ 890,106	$ 14,566,854	$ 31,887,570	$ 26,531,646
Leasehold improvements	-	461,651	683,428	-	-	8,759,624	5,406,453
Building	-	22,355,559	-	2,670,318	30,192,949	56,718,120	54,212,960
Computer and equipment	1,019,664	923,962	770,303	-	-	6,646,116	6,570,390
Work in progress	-	-	-	-	1,518,617	14,782,760	4,377,754
Total property and equipment	1,019,664	23,741,172	1,453,731	3,560,424	46,278,420	118,794,190	97,099,203
Less accumulated depreciation	(945,305)	(5,836,729)	(753,082)	-	(5,161,469)	(17,446,489)	(15,338,643)
	$ 74,359	$ 17,904,443	$ 700,649	$ 3,560,424	$ 41,116,951	$ 101,347,701	$ 81,760,560

See Notes to Supplementary Information

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Note 1 - Purpose of Supplementary Schedules

Consolidated Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying consolidated schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2025. The information is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, *and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization has not elected to use the ten percent de minimis cost rate.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *California Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Consolidating Statement of Financial Position and Consolidating Statement of Activities

The consolidating statement of financial position and consolidating statement of activities report the activities of the Organization and related entities and are presented on the accrual basis of accounting. Eliminating entries in the consolidating statement of financial position and consolidating statement of activities are for activities between the Organization and related entities.

Foundation Only Comparative Statements

The accompanying foundation only comparative financial statements report the individual program of Magnolia Education & Research Foundation and are presented on the accrual basis of accounting.

Debt Covenants

Some of the Organization's loan agreements are subject to covenant clauses, whereby the Organization is required to meet certain key financial ratios. This schedule provides information related to the debt covenant ratios and related information.

Consolidating Schedule of Property and Equipment

The accompanying consolidating schedule of property and equipment present the comparative balances for Organization and the Subsidiaries property and equipment.

Other Information
June 30, 2025
Magnolia Public Schools

Magnolia Educational & Research Foundation

Local Education Agency Organization Structure (Unaudited)

June 30, 2025

ORGANIZATION

The Organization operates ten schools in California. Each school is operated on the same tax identification number as the Organization. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the charter authorizer for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2025, the schools operated by the Organization were as follows:

Charter School Name	Charter Number	Sponsoring District	Charter Expiration	Grades Served	Students Served
Magnolia Science Academy	0438	Los Angeles County Office of Education	June 30, 2030	6 - 12	746
Magnolia Science Academy 2	0906	Los Angeles County Office of Education	June 30, 2030	6 - 12	514
Magnolia Science Academy 3	0917	Los Angeles County Office of Education	June 30, 2030	6 - 12	411
Magnolia Science Academy 4	0986	Los Angeles Unified School District	June 30, 2026	6 - 12	132
Magnolia Science Academy 5	0987	Los Angeles County Office of Education	June 30, 2026	6 - 12	218
Magnolia Science Academy 6	0988	Los Angeles Unified School District	June 30, 2026	6 - 8	128
Magnolia Science Academy 7	0989	Los Angeles Unified School District	June 30, 2026	K - 5	272
Magnolia Science Academy Bell	1236	Los Angeles Unified School District	June 30, 2027	6 - 8	385
Magnolia Science Academy Santa Ana	1686	California Department of Education	June 30, 2026	K - 12	524
Magnolia Science Academy San Diego	0698	San Diego Unified School District	June 30, 2027	6 - 8	464

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Mekan Muhammedov	Chair	April 2030
Sandra Covarrubias	Vice Chair	August 2027
Umit Yapanel, Ph.D.	Member	October 2027
Salih Dikbas, Ph.D.	Member	December 2029
Diane Gonzalez	Member	December 2029

ADMINISTRATION

NAME	TITLE
Alfredo Rubalcava	Chief Executive Officer and Superintendent
Steve Budhraja	Chief Financial Officer

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Independent Auditor's Reports
June 30, 2025

Magnolia Educational & Research Foundation

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States *(Government Auditing Standards),* the consolidated financial statements of Magnolia Educational & Research Foundation (the Organization), which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated January 15, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's consolidated financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We identified a certain deficiency in internal control, described in the accompanying Schedule of Findings and Questioned Costs as item 2025-001 that we consider to be a material weakness.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The Organization's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Organization's response to the finding identified in our audit and described in the accompanying Schedule of Findings and Questioned Costs. The Organization's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Ontario, California
January 15, 2026

Independent Auditor's Report on Compliance for the Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
Magnolia Public Schools
Los Angeles, California

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Magnolia Public Schools' (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2025. The Organization's major federal program is identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2025.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

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Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such

that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Ontario, California
January 15, 2026

Independent Auditor's Report on State Compliance and on Internal Control Over Compliance

Governing Board
Magnolia Public Schools
Los Angeles, California

Report on Compliance

Opinion on State Compliance

We have audited Magnolia Public Schools' (the Organization) compliance with the requirements specified in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2025.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's state programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Not Applicable
Teacher Certification and Misassignments	Not Applicable
Independent Study	Not Applicable
Continuation Education	Not Applicable
Instructional Time	Not Applicable
Instructional Materials	Not Applicable
Ratio of Administrative Employees to Teachers	Not Applicable
Classroom Teacher Salaries	Not Applicable
Early Retirement Incentive	Not Applicable

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
GANN Limit Calculation	Not Applicable
School Accountability Report Card	Not Applicable
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools or Programs	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Not Applicable
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

The term “Not applicable” is used above to mean either the Organization did not offer the program during the current fiscal year, the Organization did not participate in the program during the current fiscal year, the program did not exceed the threshold for testing, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is described in the accompanying Schedule of Findings and Questioned Costs as item 2025-002. Our opinion on state compliance is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the Organization's response to the noncompliance finding identified in our audit and described in the accompanying Schedule of Findings and Questioned Costs. The Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be significant deficiencies.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as item 2025-002 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the Organization's response to the internal control over compliance finding identified in our compliance audit described in the accompanying Schedule of Findings and Questioned Costs. The Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Ede Sally LLP

Ontario, California
January 15, 2026

Schedule of Findings and Questioned Costs
June 30, 2025

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation

Summary of Auditor's Results

Year Ended June 30, 2025

CONSOLIDATED FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	Yes
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to consolidated financial statements noted?	No

FEDERAL AWARDS

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing
Charter Schools	84.282M

Dollar threshold used to distinguish between type A and type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

STATE COMPLIANCE

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Other matters to be reported	Yes
Type of auditor's report issued on compliance for programs	Unmodified

The following finding represents a material weakness related to the financial statements that is required to be reported in accordance with *Government Auditing Standards*. This finding has been coded as follows:

Five Digit Code	AB 3627 Finding Type
30000	Internal Control

2025-001 30000 – Financial Statement Preparation and Audit Adjustments as it Relates to the Title Transfer for the Newly Formed LLC (Material Weakness)

Criteria or Specific Requirements

Management is responsible for establishing and maintaining an effective system of internal control over financial reporting. This includes designing, implementing, and monitoring controls to ensure that financial statements are prepared in accordance with generally accepted accounting principles (GAAP) and are free from material misstatement, whether caused by error or fraud. As part of this responsibility, management ensures that accounting considerations related to complex or non-routine transactions, including those involving legal entity structure or ownership, are appropriately identified, documented, reviewed, and recorded prior to year-end close.

Condition

During the course of our engagement, we identified adjustments related to cash and cash equivalents, property and equipment, notes payable, and the related revenues and expenditures. Specifically:

Magnolia Educational & Research Foundation

- Cash and cash equivalents were understated by $2,000,000.
- Property and equipment were understated by $7,600,000.
- Intra-entity receivable were overstated by $1,308,807.
- Intra-entity payable were understated by $427,630
- Interest payable was understated by $307,131.
- Notes payable was understated by $7,825,000.

Magnolia Science Academy 7

- Property and equipment was overstated by $1,736,437.
- Intra-entity receivable was understated by $427,630.
- Intra-entity payable was overstated by $1,308,807.

These adjustments resulted in an overall understatement of $268,568 in Net Assets.

During the fiscal year 2024-2025, the Organization established MPM 18120 Sherman Way LLC to hold title to the property at 18120 Sherman Way. The purchase transaction was completed during the year; however, as of June 30, 2025, the formal transfer of title from MERF to the LLC had not yet been finalized.

Context

The condition identified was through inquiry with Organization personnel and through review of available Organization records related to balances reported in the Organization's cash and cash equivalents, property and equipment, interest payable, and notes payable.

Cause

The delay was due to administrative timing and coordination requirements associated with setting up the new legal entity and preparing the necessary transfer documentation, specifically to avoid triggering the Los Angeles City Measure ULA transfer tax.

Effect

The net effect of these errors resulted in misstatements that were not detected or prevented by the Organization's internal accounting control and review process.

Repeat Finding

No.

Recommendation

We recommend that management and those charged with governance continue to strengthen internal controls over financial reporting related to complex, non-routine transactions, including those involving legal entity formation, ownership, and timing considerations, to ensure that financial statements are free from material misstatement. Controls should enable management, in the normal course of performing assigned functions, to identify, document, and resolve accounting considerations on a timely basis. Specifically:

- Strengthen year-end reconciliation and review procedures for significant accounts.
- Enhance pre-year-end coordination and documentation review for transactions involving legal entity structure or ownership.
- Ensure timely identification, documentation, and recording of accounting judgments related to such transactions prior to financial statement issuance

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that effective year-end review, documentation, and coordination are critical components of its internal control over financial reporting, particularly for complex or non-routine transactions involving legal entity formation or ownership. Management has implemented, and continues to implement and monitor, enhanced procedures to strengthen cross-functional coordination, pre–year-end readiness reviews, documentation of accounting judgments, and verification of legal ownership and entity structure prior to fiscal year-end. Management believes these actions will support timely identification and resolution of accounting considerations and reduce the risk of similar issues in future reporting periods.

None reported.

The following finding represent a significant deficiency and instance of noncompliance including questioned costs that is required to be reported by the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. The finding has been coded as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance

2025 -002 10000 – Attendance Reporting (Significant Deficiency in Internal Controls and Noncompliance)

Criteria

Pursuant to California *Education Code* Section 47612.5, the Annual Period Report of Attendance submitted to the CDE should reconcile to supporting documents to ensure that Average Daily Attendance (ADA) is reported accurately. Attendance report should be revised to reflect updates and corrections to attendance when they occur.

Condition

The ADA reported on the Annual Period Report of Attendance was inaccurate due to the Organization misclassifying classroom-based ADA and nonclassroom-based ADA. As a result, the Organization overstated classroom based ADA by 1.20 and underreported nonclassroom-based by 1.20 ADA on the Annual Report.

Cause

The misclassification appears to have resulted from an error in categorizing instructional setting for classroom-based and nonclassroom based ADA during annual reporting.

Effect

Magnolia Science Academy San Diego

The Organization over reported by 1.20 ADA for classroom-based and under reported by 1.20 ADA for nonclassroom-based on its Annual Period Report Attendance, resulting in an estimated fiscal impact as follows:

Grade Span	(Over) Under Reported ADA	Derived Value of ADA by Grade Span	Penalty
Classroom-based			
4-6	(0.38)	$ 10,937.43	$ (4,156.22)
7-8	(0.82)	11,260.92	(9,233.95)
Subtotal	(1.20)		(13,390.18)
Nonclassroom-based			
4-6	0.38	$ 10,937.43	$ 4,156.22
7-8	0.82	11,260.92	9,233.95
Subtotal	1.20		13,390.18
Total	-		$ -

Questioned Costs

There was no questioned costs identified.

Repeat Finding

No.

Recommendation

The Organization should ensure the Annual Period Report of Attendance is accurately completed using the correct reports from the student information system.

Corrective Action Plan and Views of Responsible Officials

The Organization acknowledges the finding and agrees that ADA was misclassified. While the variance of 1.20 ADA does not result in a questioned cost, the school recognizes the importance of accurate reporting under California *Education Code* Section 47612.5.

The Organization concurs with the recommendation and has initiated steps to strengthen internal controls, update policies, and train staff to ensure future compliance.

Magnolia Educational & Research Foundation

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2025

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

January 15, 2026

To the Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

We have audited the financial statements of Magnolia Educational & Research Foundation (the Organization) as of and for the year ended June 30, 2025, and have issued our report thereon dated January 15, 2026. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance

As communicated in our engagement letter dated March 5, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the Organization complied with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on the Organization's major federal programs. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Organization solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the Organization's major federal program compliance, is to express an opinion on the compliance for the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the Organization's internal control over compliance.

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We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated January 15, 2026. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with the Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated January 15, 2026.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur. Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as "significant risks." We have identified the following as significant risks:

- Management Override of Controls – Professional standards require auditors to address the possibility of management overriding controls. Accordingly, we identified as a significant risk that management of the entity may have the ability to override controls that the entity has implemented. Management may override the entity's controls in order to modify the financial records with the intent of manipulating the financial statements to overstate the entity's financial performance or with the intent of concealing fraudulent transactions.

- Revenue Recognition – We identified revenue recognition as a significant risk due to financial and operational incentives for the entity to overstate revenues.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the Organization is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2025. No matters have come to our attention that would require us, under professional

standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such sensitive accounting estimate were identified.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the Organization's financial statements relate to revenue recognition.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole.

The following misstatements that we identified as a result of our audit procedures were brought to the attention of, and corrected by, management:

- Magnolia Educational & Research Foundation (Home Office)
    - Understatement of property and equipment of $7,600,000, an understatement of restricted cash of $2,000,000, an overstatement of intra-entity receivable of $1,308,807, an understatement of intra-entity receivable of $427,630, an understatement of notes payable 7,825,000, and an understatement of interest payable of $307,131.

- Magnolia Educational & Research Foundation (Magnolia Science Academy 7) – The misstatement detailed below resulted in no change to net assets.
    - Understatement intra-entity receivable of $427,630, and overstatement of intra-entity payables of $1,308,807, and an overstatement of property and equipment of $1,736,437.

The following summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole:

- Understatement of operating lease right-of-use asset of $631,727 as of June 30, 2024, an overstatement of finance lease right-of-use asset of $754,927 as of June 30, 2024, and an overstatement of finance lease liability of $244,247 as of June 30, 2025.

The effect of these uncorrected misstatements, including the effect of the reversal of prior year uncorrected misstatements as of and for the year ended June 30, 2025, is an understatement net income and net assets of $121,047 for the Organization.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Organization's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify any circumstances that affect the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated January 15, 2026.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the Organization, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Organization's auditors.

Other Information Included in Consolidated Financial Statements

Pursuant to professional standards, our responsibility as auditors for other information, whether financial or nonfinancial, included in Organization's consolidated financial statements, does not extend beyond the financial information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the consolidated financial statements.

This report is intended solely for the information and use of the Governing Board and management of the Organization and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Ontario, California

Magnolia Public Schools

FY 2024–25 Audit Findings Corrective Action Plan
Updated: January 2026

Developed and maintained by David Yilmaz, Chief Accountability Officer, Cafer Turan, Senior Controller, and Steve Budhraja, Chief Financial Officer

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Finding: 2025-002

10000 – Attendance Reporting (Significant Deficiency in Internal Controls and Noncompliance)

Explanation

Internal controls over the classification, reconciliation, and reporting of classroom-based and nonclassroom-based Average Daily Attendance (ADA) were not sufficiently designed or consistently applied across the organization to ensure accurate reporting at the time of Annual Period Report submission. Specifically, attendance data extracted from the student information system was not subject to a standardized, network-wide secondary review to verify correct instructional setting classification prior to reporting to the California Department of Education (CDE).

Action Plan

1. **Network-Wide ADA Reporting Procedures**
   Management will establish and implement standardized, network-wide procedures for ADA classification and reporting to ensure consistent identification of classroom-based and nonclassroom-based instructional settings across all campuses.

2. **Required Pre-Submission Reconciliation**
   Prior to certification and submission of the Annual Period Report of Attendance, management will require a documented reconciliation between the report submitted to the CDE and supporting attendance reports generated from the student information system, including verification of instructional setting codes.

3. **Defined Roles, Responsibilities, and Approvals**
   Management will formalize roles and responsibilities for attendance reporting at both the

school and central office levels, including a required secondary review and approval by the Chief Accountability Officer to confirm accuracy, completeness, and compliance with California Education Code Section 47612.5.

4. **Training and Technical Guidance**
   Management will provide ongoing training and written guidance to relevant school site and central office personnel on ADA definitions, instructional setting classifications, reporting timelines, and compliance requirements to reduce the risk of misclassification.

5. **Documentation, Retention, and Audit Support**
   Management will maintain contemporaneous documentation of attendance data, reconciliations, review approvals, and any corrections made prior to submission to support audit review and demonstrate compliance.

Monitoring and Updates

- Management will monitor implementation of the corrective actions beginning in FY 2025–26 across all campuses.

- Corrective actions are expected to be fully operational prior to the submission of the next Annual Period Report of Attendance.

- Management will evaluate effectiveness through periodic internal reviews, reconciliation testing, and oversight during each reporting cycle.

- Attendance reporting controls and procedures will be reviewed annually and updated as necessary to reflect changes in regulations, reporting guidance, or system configurations.

Magnolia Public Schools
Magnolia Science Academy 7, MERF, LLC
FY 24-25 Audit Findings Corrective Action Plan
Updated: January 2026

Developed and maintained by Cafer Turan, Senior Controller and Steve Budhraja, MPS Chief Financial Officer

Finding:2025-001
30000 – Financial Statement Preparation and Audit Adjustments as it Relates to the Title Transfer for the Newly Formed LLC (Material Weakness)

Explanation:
Internal controls did not sufficiently require documented review and approval of interim accounting treatment when legal ownership, financing structure, and economic intent were not fully aligned as of fiscal year-end. As a result, audit adjustments were required to properly present the financial statements in accordance with GAAP.

Action Plan:
1. Prior to any property acquisition, financing transaction, escrow close, or inter-entity funding activity, management will complete a Real Estate and Financing Readiness Certification to confirm that legal entity formation, title documentation, financing agreements, banking arrangements, and accounting treatment have been reviewed and approved.

2. Management will strengthen coordination among Finance, Legal, and Facilities and will proactively provide relevant legal, organizational, and transactional documentation to external auditors in advance of year-end to support timely consideration of accounting implications for complex, non-routine transactions

3. During the year-end close process, management will perform enhanced reconciliations and reviews of significant balance sheet accounts and formally verify legal ownership and entity structure as of fiscal year-end.

4. Management will maintain contemporaneous documentation of interim accounting judgments for transactions pending legal completion at the reporting date, including rationale, supporting documentation, and evidence of management approval.

5. For complex or non-routine transactions involving legal entity formation or ownership, management will ensure appropriate technical accounting review and documentation to support consistent and accurate financial reporting.

Monitoring and Updates:
- Management will monitor implementation of the corrective actions throughout FY 2025–26.
- Corrective actions are expected to be fully operational by June 30, 2026.

- Management will assess effectiveness during year-end close and through ongoing audit and oversight reviews.
- During the first week of May, management will perform a pre–year-end review of LLC-related legal, ownership, and transactional documentation to confirm completeness and alignment in advance of fiscal year-end

Coversheet

Approval of MPS Policy Addressing Student Behavioral Health Referral Process

Section:	III. Action Items
Item:	B. Approval of MPS Policy Addressing Student Behavioral Health Referral Process
Purpose:	Vote
Submitted by:	
Related Material:	III_B_MPS Policy Student Behavioral Health Referral Protocols.pdf

Agenda Item:	III B: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Meagan Wittek, Director of Student Services Liz Crandall, Director of Special Education and Support Services
RE:	MPS Policy Addressing Student Behavioral Health Referral Process

Action Proposed:

Staff recommends that the Board motion to approve the MPS Policy Addressing Student Behavioral Health Referral Process.

Purpose:

This item is submitted for Board consideration and adoption of the MPS Policy Addressing Student Behavioral Health Referral Protocols. The policy provides a structured framework to guide staff in responding to behavioral health concerns among students in grades 7–12, with an emphasis on timely referrals, appropriate supports, coordination with community resources, and compliance with applicable privacy and student protection laws.

Background:

California Education Code section 49428.2 and related legislation require local educational agencies to implement formal procedures for referring secondary students to behavioral health services. To meet these statutory requirements and respond to increasing student behavioral health needs, Magnolia Public Schools developed this policy to standardize referral practices, support early identification, and ensure equitable access to evidence-based behavioral health services.

Impact:
Adoption of this policy will enhance student safety by providing clear, consistent procedures for addressing behavioral health concerns in grades 7–12. The policy clarifies staff roles and referral processes, reduces reliance on disciplinary responses when appropriate, and mitigates compliance risk by aligning practices with state law, federal privacy requirements, and evidence-based standards.

Budget Implications:
Non-applicable

Exhibits:

- MPS Policy Addressing Student Behavioral Health Referral Protocols

POLICY ADDRESSING STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

MPS will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

Addressing the Needs of High-Risk Groups

MPS recognizes the importance of ensuring equitable access to behavioral health supports for **all** students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Youth experiencing homelessness.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

MPS staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Director of Student Services, Foster Youth Liaison, Homeless Liaison, and MPS administrators.

MPS may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

1. *Needs Assessment*

The Superintendent or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources and current student data; and
- Detect service gaps within the school community.

MPS shall review referral volume, response times, and outcomes quarterly to drive continuous improvement.

2. *Capacity Building*

MPS shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

3. *Planning*

The Superintendent or designee shall:

- Identify, develop and confirm district crisis team members;
- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

4. *Implementation*

MPS shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks and monitor progress.

5. *Evaluation and Continuous Improvement*

MPS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the Superintendent annually to support transparency and continuous improvement.

Staff Training

MPS shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe de-escalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by MPS shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both MPS and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, MPS shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Coversheet

Approval of Intra-Organization Loan from Magnolia Science Academy-Bell to Magnolia Educational & Research Foundation

Section: III. Action Items
Item: C. Approval of Intra-Organization Loan from Magnolia Science Academy-Bell to Magnolia Educational & Research Foundation
Purpose: Vote
Submitted by:
Related Material: III_C_Intra Organization Loan MSA-8 & MERF.pdf

Agenda Item:	III C: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of Resolution for Intra Organization Loan between Magnolia Science Academy-8 & the Magnolia Educational & Research Foundation (MERF)

Action Proposed:

Staff recommends and moves that the Board approve the Resolution for the extension of the Intra-Organization Loan between Magnolia Science Academy – 8 (MSA-8) and Magnolia Educational & Research Foundation (MERF). This action extends the remaining authorized intra-organization loan balance of **$1.31** million from its original 1-year term to a 5-year repayment term, with quarterly payments beginning in July 2026, under the same interest rate and repayment structure previously approved by the Board.

Purpose:

The purpose of this item is to extend the previously approved intra-organization loan balance of **$1.31** million by modifying the repayment term to a 5-year schedule beginning July 2026, consistent with year-end reconciliation and approved loan terms.

Background:

Magnolia Science Academy – 8 (MSA-8) and Magnolia Educational & Research Foundation (MERF) previously entered into an intra-organization loan approved by the Board. As part of the fiscal year-end reconciliation process, the remaining authorized loan balance of $1.3 million from MSA-8 to MERF is being formally extended.

The updated agreement establishes a 5-year repayment schedule beginning July 2026, replacing the original 1-year repayment term. This extension provides MERF with continued access to internal financing, which supports organizational priorities, including the ability to provide operational support to Magnolia Science Academy – 7 (MSA-7). The extended loan structure ensures predictable repayment while maintaining sufficient liquidity to support school-level operations funded through future state apportionments and other public revenue sources

Analysis:

This intra-organization transaction represents a financially prudent approach that leverages internal resources to support MSA-7's operational needs. It allows MSA-7 to maintain continuity of operations without reliance on external financing at this stage. The terms of the loan are fair and reasonable, consistent with past practice, and aligned with the organization's strategic objective of expanding access to high-quality public charter education.

Budget Implication:

Principal and interest payments associated with the intra-organization loan will be reflected in the school's **multi-year budget projections** and annual operating budgets. The repayment structure is aligned with projected cash flows and does not require the identification of a new funding source

Exhibits:

- Resolution Authorizing Temporary Intra Company Loan between Magnolia Science Academy-8 and MERF
- Intra-Organization Loan Agreement (Updated January 24,26)
- Amortization Schedule for Intra-Organization Loan

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS
(Intra-Organization Loan – Magnolia Science Academy-8)

The Board of Directors (the "Board") of Magnolia Educational & Research Foundation ("MERF") hereby adopts the following resolutions:

WHEREAS, the Board previously approved an intra-organization loan from Magnolia Science Academy-8 ("MSA-8") to MERF to support organizational and school-level operational needs;

WHEREAS, as of fiscal year-end, a portion of the authorized loan balance remains outstanding and subject to reconciliation pursuant to applicable accounting standards and the California Charter School Accounting and Best Practices Manual issued by the Fiscal Crisis and Management Assistance Team ("FCMAT");

WHEREAS, as part of the fiscal year-end due-to/due-from reconciliation process, MERF has determined that the remaining authorized loan balance from MSA-8 to MERF should be formally extended to ensure orderly repayment and continued financial stability;

WHEREAS, the original loan term was 1 year, and MERF now seeks Board approval to extend the repayment obligation to a 5-year amortized repayment schedule, with quarterly payments beginning July 1, 2026, under the same interest rate and repayment structure previously approved by the Board;

WHEREAS, the extension of this intra-organization loan will provide MERF with predictable repayment terms while maintaining appropriate liquidity aligned with future state apportionments and other public revenue sources;

NOW, THEREFORE, BE IT RESOLVED:

RESOLVED, that the Board hereby approves the extension of the MSA-8 to MERF intra-organization loan in the principal amount of **$1.31** million, with a 5-year repayment term beginning July 1, 2026, and quarterly payments thereafter, as documented in the updated loan agreement;

RESOLVED FURTHER, that the interest rate and all other material terms of the loan shall remain consistent with those previously approved by the Board, except as modified by the extended repayment schedule;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all documents, amendments, instruments, and agreements necessary or advisable to finalize and implement the loan extension;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to approve, execute, and deliver any documents, instruments, or agreements, and to take any and all actions, in the name and on

behalf of the Corporation, as may be necessary or desirable to carry out the purposes of these resolutions and the transactions contemplated thereby; and

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately upon adoption by the Board.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation, and that the foregoing is a true and correct copy of resolutions duly adopted on January 24, 2026, by the majority vote of the directors of the Corporation then in office at a duly noticed meeting of the Board of Directors held in compliance with the bylaws of the Corporation and the Ralph M. Brown Act, at which a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the 24th day of January 2026.

Jennifer Lara
Secretary

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this "Agreement") dated as of **January 24,2026**, is entered into by **Magnolia Science Academy Bell**—("Lender") and **Magnolia Educational & Research Foundation dba Magnolia Public Schools**, a California nonprofit public benefit corporation and operator of Borrower ("MERF" or "Borrower").

RECITALS

A. Magnolia has established and is operating Borrower pursuant the Charter Schools Act of 1992, as amended (the "Act"). Magnolia operates Borrower within Magnolia's corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses and results of operations of Borrower as if they were separate legal entities.

B. On **January 16, 2025**, the Board of Directors approved an intraorganization loan of up to **$2,500,000** from Lender to Borrower. As of the date hereof, Borrower has drawn **$1,736,437** of the approved amount, which was originally scheduled to mature on **February 15, 2026**. The Board also approved the extension and revised repayment terms for the remaining authorized balance

C. The parties desire to extend and formalize the repayment terms applicable to the remaining authorized but undrawn balance of approximately **$1,308,806.85** (the "Extended Loan Amount") by establishing a **5-year term** with structured quarterly repayments beginning in **July 2026**.

D. The "California Charter School Accounting and Best Practices Manual" published by the Fiscal Crisis and Management Assistance Team ("FCMAT") states that "[a]t the end of the fiscal year, each school's receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intracompany accounts and the repayment terms."

E. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the balance of the Loan outstanding as of last day of the fiscal year of Magnolia in which the Loan was made shall be repaid by Borrower to Lender.

AGREEMENT

In consideration of the foregoing, the mutual promises contained herein, and other good and valuable consideration, Magnolia agrees as follows:

1. Loan Amount and Interest

The Extended Loan Amount, not to exceed **$1,308,806.85** , shall bear interest at a rate of **4.0% per annum**, calculated on the basis of a **360-day year** and a **30-day month**. Interest shall accrue beginning **January 1, 2026**.

No payments of principal or interest shall be required from **January 1, 2026 through June 30, 2026**.

2. Repayment Terms

Commencing **July 1, 2026**, Borrower shall make quarterly payments of principal and accrued interest, due on July 15, October 15, January 15, and April 15 of each year thereafter.

The loan shall mature on **June 30, 2031** (the "Maturity Date").

Borrower may prepay the loan, in whole or in part, at any time without penalty. All payments shall be applied first to accrued interest and then to outstanding principal.

An amortization schedule reflecting quarterly payments over the **5-year term** shall be attached as **Exhibit A**.

3. Subordination

Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:

Magnolia Science Academy - Bell

By:_____

Name:_____

Title:_____

Borrower:

Magnolia Research & Educational Foundation

dba Magnolia Public Schools

By:_____

Name:_____

Title:_____

Lender	Magnolia Science Academy- Bell
Borrower	Magnolia Educational & Research Foundation dba Magnolia Public Schools
Original Loan Amount	$1,736,437.11
Annual Interest Rate	4.00%
Day Count Basis	ACT/365
First Payment Date	5/15/2025
First Payment Total	$445,052.58
First Payment Interest Portion	$17,422.32
Deferral Checkpoint Date 1	1/15/2026
Repayment Start Date	7/15/2026
Amortization Term (years)	5
Payments per year	4
Pay accrued interest at repayme	YES
Derived: Quarterly Rate	1.0000%
Derived: Number of Amort Pay	20
Derived: Base Quarterly Payme	$72,527.94
Derived: Clear Accrued Interest	1

PMT #	Period Start	Payment Date	Days	Beg Principal	Beg Accrued Int	Interest Accrued	Payment	Interest Paid	Principal Paid	End Principal	End Accrued In	Notes
1	5/15/2025	5/15/2025	0	$ 1,736,437.11	$ -	$ -	$ 445,052.58	$ 17,422.32	$ 427,630.26	$ 1,308,806.85	$ -	Actual payment made
2	5/15/2025	1/15/2026	245	$ 1,308,806.85	$ -	$ 35,140.57	$ -	$ -	$ -	$ 1,308,806.85	$ 35,140.57	Accrue interest (no
3	1/15/2026	7/15/2026	181	$ 1,308,806.85	$ 35,140.57	$ 25,960.99	$ 133,629.50	$ 61,101.56	$ 72,527.94	$ 1,236,278.91	$ -	Repayment begins; optional accrued
4	7/15/2026	10/15/2026	92	$ 1,236,278.91	$ -	$ 12,464.40	$ 72,527.94	$ 12,464.40	$ 60,063.54	$ 1,176,215.36	$ -	
5	10/15/2026	1/15/2027	92	$ 1,176,215.36	$ -	$ 11,858.83	$ 72,527.94	$ 11,858.83	$ 60,669.11	$ 1,115,546.25	$ -	
6	1/15/2027	4/15/2027	90	$ 1,115,546.25	$ -	$ 11,002.65	$ 72,527.94	$ 11,002.65	$ 61,525.30	$ 1,054,020.95	$ -	
7	4/15/2027	7/15/2027	91	$ 1,054,020.95	$ -	$ 10,511.33	$ 72,527.94	$ 10,511.33	$ 62,016.61	$ 992,004.34	$ -	
8	7/15/2027	10/15/2027	92	$ 992,004.34	$ -	$ 10,001.58	$ 72,527.94	$ 10,001.58	$ 62,526.37	$ 929,477.98	$ -	
9	10/15/2027	1/15/2028	92	$ 929,477.98	$ -	$ 9,371.18	$ 72,527.94	$ 9,371.18	$ 63,156.77	$ 866,321.21	$ -	
10	1/15/2028	4/15/2028	91	$ 866,321.21	$ -	$ 8,639.48	$ 72,527.94	$ 8,639.48	$ 63,888.47	$ 802,432.74	$ -	
11	4/15/2028	7/15/2028	91	$ 802,432.74	$ -	$ 8,002.34	$ 72,527.94	$ 8,002.34	$ 64,525.60	$ 737,907.14	$ -	
12	7/15/2028	10/15/2028	92	$ 737,907.14	$ -	$ 7,439.72	$ 72,527.94	$ 7,439.72	$ 65,088.22	$ 672,818.92	$ -	
13	10/15/2028	1/15/2029	92	$ 672,818.92	$ -	$ 6,783.49	$ 72,527.94	$ 6,783.49	$ 65,744.45	$ 607,074.46	$ -	
14	1/15/2029	4/15/2029	90	$ 607,074.46	$ -	$ 5,987.58	$ 72,527.94	$ 5,987.58	$ 66,540.36	$ 540,534.10	$ -	
15	4/15/2029	7/15/2029	91	$ 540,534.10	$ -	$ 5,390.53	$ 72,527.94	$ 5,390.53	$ 67,137.41	$ 473,396.69	$ -	
16	7/15/2029	10/15/2029	92	$ 473,396.69	$ -	$ 4,772.88	$ 72,527.94	$ 4,772.88	$ 67,755.07	$ 405,641.62	$ -	
17	10/15/2029	1/15/2030	92	$ 405,641.62	$ -	$ 4,089.76	$ 72,527.94	$ 4,089.76	$ 68,438.19	$ 337,203.44	$ -	
18	1/15/2030	4/15/2030	90	$ 337,203.44	$ -	$ 3,325.84	$ 72,527.94	$ 3,325.84	$ 69,202.10	$ 268,001.34	$ -	
19	4/15/2030	7/15/2030	91	$ 268,001.34	$ -	$ 2,672.67	$ 72,527.94	$ 2,672.67	$ 69,855.27	$ 198,146.06	$ -	
20	7/15/2030	10/15/2030	92	$ 198,146.06	$ -	$ 1,997.75	$ 72,527.94	$ 1,997.75	$ 70,530.20	$ 127,615.87	$ -	
21	10/15/2030	1/15/2031	92	$ 127,615.87	$ -	$ 1,286.65	$ 72,527.94	$ 1,286.65	$ 71,241.30	$ 56,374.57	$ -	
22	1/15/2031	4/15/2031	90	$ 56,374.57	$ -	$ 556.02	$ 72,527.94	$ 556.02	$ 71,971.92	$ (15,597.35)	$ -	
Final Adj	4/15/2031	4/15/2031	0	$ (15,597.35)	$ -	$ -	$ (15,597.35)	$ -	$ (15,597.35)	$ -	$ -	One-line cleanup to zero out balances

Coversheet

Approval of Intra-Organization Loan from Magnolia Educational & Research Foundation to Magnolia Science Academy-7

Section: III. Action Items
Item: D. Approval of Intra-Organization Loan from Magnolia Educational & Research Foundation to Magnolia Science Academy-7
Purpose: Vote
Submitted by:
Related Material: III_D_Intra Organization Loan MERF and MSA-7.pdf

Agenda Item:	III D: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of Resolution for Intra Organization Loan between the Magnolia Educational & Research Foundation (MERF) and Magnolia Science Academy-7

Action Proposed:

Staff recommends and moves that the Board approve the Resolution for the extension of the Intra-Organization Loan between Magnolia Science Academy – 7 (MSA-7) and Magnolia Educational & Research Foundation (MERF). The remaining authorized but undrawn loan balance of **$1.31** million is being extended from its original 1-year term to a 5-year repayment term, with quarterly payments beginning in July 2026, under the same interest rate and repayment structure previously approved by the Board.

Purpose:

The purpose of this item is to extend the previously approved intra-organization loan balance of **$1.31** million by modifying the repayment term to a 5-year schedule beginning July 2026, consistent with year-end reconciliation and approved loan terms.

Background:

The loan has supported MSA-7's operational needs; however, as part of fiscal year-end due-to/due-from reconciliation requirements, and to ensure continued cash-flow stability, the remaining authorized loan balance must be formally extended.

The updated loan agreement extends the remaining loan balance under a 5-year repayment schedule beginning July 2026, replacing the original 1-year term. The loan remains restricted for MSA-7 operational purposes, and repayment will be made using future state apportionments, grants, or other public revenue sources.

Analysis:

This intra-organization transaction represents a financially prudent approach that leverages internal resources to support MSA-7's operational needs. It allows MSA-7 to maintain continuity of operations without reliance on external financing at this stage. The terms of the loan are fair and reasonable, consistent with past practice, and aligned with the organization's strategic objective of supporting sustainable operations and expanding access to high-quality public charter education.

Budget Implications:

Principal and interest payments associated with the intra-organization loan will be reflected in the school's **multi-year budget projections** and annual operating budgets. The repayment structure is aligned with projected cash flows and does not require the identification of a new funding source

Exhibits:

- Resolution Authorizing Temporary Intra Company Loan between MERF and Magnolia Science Academy-7
- Intra-Organization Loan Agreement (Updated January 2026)
- Amortization Schedule for Intra-Organization Loan

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS
(Intra-Organization Loan – Magnolia Science Academy-7)

The Board of Directors (the "Board") of Magnolia Educational & Research Foundation ("MERF") hereby adopts the following resolutions:

WHEREAS, the Board previously approved an intra-organization loan from MERF to Magnolia Science Academy-7 ("MSA-7") to support school-level operational needs;

WHEREAS, as of fiscal year-end, a portion of the authorized loan balance remains outstanding and subject to reconciliation pursuant to applicable accounting standards and the California Charter School Accounting and Best Practices Manual issued by the Fiscal Crisis and Management Assistance Team ("FCMAT");

WHEREAS, as part of the fiscal year-end due-to/due-from reconciliation process, MERF has determined that the remaining authorized loan balance to MSA-7 should be formally extended to ensure orderly repayment and continued financial stability;

WHEREAS, the original loan term was 1 year, and MERF now seeks Board approval to extend the repayment obligation to a 5-year amortized repayment schedule, with quarterly payments beginning July 1, 2026, under the same interest rate and repayment structure previously approved by the Board;

WHEREAS, the extension of this intra-organization loan will support MSA-7's ongoing operational needs while maintaining appropriate liquidity aligned with future state apportionments and other public revenue sources;

NOW, THEREFORE, BE IT RESOLVED:

RESOLVED, that the Board hereby approves the extension of the MERF to MSA-7 intra-organization loan in the principal amount of **$1.31** million, with a 5-year repayment term beginning July 1, 2026, and quarterly payments thereafter, as documented in the updated loan agreement;

RESOLVED FURTHER, that the interest rate and all other material terms of the loan shall remain consistent with those previously approved by the Board, except as modified by the extended repayment schedule;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all documents, amendments, instruments, and agreements necessary or advisable to finalize and implement the loan extension;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to approve, execute, and deliver any documents, instruments, or agreements, and to take any and all actions, in the name and on

behalf of the Corporation, as may be necessary or desirable to carry out the purposes of these resolutions and the transactions contemplated thereby; and

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately upon adoption by the Board.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation, and that the foregoing is a true and correct copy of resolutions duly adopted on January 24, 2026, by the majority vote of the directors of the Corporation then in office at a duly noticed meeting of the Board of Directors held in compliance with the bylaws of the Corporation and the Ralph M. Brown Act, at which a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the 24th day of January 2026.

Jennifer Lara
Secretary

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this "Agreement") is dated as of **January 24,2026** and is entered into by and between **Magnolia Science Academy – 7 ("Borrower")** and **Magnolia Educational & Research Foundation, dba Magnolia Public Schools**, a California nonprofit public benefit corporation ("MERF" or "Lender").

RECITALS

A. Magnolia has established and is operating Borrower pursuant to the Charter Schools Act of 1992, as amended (the "Act"). Magnolia operates Borrower within Magnolia's corporate organization. The Act requires Magnolia to separately account for the assets, liabilities, revenues, expenses, and results of operations of Borrower as if it were a separate legal entity.

B. On **January 16, 2025**, the Board of Directors approved an intraorganization loan of up to $2,500,000 from Lender to Borrower. As of the date hereof, Borrower has drawn **$1,736,437** of the approved amount, which was originally scheduled to mature on **February 15, 2026**. The Board also approved the extension and revised repayment terms for the remaining authorized balance.

C. The parties desire to extend and formalize the repayment terms applicable to the remaining authorized but undrawn balance of **$1,308,806.85** by establishing a 5-year term with structured quarterly repayments beginning in **July 2026**.

D. The California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT") provides that intraorganization receivable or payable balances not fully repaid by fiscal year-end should be documented through a formal intraorganization loan agreement specifying repayment terms.

E. In accordance with FCMAT guidance, Magnolia desires to document the terms upon which the Loan shall be repaid by Borrower to Lender.

AGREEMENT

1. Loan Amount and Interest

The Extended Loan Amount, not to exceed **$1,308,806.85** , shall bear interest at a rate of **4.0% per annum**, calculated on the basis of a **360-day year** and a **30-day month**. Interest shall accrue beginning **January 1, 2026**.

No payments of principal or interest shall be required from **January 1, 2026 through June 30, 2026**

2. Repayment Terms

Commencing **July 1, 2026**, Borrower shall make quarterly payments of principal and accrued interest, due on July 15, October 15, January 15, and April 15 of each year thereafter

The loan shall mature on **June 30, 2031** (the "Maturity Date").

Borrower may prepay the loan, in whole or in part, at any time without penalty. All payments shall be applied first to accrued interest and then to outstanding principal.

An amortization schedule reflecting quarterly payments over the **5-year term** shall be attached as **Exhibit A**.

3. Subordination

Borrower's obligations under this Agreement are subordinated to all indebtedness, if any, of Borrower, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Lender:	**Borrower:**
Magnolia Research & Educational Foundation Dba Magnolia Public Schools	**Magnolia Science Academy - 7**
By:_____	By:_____
Name:_____	Name:_____
Title:_____	Title:_____



Lender	Magnolia Educational & Research Foundation dba Magnolia Public Schools
Borrower	Magnolia Science Academy- 7
Original Loan Amount	$1,736,437.11
Annual Interest Rate	4.00%
Day Count Basis	ACT/365
First Payment Date	5/15/2025
First Payment Total	$445,052.58
First Payment Interest Portion	$17,422.32
Deferral Checkpoint Date 1	1/15/2026
Repayment Start Date	7/15/2026
Amortization Term (years)	5
Payments per year	4
Pay accrued interest at repayme	YES
Derived: Quarterly Rate	1.0000%
Derived: Number of Amort Pay	20
Derived: Base Quarterly Payme	$72,527.94
Derived: Clear Accrued Interest	1

PMT #	Period Start	Payment Date	Days	Beg Principal	Beg Accrued Int	Interest Accrued	Payment	Interest Paid	Principal Paid	End Principal	End Accrued In	Notes
1	5/15/2025	5/15/2025	0	$ 1,736,437.11	$ -	$ -	$ 445,052.58	$ 17,422.32	$ 427,630.26	$ 1,308,806.85	$ -	Actual payment made
2	5/15/2025	1/15/2026	245	$ 1,308,806.85	$ -	$ 35,140.57	$ -	$ -	$ -	$ 1,308,806.85	$ 35,140.57	Accrue interest (no payment)
3	1/15/2026	7/15/2026	181	$ 1,308,806.85	$ 35,140.57	$ 25,960.99	$ 133,629.50	$ 61,101.56	$ 72,527.94	$ 1,236,278.91	$ -	Repayment begins; optional accrued interest payoff
4	7/15/2026	10/15/2026	92	$ 1,236,278.91	$ -	$ 12,464.40	$ 72,527.94	$ 12,464.40	$ 60,063.54	$ 1,176,215.36	$ -	
5	10/15/2026	1/15/2027	92	$ 1,176,215.36	$ -	$ 11,858.83	$ 72,527.94	$ 11,858.83	$ 60,669.11	$ 1,115,546.25	$ -	
6	1/15/2027	4/15/2027	90	$ 1,115,546.25	$ -	$ 11,002.65	$ 72,527.94	$ 11,002.65	$ 61,525.30	$ 1,054,020.95	$ -	
7	4/15/2027	7/15/2027	91	$ 1,054,020.95	$ -	$ 10,511.33	$ 72,527.94	$ 10,511.33	$ 62,016.61	$ 992,004.34	$ -	
8	7/15/2027	10/15/2027	92	$ 992,004.34	$ -	$ 10,001.58	$ 72,527.94	$ 10,001.58	$ 62,526.37	$ 929,477.98	$ -	
9	10/15/2027	1/15/2028	92	$ 929,477.98	$ -	$ 9,371.18	$ 72,527.94	$ 9,371.18	$ 63,156.77	$ 866,321.21	$ -	
10	1/15/2028	4/15/2028	91	$ 866,321.21	$ -	$ 8,639.48	$ 72,527.94	$ 8,639.48	$ 63,888.47	$ 802,432.74	$ -	
11	4/15/2028	7/15/2028	91	$ 802,432.74	$ -	$ 8,002.34	$ 72,527.94	$ 8,002.34	$ 64,525.60	$ 737,907.14	$ -	
12	7/15/2028	10/15/2028	92	$ 737,907.14	$ -	$ 7,439.72	$ 72,527.94	$ 7,439.72	$ 65,088.22	$ 672,818.92	$ -	
13	10/15/2028	1/15/2029	92	$ 672,818.92	$ -	$ 6,783.49	$ 72,527.94	$ 6,783.49	$ 65,744.45	$ 607,074.46	$ -	
14	1/15/2029	4/15/2029	90	$ 607,074.46	$ -	$ 5,987.58	$ 72,527.94	$ 5,987.58	$ 66,540.36	$ 540,534.10	$ -	
15	4/15/2029	7/15/2029	91	$ 540,534.10	$ -	$ 5,390.53	$ 72,527.94	$ 5,390.53	$ 67,137.41	$ 473,396.69	$ -	
16	7/15/2029	10/15/2029	92	$ 473,396.69	$ -	$ 4,772.88	$ 72,527.94	$ 4,772.88	$ 67,755.07	$ 405,641.62	$ -	
17	10/15/2029	1/15/2030	92	$ 405,641.62	$ -	$ 4,089.76	$ 72,527.94	$ 4,089.76	$ 68,438.19	$ 337,203.44	$ -	
18	1/15/2030	4/15/2030	90	$ 337,203.44	$ -	$ 3,325.84	$ 72,527.94	$ 3,325.84	$ 69,202.10	$ 268,001.34	$ -	
19	4/15/2030	7/15/2030	91	$ 268,001.34	$ -	$ 2,672.67	$ 72,527.94	$ 2,672.67	$ 69,855.27	$ 198,146.06	$ -	
20	7/15/2030	10/15/2030	92	$ 198,146.06	$ -	$ 1,997.75	$ 72,527.94	$ 1,997.75	$ 70,530.20	$ 127,615.87	$ -	
21	10/15/2030	1/15/2031	92	$ 127,615.87	$ -	$ 1,286.65	$ 72,527.94	$ 1,286.65	$ 71,241.30	$ 56,374.57	$ -	
22	1/15/2031	4/15/2031	90	$ 56,374.57	$ -	$ 556.02	$ 72,527.94	$ 556.02	$ 71,971.92	$ (15,597.35)	$ -	
Final Adj	4/15/2031	4/15/2031	0	$ (15,597.35)	$ -	$ -	$ (15,597.35)	$ -	$ (15,597.35)	$ -	$ -	One-line cleanup to zero out balances (optional)

Coversheet

Approval of Pro-Craft Change Orders Nos. 014 - 016 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

Section: III. Action Items
Item: E. Approval of Pro-Craft Change Orders Nos. 014 - 016 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project
Purpose: Vote
Submitted by:
Related Material: III_E_Pro-Craft Change Orders for the 7111 Winnetka Ave Project.pdf

Agenda Item:	III E: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Pro-Craft Change Orders Nos. 014 - 016 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

Action Proposed:

Staff recommends and moves that the Board approve change orders 14, 15 and 16 (collectively, the "**Change Orders**") from Pro-Craft Construction, Inc. ("**PCC**") in the total amount of Two Hundred Two Thousand Four Hundred Seventy One and Thirty cents ($202,471.30) for the Magnolia Science Academy-5 7111 Winnetka Avenue project (the "**Project**").

Purpose:

The purpose of this action is to approve Change Orders related to additional sitework and utilities due to revised scope required by the Los Angeles Department of Water and Power ("**LADWP**").

Background:

After a duly conducted bid process, PCC was selected as the general contractor for the Project's increment 1 scope of work. PCC was approved by the Board at its January 16, 2025 meeting. The total contract amount at that time was Three Million Nine Hundred Sixty Thousand Dollars ($3,960,000). The increment 1 scope of work is generally described as follows: "*primarily focuses on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages.*" The Board subsequently approved two change orders from PCC: (1) on July 10, 2025 it approved change order 11 in the amount of $288,762.04 and

(2) on August 7, 2025 it approved change order 12 in the amount of $611,126.71). As a result, the total contract price for PCC's scope of work before the current Change Orders was approximately $4,859,888.75. With the approval of the Current Change Orders it will be approximately $5,062,360.05.

Analysis & Impact:

The Change Orders are described as follows:

Change Order 14 – Crane Pad Regrading ($3,884)

- Weather events damaged the previously installed crane pad shortly before crane mobilization. Minor regrading was directed on a time-and-materials basis to protect the modular installation schedule.
- The scope is more particularly described in the construction manager's recommendation attached as Exhibit A.

Change Order 15 – LADWP Vaults & Conduits ($131,248)

- LADWP rejected the original electrical configuration and required underground vaults, revised conduit routing, and protective bollards. This scope was mandated by the utility authority and not included in the original bid.
- The scope is more particularly described in the construction manager's recommendation attached as Exhibit B.

Change Order 16 – Under-Building Sewer Connection ($67,339)

- City records did not accurately reflect the available sewer laterals. Once field verification occurred, a redesign was required to route the sewer beneath the building. Work proceeded on time-and-materials to avoid delaying foundations and modular placement.
- The scope is more particularly described in the construction manager's recommendation attached as Exhibit C.

Overall, these changes were necessary, non-discretionary, and required to keep the Project compliant and on schedule. None were driven by contractor error or scope expansion.

Budget Implications:

This Change Order increases the **Increment 1** budget by **$202,471.30**. While this is a significant cost, it reflects scope that was revised due to comments from LADWP. Staff acknowledges the broader project is over budget, and continues to work with Gateway and the increment 1 and increment 2 contractors to manage impacts and identify potential offsets.

Exhibits:

Exhibit A	Gateway Science & Engineering Recommendation for Approval of Change Order 14
Exhibit B	Gateway Science & Engineering Recommendation for Approval of Change Order 15
Exhibit C	Gateway Science & Engineering Recommendation for Approval of Change Order 16

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

January 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project
Prime Contract Change Order 014, Level Out Dirt for Crane Pad

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional work related to the crane pad. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Pro Craft's Increment 1 scope of work included installation of crane pad for the modular building crane deployment. This work was completed in June 2025.

During weather storms in October 2025 and November 2025 the crane pad was damaged. Since Pro-Craft earthmoving equipment was present at the site, GSE directed Pro-Craft to restore the crane pad on Time and Material basis to ensure the deployment of the crane remained on schedule. Cost of completed work is $3,884.58

Scope of Work
The scope of work included grading and leveling out the dirt on and around the crane pad.

Analysis and Cost
We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #014

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #014: CE #014 - Level Out Dirt for Crane Pad

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	1/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Existing Condition
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$3,884.58

DESCRIPTION:
CE #014 - Level Out Dirt for Crane Pad
Time and Material Costs related to out-of-scope crane pad work

ATTACHMENTS:
24262. - COR #0036 TM to grade out and level dirt for crane.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #014 - Level out Dirt for Crane Pad	$3,884.58
		Grand Total:	**$3,884.58**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$882,160.30
The contract sum prior to this Change Order was	$4,842,160.30
The contract sum would be changed by this Change Order in the amount of	$3,884.58
The new contract sum including this Change Order will be	$4,846,044.88
The contract time will not be changed by this Change Order.	

Roberto Marquez (DLR Group)

SIGNATURE **DATE**

Magnolia Public Schools

SIGNATURE **DATE**

Pro-Craft Construction
500 Iowa Street
Redlands, California

SIGNATURE **DATE**

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 12/09/2025
PCO#: 0036
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: T&M to grade out and level dirt for crane

T&M to grade out and level dirt for crane

Exclusions: Contract exclusions apply.

Proposed Change Order Amount	**$3,884.58**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **01/03/2025** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 12/9/2025
CO# 36
RELATED DOC: Gateway request

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	8.05	$114.98	$925.59
Plumber	-	$108.50	$0.00
Operator	7.15	$113.90	$814.39
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$1,739.97

MATERIAL				
Description	QTY	Unit Price		Total
Material (See Detail)	-	$	-	$0.00
	-	$	-	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Sub Total				$0.00
Sales Tax			9.50%	$0.00
MATERIAL SUBTOTALS				$0.00

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	8.05	$65.00	$523.25
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	16.00	$73.88	$1,182.08
			$0.00
			$0.00
EQUIPMENT SUBTOTAL			$1,705.33

SUBCONTRACTOR	Total
	$0.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$0.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$1,739.97
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$1,705.33
			SUBCONTRACTOR SUBTOTAL	$0.00
			COST SUBTOTAL	$3,445.30
		10%	LABOR OH&P	$174.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$170.53
		10%	SUB OH&P	$0.00
			COST W/MARKUP SUBTOTAL	$3,789.83
		2.5%	**Bonds & Ins.**	$94.75
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$3,884.58

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 3, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.036

TICKET# 1 of 2
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Started moving dirt and leveling off pad where crane is to set up . Removed spoils and spread spoils around to the same elevation as crane pad.

MATERIAL

	QTY:	DESCRIPTION:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Osrick Avila	Operator	7.15		
2					
3					
4					
5					
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	BH-21	New Holland Backhoe	1	7.15	✔	
2						
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 4, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB#: 24262
COST CODE: 90.036

TICKET# 2 of 2
IS WORK COMPLETE: (•) YES ( ) NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Finished leveling off dirt pad for crane. Leveled off to the same elevation as crane pad. Removed excess spoils and stored against block wall.

MATERIAL

	QTY:	DESCRIPTION:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	8.05		
2					
3					
4					
5					
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	BH-21	New Holland Backhoe	1		✔	
2						
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Powered by BoardOnTrack

GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

January 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project
Prime Contract Change Order 015, Updated LADWP P-Drawings

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional work related to LADWP requested changes and additions. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Gateway Science and Engineering (GSE) and DLR Group met with the LADWP Service Representative in June for a pre-construction meeting to review the switchgear design. During this meeting, LADWP rejected the contract drawings for non-compliance.

LADWP specified that the existing underground conduits must connect to pad-mounted switchgear via underground electrical vaults. These vaults were not included in the original DLR design or the bid documents. Additionally, LADWP requested the design of protective bollards, a redesign of the switchgear configuration based on voltage requirements, and the rerouting of underground conduits.

In October 2025, LADWP provided approved P-drawings. GSE subsequently requested pricing from Pro-Craft for this additional scope. The cost of this Change Order is $131,247.86.

Scope of Work
The scope of work includes the excavation, procurement and installation of the underground vaults along with the required conduits and protective barriers.

Analysis and Cost
We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #015

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #015: CE #015 - Updated P-Drawings (LADWP)

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	1/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$131,247.86

DESCRIPTION:
CE #015 - Updated P-Drawings (LADWP)
LADWP-requested changes to transformer pad

ATTACHMENTS:
24262. - COR #0034 CCD-2r2-updated civils-LADWP vaults and conduits.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #013 - Updated LADWP P-Drawings	$131,247.86
		Grand Total:	**$131,247.86**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$882,160.30
The contract sum prior to this Change Order was	$4,842,160.30
The contract sum would be changed by this Change Order in the amount of	$131,247.86
The new contract sum including this Change Order will be	$4,973,408.16
The contract time will not be changed by this Change Order.	

Roberto Marquez (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 12/12/2025
PCO#: 0034
www.procraftci.com

PRO-CRAFT

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: CCD-2r2-updated civils-LADWP vaults and conduits

CCD-2r2-updated civils-LADWP vaults x-2, conduits, barrier posts. Includes excavation, procurement and installation for vaults, conduits and barrier posts. Grounding wire for barrier posts included, terminated with coils inside the vault per details.

Exclusions: Contract exclusions apply.
-Transformer
-concrete flat work, pads, etc.
-staging area
-Ground Metal enclosure
-fencing, including fence grounding
-switchgear
-work within iinside or vault, supply or pulling wire.
-final connections by others
-

Proposed Change Order Amount **$131,247.86**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **01/09/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 12/12/2025
CO# 34
RELATED DOC: LADWP vaults/conduits

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	100.00	$114.98	$11,498.00
Plumber	285.00	$108.50	$30,922.50
Operator	75.00	$113.90	$8,542.50
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$50,963.00

MATERIAL Description	QTY	Unit Price	Total
Material (See Detail)	1.00	$ 45,447.11	$45,447.11
concrete	1.00	$ 2,500.00	$2,500.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Sub Total			$47,947.11
Sales Tax		9.50%	$4,554.98
MATERIAL SUBTOTALS			$52,502.09

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	100.00	$65.00	$6,500.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	75.00	$85.88	$6,441.00
			$0.00
			$0.00
EQUIPMENT SUBTOTAL			$12,941.00

SUBCONTRACTOR	Total
	$0.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$0.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$50,963.00
			MATERIAL SUBTOTAL	$52,502.09
			EQUIPMENT SUBTOTAL	$12,941.00
			SUBCONTRACTOR SUBTOTAL	$0.00
			COST SUBTOTAL	$116,406.09
		10%	LABOR OH&P	$5,096.30
		10%	MATERIAL OH&P	$5,250.21
		10%	EQUIP OH&P	$1,294.10
		10%	SUB OH&P	$0.00
			COST W/MARKUP SUBTOTAL	$128,046.69
		2.5%	**Bonds & Ins.**	$3,201.17
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$131,247.86

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

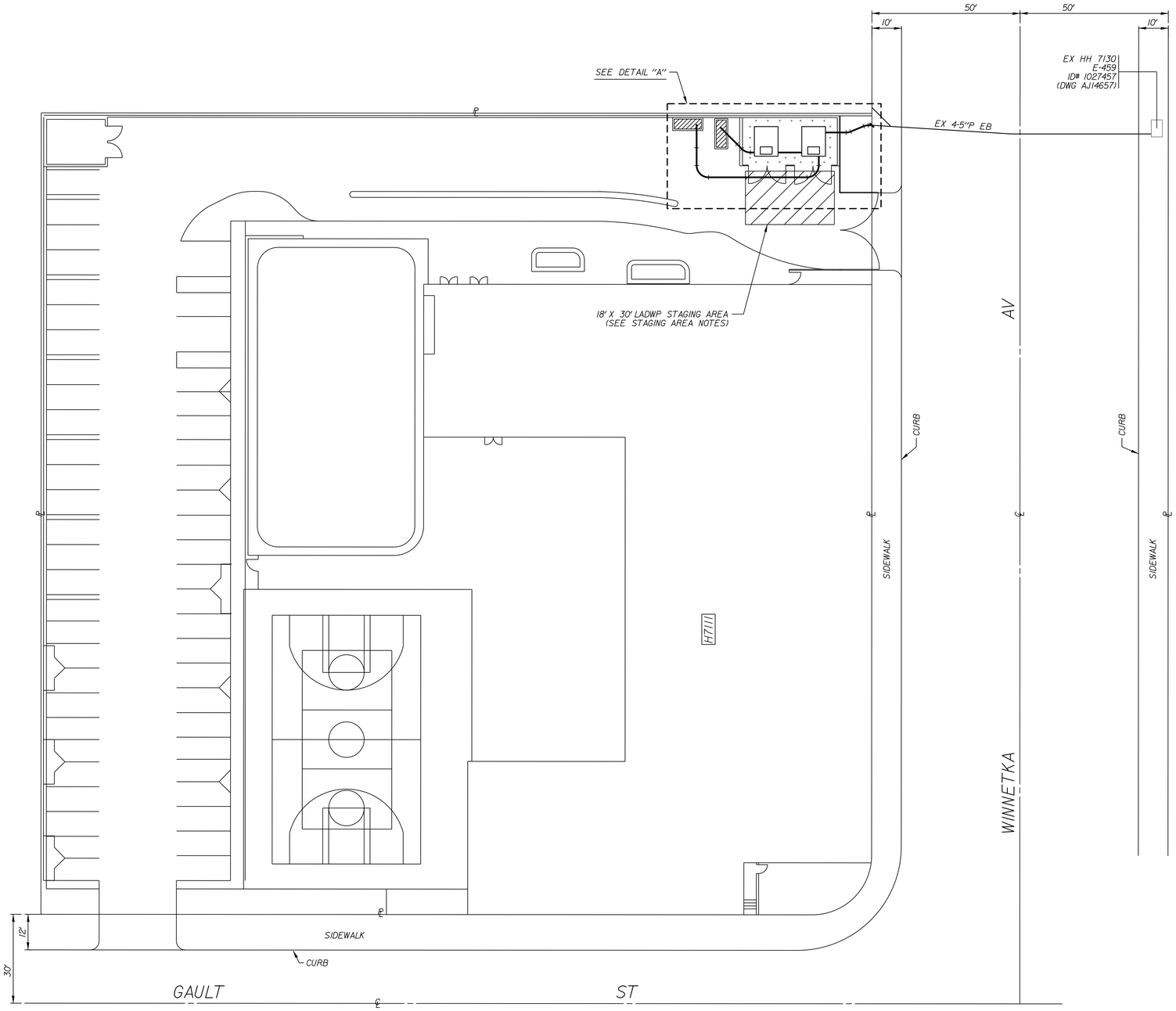
Detail 1.1

Company: Pro-Craft Construction, Inc.
JobName: 24262-34
Material Set: 0.5
Labor Set: Full Boat
Run Date: 12/12/2025 8:15
Sort Key: By Area/System ☐ Subtotals

Area/System	Qty	Size	Description	Matl Group	Wt	Unit Price	Matl Disc	Net Price	Net Total	Unit Hours	Adj Hours	Job Fact	Job Total
site/LADWP	20	4	Sch 80 PVC PE Pipe	pvc80p	56.7	$ 28.00	1.20	$ 33.60	$ 672.00	0.12	2.4	1.00	2.4
site/LADWP	1	4	PVC Sch 80 Coupling	pvc80m	0.0	$ 114.23	0.50	$ 57.57	$ 57.57	0.51	0.5	1.00	0.5
site/LADWP	2	4	PVC Solvent Weld Joints	joint	0.0	$ 0.52	1.00	$ 0.52	$ 1.04	0.00	0.0	1.00	0.0
site/LADWP	4	<None>	522BENDS 5" 22* bends	job	0.0	$ 17.25	1.00	$ 17.25	$ 69.00	0.50	2.0	1.00	2.0
site/LADWP	4	<None>	545BENDS 5" 45* bends	job	0.0	$ 23.95	1.00	$ 23.95	$ 95.80	0.50	2.0	1.00	2.0
site/LADWP	10	<None>	590BENDS 5" 90* bends	job	0.0	$ 35.22	1.00	$ 35.22	$ 352.20	0.50	5.0	1.00	5.0
site/LADWP	300	<None>	5CONDUIT 5" conduit	job	0.0	$ 4.20	1.00	$ 4.20	$ 1,260.00	0.15	45.0	1.00	45.0
site/LADWP	28	<None>	GALV.BUMPERPOSTS 5" x 84" Galv. Bumper posts	job	0.0	$ 580.00	1.00	$ 580.00	$ 16,240.00	2.50	70.0	1.00	70.0
site/LADWP	2	<None>	LADWPVAULTS LADWP vaults	job	0.0	#########	1.00	#########	$ 20,500.00	32.00	64.0	1.00	64.0
site/LADWP	1	<None>	MISC.HARDWARE Misc.hardware for calweld	job	0.0	$ 820.00	1.00	$ 820.00	$ 820.00	8.00	8.0	1.00	8.0
site/LADWP	1	<None>	ROCK 1" rock	job	0.0	$ 1,350.00	1.00	$ 1,350.00	$ 1,350.00	5.00	5.0	1.00	5.0
site/LADWP	110	<None>	SAND Sand Per LF	user1	0.0	$ 6.50	1.00	$ 6.50	$ 715.00	0.05	5.5	1.00	5.5
site/LADWP	8	<None>	SSGROUNDROD 5/8" x 8' SS grounding rod	job	0.0	$ 210.25	1.00	$ 210.25	$ 1,682.00	2.00	16.0	1.00	16.0
site/LADWP	200	<None>	TINNEDBARECOPPPE 2/0 tinned bare copper	job	0.0	$ 6.25	1.00	$ 6.25	$ 1,250.00	0.15	30.0	1.00	30.0
site/LADWP	110	<None>	TT Tracer Tape Per LF	user1	0.0	$ 0.20	1.00	$ 0.20	$ 22.00	0.00	0.2	1.00	0.2
site/LADWP	110	<None>	TW Tracer Wire Per LF	user1	0.0	$ 0.55	1.00	$ 0.55	$ 60.50	0.00	0.2	1.00	0.2
site/LADWP	2	<None>	VAULTEXCAVATION excavation of vaults	job	0.0	$ 150.00	1.00	$ 150.00	$ 300.00	8.00	16.0	1.00	16.0
site/LADWP	1100	<None>	XXEXBF Estimating ONLY Excavation& Backfill per Cubic Foot	user1	0.0	$ -	1.00	$ -	$ -	0.01	11.0	1.00	11.0
site/LADWP	1100	<None>	XXEXBFO Estimating ONLY Oiler Excavate & Backfill per Cubic Foot	user1	0.0	$ -	1.00	$ -	$ -	0.01	11.0	1.00	11.0
					56.7				**$ 45,447.11**		**293.9**		**293.9**

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CUST	1
ENGR (DM)	2
ESR (104)	2
DDFT	1
FILE	1
TOTAL	7



FOR LOCATION OF EXISTING UNDERGROUND SUBSTRUCTURES, NOTIFY
THE UNDERGROUND SERVICE ALERT OF SOUTHERN CALIFORNIA

DIGALERT

CONTACT DIGALERT AT
WWW.DIGALERT.ORG OR 811
AT LEAST TWO WORKING DAYS
BEFORE YOU DIG

UNDERGROUND SERVICE ALERT OF SOUTHERN CALIFORNIA

THIS COMMITMENT IS VALID FOR SIX MONTHS ONLY, ANY CHANGE IN LOAD OR DESIGN WILL REQUIRE REVISED PLANS TO BE SUBMITTED FOR RE-EVALUATION

CURVE DATA			
(1)	Δ = 22.5°	R = 4'	L = 1.57'
(2)	Δ = 90°	R = 4'	L = 6.28'
(3)	Δ = 45°	R = 4'	L = 3.14'

1"=20'

INSPECTION

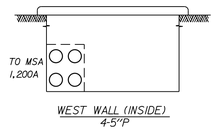
1. *FULL INSPECTION AND APPROVAL BY A LOS ANGELES DEPARTMENT OF WATER AND POWER (LADWP) ELECTRIC SERVICE REPRESENTATNE IS REQUIRED PRIOR TO THE INSTALLATION OF CABLE AND EQUIPMENT.*
2. *NOTIFY THE LADWP ELECTRIC SERVICE REPRESENTATNE FOR AREA 104 TELEPHONE NUMBER (818) 771-4136, FIVE (5) NORMAL WORKING DAYS IN ADVANCE OF CONSTRUCTION.*
3. *THE CUSTOMER SHALL ARRANGE FOR ELECTRICAL INSPECTION BY THE LOS ANGELES DEPARTMENT OF BUILDING AND SAFETY FOR THEIR ELECTRICAL WORK. THE SERVICE WILL NOT BE ENERGIZED UNTIL NOTIFICATION OF APPROVAL HAS BEEN RECEIVED BY THE LADWP.*

GENERAL

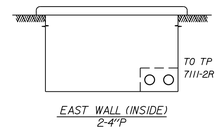
1. *ALL FACILITIES MUST BE PROVIDED AND INSTALLED IN ACCORDANCE WITH THE LADWP'S ELECTRIC SERVICE REQUIREMENTS.*
2. *CONDUITS AND STRUCTURES SHALL BE INSTALLED PER LADWP'S UNDERGROUND CONSTRUCTION STANDARD (UGCS), AND PER LADWP'S UNDERGROUND SPECIFICATION 104 AND APPENDIX I AS LAST REVISED.*
3. *THE CUSTOMER WILL BE RESPONSIBLE FOR PROVIDING GENERATORS OR AN ALTERNATE SOURCE OF POWER DURING THE CUTOVER FROM TEMPORARY TO PERMANENT SERVICE.*

SCHEDULE

1. *IN ORDER TO AVOID SCHEDULING DELAYS IN THE INSTALLATION OF LADWP EQUIPMENT FOR YOUR PROJECT, THE CUSTOMER MUST COMPLETE THE INSTALLATION AND LADWP'S INSPECTION OF THE CONDUIT, SUBSTRUCTURES, AND SWITCHBOARDS A MINIMUM OF SIX (6) WEEKS PRIOR TO THE RELEASE FROM THE LOS ANGELES DEPARTMENT OF BUILDING AND SAFETY.*
2. *LADWP WILL INSTALL ELECTRICAL METERS AND ENERGIZE THE ELECTRICAL SERVICE TYPICALLY WITHIN TEN (10) WORKING DAYS, AFTER ALL RELEASES HAVE BEEN OBTAINED FROM BOTH LADWP AND THE LOS ANGELES DEPARTMENT OF BUILDING AND SAFETY.*
3. *THE CUSTOMER MUST SUBMIT A SERVICE APPLICATION FOR EACH METER TO THE LADWP COMMERCIAL RESOURCE CENTER AT 1-800-499-8840 PRIOR TO THE METER INSTALLATION IN ORDER FOR THE SERVICE TO BE TURNED ON.*

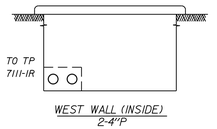


WEST WALL (INSIDE)
4-5"P

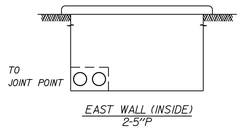


EAST WALL (INSIDE)
2-4"P

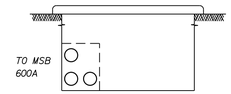
TP 7111-IR



WEST WALL (INSIDE)
2-4"P



EAST WALL (INSIDE)
2-5"P



SOUTH WALL (INSIDE)
3-5"P

TP 7111-2R

CONDUIT

1. *PRIMARY CONDUITS: 2-4" AND 2-5" PLASTIC ENCASED BURIED TYPE (EB-35) CONDUITS ENCASED IN 3" OF CONCRETE. MINIMUM COVER FROM TOP OF CONCRETE ENVELOPE TO FINISHED GRADE, EXCEPT AT TRANSFORMER PAD, SHALL BE 30 INCHES IN PAVED AREAS AND 36 INCHES IN LANDSCAPED AREAS. WHEN TERMINATING CONDUIT FOR SUBSEQUENT CONNECTION BY THE LADWP, THE DEPTH AT THE PROPERTY LINE MUST BE A MINIMUM OF 30 INCHES. DEPTH MEASUREMENTS AT PROPERTY LINE ARE TO BE TAKEN FROM GUTTER GRADE.*
2. *SECONDARY CONDUITS: 5" PLASTIC DIRECT BURIED TYPE (DB-120) CONDUITS. CONDUITS SHALL HAVE A MINIMUM COVER OF 24 INCHES.*
3. *WHEN THE PRIMARY CONDUITS ARE BEING INSTALLED ON FILLED GROUND, FOUR #4 REINFORCING BARS SHALL BE INSTALLED IN THE CONCRETE ENVELOPE.*
4. *WHEN SECONDARY CONDUITS ARE INSTALLED UNDER A BUILDING THEY MUST BE ENCASED IN 3" OF CONCRETE.*
5. *WHEN INSTALLING CONDUITS THROUGH A WALL, GALVANIZED SLEEVES ARE REQUIRED.*
6. *FIVE-INCH CONDUIT RADIUS BENDS MAY NOT BE STOCKED BY LOCAL SUPPLIERS AND MUST BE ORDERED AT LEAST FOUR WEEKS IN ADVANCE OF CONSTRUCTION. BENDS AND OFFSETS MADE BY USING ANGLE OR OFFSET COUPLINGS WILL NOT BE ACCEPTED.*
7. *ALL PLASTIC CONDUIT SHALL BE IN ACCORDANCE WITH RECOGNIZED STANDARDS. FOR PVC THE STANDARD IS ASTM F-512 AS LAST REVISED. CONDUIT MAY BE SUBJECTED TO TESTING BY THE LADWP AT THE REQUEST OF THE LADWP ELECTRIC SERVICE REPRESENTATNE.*
8. *CONDUIT SHALL BE MANDRELLED WITH A MANDREL PROVIDED BY THE LADWP. INSTALL A FLAT, WOVEN MULTI-FIBER POLYESTER RIBBON, MINIMUM 3/8-INCH NOMINAL WIDTH AND 1250 POUND MINIMUM TENSILE STRENGTH PULLING TAPE IN ALL DUCTS. THE PULLING TAPE SHALL BE PRINTED WITH THE RATED TENSILE STRENGTH AND SEQUENTIAL FOOTAGE MARKINGS WITH LEGIBLE AND STABLE PRINT. THE TAPE SHALL BE IN ONE CONTINUOUS LENGTH THROUGH EACH DUCT WITH NO CUTS, SPLICES OR TIES ALLOWED.*

STRUCTURE

1. *PROVIDE AND INSTALL TWO 8' X 10' TRANSFORMER PADS WITH HANDHOLES AND PROTECTIVE BARRIERS IN ACCORDANCE WITH LADWP UGCS P721-100-00.8) AND UB721-07 GROUP 1 AS LAST REVISED.*
2. *THE CONDUIT, STRUCTURES, AND SERVICE POINT SHALL BE LOCATED AS SHOWN UNLESS CHANGES ARE APPROVED BY THE LADWP DESIGN ENGINEER AND CONFIRMED BY THE CUSTOMER.*

STAGING AREA

1. *THE CUSTOMER'S STAGING AREA MUST BE BUILT TO SUSTAIN A MINIMUM LOAD CAPACITY OF 24 TONS PER LADWP UGCS P721-004. & -00.5.*
2. *THE LADWP REQUIRES A PERMANENT STAGING AREA FOR THE INSTALLATION AND MAINTENANCE OF THE LADWP TRANSFORMER IN THE CUSTOMER'S PROPOSED LOCATION. ANY REPAIRS NECESSARY TO THE CUSTOMER'S DRIVEWAYS AND SURFACE MATERIALS DURING THE INSTALLATION AND FUTURE MAINTENANCE OF THIS TRANSFORMER WILL BE THE RESPONSIBILITY OF THE PROPERTY OWNER.*

FAULT CURRENT

THE MAXIMUM AVAILABLE SYMMETRICAL FAULT CURRENT AT THE RESPECTIVE SERVICE POINTS WILL BE AS FOLLOWS:

SERVICE	AMPS	VOLTAGE	PHASE	WIRE	FAULT CURRENT
MSA	1,200A	208Y/120V	3ϕ	4W	65,000A
MSB	600A	480Y/277V	3ϕ	4W	30,000A

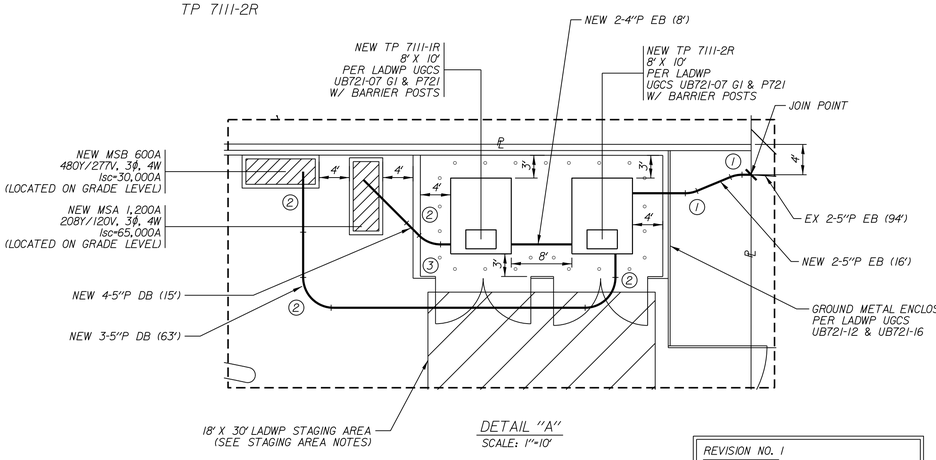
SWITCHBOARD APPROVAL

PRIOR TO FABRICATION OF NONSTANDARD SWITCHBOARDS AND SWITCHBOARDS RATED ABOVE 800AMPS, THE MANUFACTURER MUST SUBMIT DRAWINGS SHOWING PROPOSED SERVICE AND METERING FACILITIES THROUGH EMAIL TO:

MR DIOSDADO MISA
DIOSDADO.MISA@LADWP.COM

CUSTOMER CHARGES

1. *THE LADWP WILL BILL THE CUSTOMER $17,097.25 FOR TRANSFORMER 1 DEPOSIT FEE. DEPOSIT FEE IS ELIGIBLE FOR REFUND AFTER FIVE YEARS PER LADWP RULE 16-E, ELECTRIC SYSTEM OF THE RULES GOVERNING WATER AND ELECTRIC SERVICE. ANY CLAIM FOR THE REFUND MUST BE MADE BEFORE ONE YEAR FOLLOWING THE END OF THE FIVE-YEAR PERIOD.*
2. *THE LADWP WILL BILL THE CUSTOMER $17,472.59 FOR TRANSFORMER 2 DEPOSIT FEE. DEPOSIT FEE IS ELIGIBLE FOR REFUND AFTER FIVE YEARS PER LADWP RULE 16-E, ELECTRIC SYSTEM OF THE RULES GOVERNING WATER AND ELECTRIC SERVICE. ANY CLAIM FOR THE REFUND MUST BE MADE BEFORE ONE YEAR FOLLOWING THE END OF THE FIVE-YEAR PERIOD.*
3. *THE LADWP WILL BILL THE CUSTOMER $1,038.98 FOR RE-DESIGN.*



DETAIL "A"
SCALE: 1"=10'

REVISION NO. 1

THIS DRAWING SUPERSEDES THE COMMITMENT MADE ON MAR 7, 2025

REFERENCES

CCEST 2521046 (ORIGINAL)
CCEST 2959920 (REV 1)

No.	DATE	INIT'L	REVISION	APP'V'D
1	10/01/25	DM/EJ	MOVE MSA & MSB	VP/DJP

CITY OF LOS ANGELES
DEPARTMENT OF
WATER AND POWER
POWER SYSTEM ENGINEERING

DESIGN	DMISA	PHONE	(818) 771-4033
O.K.	ORIGINAL SIGNED BY D PINTO	DRAFTING	M AUDIJE
APPROVED	ORIGINAL SIGNED BY S MENENDEZ/DJP	DATE	MAR 7, 2025

WR #	PROJECT #	TG #
2959920	P310805	530-E5

4.8KV CUSTOMER REQUIREMENTS
7111 WINNETKA AV
MAGNOLIA SCIENCE ACADEMY

24P0291 | SHEET 1 OF 1

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GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

January 15, 2026

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5 Project
Prime Contract Change Order 016, Under Building Sewer Addition

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the addition of a sewer line under the modular building. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The DLR sewer design was originally based on historical drawings from the LA Bureau of Engineering, which indicated two active sewer laterals within the MSA 5 borders. The northern lateral was initially selected for the bid documents as it offered a shorter, more cost-effective run.

However, during Increment 1 exploration, the northern lateral could not be located. Since the depth and location of the southern lateral were found to be acceptable for building sewer line connection, Silver Creek and DLR redesigned the connection to utilize that point.

Due to the urgency of completing the installation in the short window between the foundation completion and the modular building placement, Pro-Craft was directed to perform this work on a time and materials basis. The cost of additional work is $67,338.86.

Scope of Work
The scope of work includes the installation of a PVC sewer line underneath the modular building foundation along with sewer cleanouts.

Analysis and Cost
We have reviewed Pro-Craft's proposed Change Order and find it fair and reasonable.

Based upon the information above and attached, we recommend approving this Change Order as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #016

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-123228 - Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

Prime Contract Change Order #016: CE #016 - Under Building Sewer Addition

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	1/15/2026	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Pro-Craft Construction Contract
		TOTAL AMOUNT:	$67,338.86

DESCRIPTION:
CE #016 - Under Building Sewer Addition
Addition of sewer line under modular building

ATTACHMENTS:
24262. - COR #0035 TM for added sewer per design change.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #016 - Under Building Sewer Addition	$67,338.86
		Grand Total:	**$67,338.86**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$882,160.30
The contract sum prior to this Change Order was	$4,842,160.30
The contract sum would be changed by this Change Order in the amount of	$67,338.86
The new contract sum including this Change Order will be	$4,909,499.16
The contract time will not be changed by this Change Order.	

Roberto Marquez (DLR Group)

SIGNATURE **DATE**

Magnolia Public Schools

SIGNATURE **DATE**

Pro-Craft Construction
500 Iowa Street
Redlands, California

SIGNATURE **DATE**

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 12/18/2025
PCO#: 0035
www.procraftci.com

To:	James Villanueva Gateway Science & Engineering 300 North Lake Ave, 12th Floor Pasadena, CA. 91101	**From:**	Joey Gladish Pro-Craft Construction, Inc. 500 Iowa Street Redlands, CA 92373
Phone:	626-696-1600	**Phone:**	909-790-5222
Email:	jvillanueva@gateway-sci-eng.com	**Email:**	jgladish@procraftci.com

Description of Change: T&M for added sewer per design change

T&M for added sewer per design change within Modulars

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$67,338.86**

Standard Terms and Conditions of the Subcontract apply, including all exclusions. Additional Time required, does not include contract extension.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, disruptions, rescheduling, and change in the sequence of work, delays and /or associate acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades, which may be required to complete this change order, is not a part of this change proposal.

This cost proposal is valid until **01/16/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

CHANGE ORDER REQUEST

PRO-CRAFT

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 12/18/2025
CO# 36
RELATED DOC: Gateway request

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	53.00	$114.98	$6,093.94
Plumber	253.00	$108.50	$27,450.50
Operator	31.00	$113.90	$3,530.90
Pipelayer	-	$88.58	$0.00
Laborer	-	$93.09	$0.00
Superintendent	-	$126.16	$0.00
Procurement & Delivery			$0.00
Asbuilts			$0.00
Clean Up			$0.00
Equipment Delivery			$0.00
LABOR SUBTOTALS			$37,075.34

MATERIAL				
Description	QTY	Unit Price		Total
Material (See Detail)	1.00	$	13,016.90	$13,016.90
	-	$	-	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Sub Total				$13,016.90
Sales Tax			9.50%	$1,236.61
MATERIAL SUBTOTALS				$14,253.51

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	8.00	$73.88	$591.04
mini-excavator	56.00	$84.36	$4,724.16
skid steer	56.00	$55.00	$3,080.00
EQUIPMENT SUBTOTAL			$8,395.20

SUBCONTRACTOR	Total
	$0.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$0.00

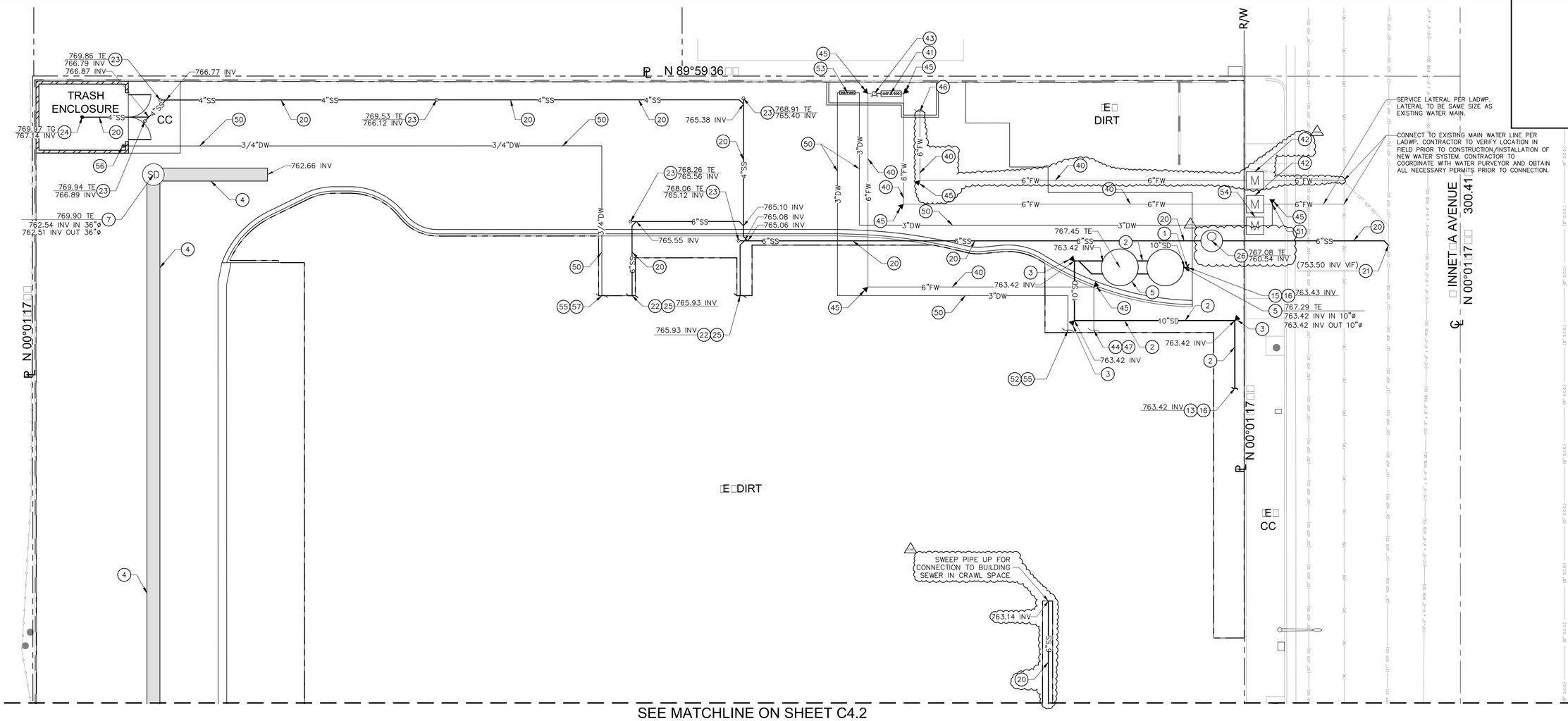
COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$37,075.34
			MATERIAL SUBTOTAL	$14,253.51
			EQUIPMENT SUBTOTAL	$8,395.20
			SUBCONTRACTOR SUBTOTAL	$0.00
			COST SUBTOTAL	$59,724.05
		10%	LABOR OH&P	$3,707.53
		10%	MATERIAL OH&P	$1,425.35
		10%	EQUIP OH&P	$839.52
		10%	SUB OH&P	$0.00
			COST W/MARKUP SUBTOTAL	$65,696.45
		2.5%	**Bonds & Ins.**	$1,642.41
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$67,338.86

PRO-CRAFT CONSTRUCTION INC.
HQ:500 Iowa St. Redlands, CA 92373 • 444 S Brand Blvd. Ste 202 San Fernando, CA 91340
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Detail

Company: Pro-Craft Construction, Inc.
JobName: 24262-35
Run Date: 12/18/2025 7:58
Sort Key: By Area/System ☐ Subtotals

Area/System	Qty	Size	Description		Net Total
under modulers/DWV	260	6	Sch 40 PVC DWV PE Pipe	$	7,025.50
under modulers/DWV	13	6	PVC DWV Coupling	$	312.49
under modulers/DWV	2	6	PVC DWV Street 1/8 Bend	$	127.99
under modulers/DWV	3	6	PVC DWV Wye	$	255.57
under modulers/DWV	5	6	PVC DWV 1/4 Bend	$	308.21
under modulers/DWV	6	6	PVC DWV 1/8 Bend	$	324.12
under modulers/DWV	229	6	PVC Solvent Weld Joints	$	348.08
under modulers/DWV	4	<None>	6RISERCLAMPS 6" riser clamps	$	154.44
under modulers/DWV	5	<None>	JMCP6 JIM CAP 6"	$	72.50
under modulers/DWV	8	<None>	PVCGRAY PVC GLUE GRAY	$	328.00
under modulers/DWV	8	<None>	PVCPRMR PVC PRIMER	$	200.00
under modulers/DWV	40	<None>	SANDB San Bedding Per Yard Bldg.	$	1,760.00
under modulers/DWV	1	<None>	SLURRY slurry	$	1,800.00
				$	**13,016.90**



SEE MATCHLINE ON SHEET C4.2

CONSTRUCTION NOTES

STORM DRAIN

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. REFER TO DETAIL 4 ON SHEET C5.1.
2. INSTALL AWWA C900 PVC, PRESSURE CLASS 305(DR14) LINE PER DETAIL 4 ON SHEET C5.1. REFER TO PLAN FOR SIZES.
3. INSTALL CONCRETE THRUST BLOCK AND TIES FOR PRESSURIZED STORM WATER LINE. REFER TO DETAIL 1 ON SHEET C5.1.
4. INSTALL ADS N-12 WT, 36" PIPE. REFER TO DETAIL 3 ON SHEET C5.2. MINIMUM COVER FOR ADS N-12 WT PIPE IS 12".
5. INSTALL DUPLEX PUMP LIFT STATION PER DETAIL 1 ON SHEET C5.3.
7. INSTALL STORM DRAIN MANHOLE. REFER TO DETAIL 1 ON SHEET C5.2.
13. PROVIDE A 10" STUB OUT FOR FUTURE CONNECTION TO THE PLANTER BOXES.
15. PROVIDE A 10" STUB OUT FOR FUTURE CONNECTION TO PROPOSED TRENCH DRAIN.
16. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.

SANITARY SEWER

20. INSTALL PVC SCHEDULE 40 DWV SANITARY SEWER LINE PER DETAIL 4 ON SHEET C5.1. SEE PLAN FOR SIZES.
21. CONNECT TO EXISTING MAIN SANITARY SEWER LINE. VERIFY SIZE IN FIELD AND PROVIDE REDUCING FITTINGS AND COUPLINGS AS NEEDED. CONTRACTOR TO VERIFY LOCATION IN FIELD PRIOR TO CONSTRUCTION/INSTALLATION OF SANITARY SEWER SYSTEM. CONTRACTOR TO OBTAIN ALL NECESSARY PERMITS PRIOR TO CONNECTION.
22. PROVIDE A 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
23. INSTALL SEWER CLEANOUT. REFER TO DETAIL 4 ON SHEET C5.2.
24. INSTALL AREA DRAIN. REFER TO DETAIL 7 ON SHEET C5.0.
25. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.
26. INSTALL SEWER MANHOLE PER DETAIL SPPWC 200-4.

FIRE WATER

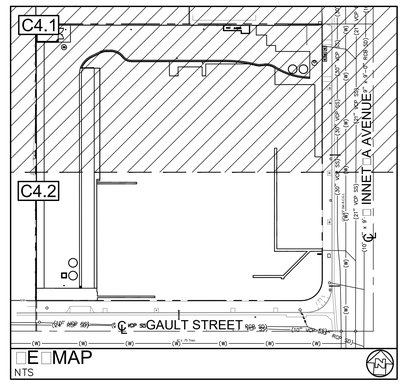
40. INSTALL 6" AWWA C900 PVC, PRESSURE CLASS 305(DR14) FIRE WATER LINE PER DETAIL 4 ON SHEET C5.1.
41. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY. REFER TO DETAIL 2 AND 5 ON SHEET C5.1.
42. INSTALL 6" WATER METER. COORDINATE WITH WATER PURVEYOR.
43. INSTALL FIRE DEPARTMENT CONNECTION. REFER TO DETAIL 5 ON SHEET C5.1.
44. PROVIDE 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
45. INSTALL NEW CONCRETE THRUST BLOCK. REFER TO DETAIL 1 ON SHEET C5.1.
46. PROVIDE 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED FIRE HYDRANT.
47. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.

DOMESTIC WATER

50. INSTALL NEW AWWA C900 PVC DOMESTIC WATER LINE PER DETAIL 4 ON SHEET C5.1.
51. CONNECT 3" DOMESTIC WATER LINE TO SERVICE LATERAL PER LADWP. COORDINATE WITH WATER PURVEYOR.
52. PROVIDE A 3" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.
53. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY. REFER TO DETAIL 3 ON SHEET C5.1.
54. INSTALL 3" WATER METER. COORDINATE WITH WATER PURVEYOR.
55. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.
56. INSTALL ACORN NO.8121-CP "BENT NOSE WITH FLANGE" HOSE BIBB, WALL MOUNTED, CHROME-PLATED POLISHED, WITH INTEGRAL VACUUM BREAKER, LOOSE KEY OPERATION.
57. PROVIDE A 3/4" STUB OUT FOR FUTURE CONNECTION TO PROPOSED BUILDING.

SHEET NOTES

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
3. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
4. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY ALL SURFACE AND/OR UNDERGROUND UTILITIES IN CONFLICT WITH THE PROPOSED DEMOLITION AND DESIGN ITEMS. CONTRACTOR SHALL REPORT ANY DISCREPANCIES AND/OR CONSTRUCTION RELATED ISSUES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
5. CONTRACTOR TO VERIFY IN FIELD THE JOINING TO EXISTING ELEVATION AND THE CURRENT SITE CONDITION WITH THE DESIGN GRADES. CONTRACTOR SHALL REPORT ANY DISCREPANCIES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
6. CONTRACTOR TO REFER TO SPECIFICATIONS FOR THE REQUIRED COVER OF THE PROPOSED WATER LINES. CONTRACTOR SHALL REFER TO INCREMENT 2 GRADING PLAN FOR FINISH SURFACE ELEVATION.
7. EXISTING GAS LINE AND METER SHALL BE REMOVED IN ITS ENTIRETY. CONTRACTOR SHALL COORDINATE WITH SOUTHERN CALIFORNIA GAS COMPANY PRIOR TO REMOVAL.



ENLARGED SITE UTILITY PLAN

SCALE: 1"=10'

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — MICHAEL C. FOSTER — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
601 S. Palm Ave.
Alhambra, CA 91754
Tel. 323.739.0043
Fax. 323.739.0045

MAGNOLIA PUBLIC SCHOOLS

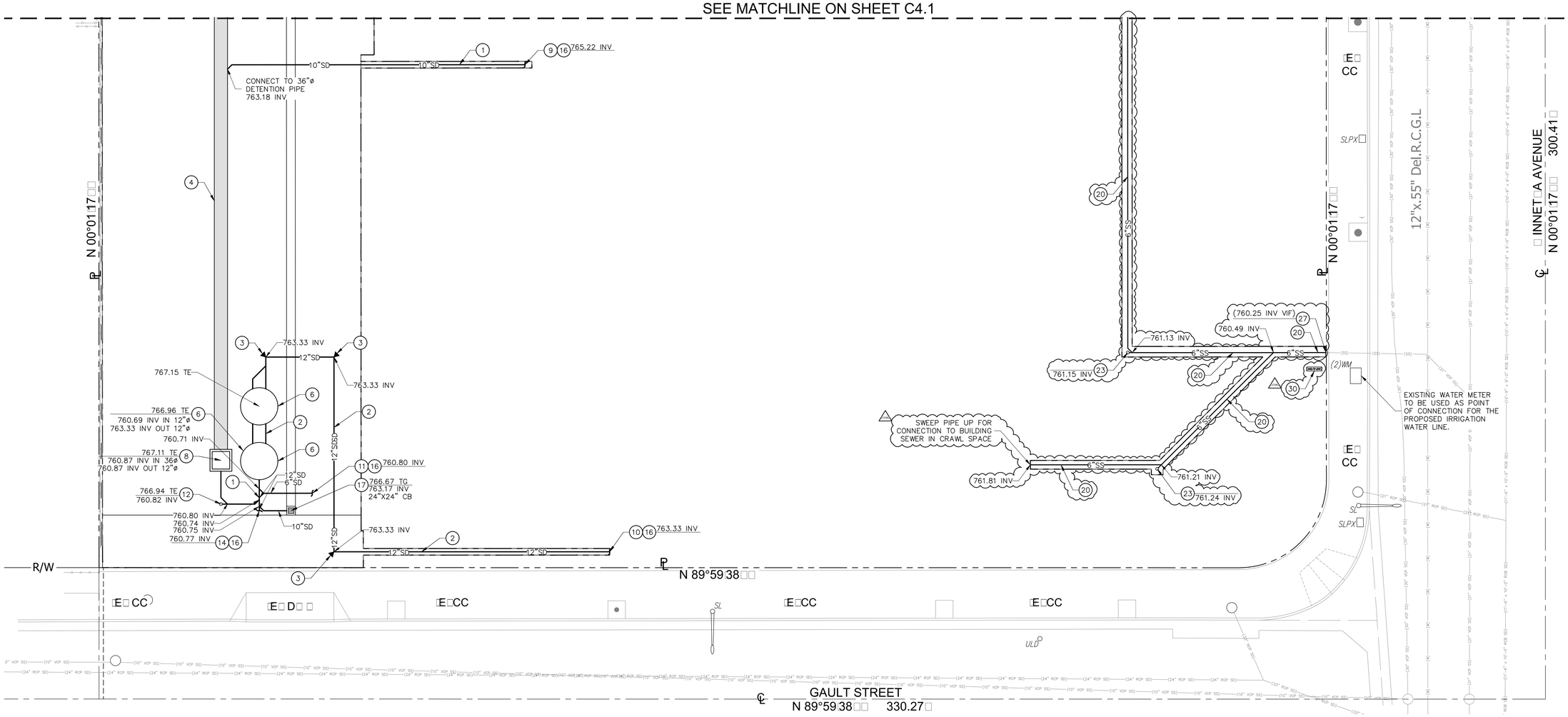
MAGNOLIA SCIENCE ACADEMY 5 INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 INNET A AVE, INNET A, CA 91306

DSA SUBMISSION
A 03:123228
Issue Date: 5.23.2023
REVISIONS
REVISION 1 6/1/2024
CCDB1 3/7/2025
CCDB2 6/16/2025

75:23204.00

ENLARGED SITE UTILITY PLAN

C4.1



CONSTRUCTION NOTES

STORM DRAIN

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. REFER TO DETAIL 4 ON SHEET C5.1.
2. INSTALL AWWA C900 PVC, PRESSURE CLASS 305(DR14) LINE PER DETAIL 4 ON SHEET C5.1. REFER TO PLAN FOR SIZES.
3. INSTALL CONCRETE THRUST BLOCK AND TIES FOR PRESSURIZED STORM WATER LINE. REFER TO DETAIL 1 ON SHEET C5.1.
4. INSTALL ADS N-12 WT, 36" PIPE. REFER TO DETAIL 3 ON SHEET C5.2. MINIMUM COVER FOR ADS N-12 WT PIPE IS 12".
6. INSTALL DUPLEX PUMP LIFT STATION PER DETAIL 2 ON SHEET C5.3.
8. CONSTRUCT 5'X5' JUNCTION STRUCTURE. REFER TO DETAIL 2 ON SHEET C5.2.
9. PROVIDE A 10" STUB OUT FOR FUTURE CONNECTION TO PLAYFIELD.
10. PROVIDE A 12" STUB OUT FOR FUTURE CONNECTION TO THE PLANTER BOXES.
11. PROVIDE A 6" STUB OUT FOR FUTURE CONNECTION TO PROPOSED CATCH BASIN.
12. INSTALL STORMDRAIN CLEANOUT. REFER TO DETAIL 4 ON SHEET C5.2.
14. PROVIDE A 12" STUB OUT FOR FUTURE CONNECTION TO PROPOSED TRENCH DRAIN.
16. CAP AND PLUG POINT OF CONNECTION TO PREVENT CLOGGING.
17. INSTALL CATCH BASIN. REFER TO DETAIL 6 ON SHEET C5.2.

SANITARY SEWER

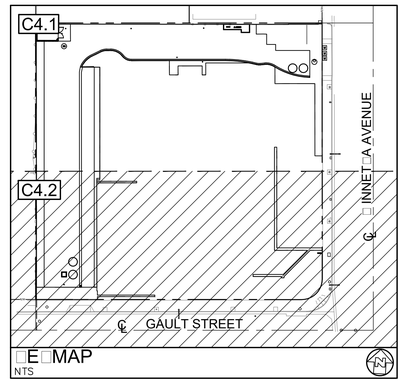
20. INSTALL PVC SCHEDULE 40 DWV SANITARY SEWER LINE PER DETAIL 4 ON SHEET C5.1. SEE PLAN FOR SIZES.
23. INSTALL SEWER CLEANOUT. REFER TO DETAIL 4 ON SHEET C5.2.
27. CONNECT TO EXISTING LATERAL SANITARY SEWER LINE. VERIFY SIZE IN FIELD AND PROVIDE REDUCING FITTINGS AND COUPLINGS AS NEEDED. CONTRACTOR TO VERIFY LOCATION IN FIELD PRIOR TO CONSTRUCTION/INSTALLATION OF SANITARY SEWER SYSTEM. CONTRACTOR TO OBTAIN ALL NECESSARY PERMITS PRIOR TO CONNECTION.

IRRIGATION WATER

30. INSTALL NEW IRRIGATION BACKFLOW PREVENTER PER LANDSCAPE DRAWINGS.

SHEET NOTES

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
3. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
4. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO VERIFY ALL SURFACE AND/OR UNDERGROUND UTILITIES IN CONFLICT WITH THE PROPOSED DEMOLITION AND DESIGN ITEMS. CONTRACTOR SHALL REPORT ANY DISCREPANCIES AND/OR CONSTRUCTION RELATED ISSUES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
5. CONTRACTOR TO VERIFY IN FIELD THE JOINING TO EXISTING ELEVATION AND THE CURRENT SITE CONDITION WITH THE DESIGN GRADES. CONTRACTOR SHALL REPORT ANY DISCREPANCIES TO THE OWNER OR DESIGN TEAM PRIOR TO THE COMMENCEMENT OF WORK.
6. CONTRACTOR TO REFER TO SPECIFICATIONS FOR THE REQUIRED COVER OF THE PROPOSED WATER LINES. CONTRACTOR SHALL REFER TO INCREMENT 2 GRADING PLAN FOR FINISH SURFACE ELEVATION.
7. EXISTING GAS LINE AND METER SHALL BE REMOVED IN ITS ENTIRETY. CONTRACTOR SHALL COORDINATE WITH SOUTHERN CALIFORNIA GAS COMPANY PRIOR TO REMOVAL.



ENLARGED SITE UTILITY PLAN

10 5 0 10 20

SCALE: 1"=10'

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — PHILLIP C. [illegible] — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
601 S. Palm Ave.
Alhambra, CA 91744
Fax. 323.739.0643

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 INNET A AVE, INNET A, CA 91306

DSA SUBMISSION
A 03 123228
Issue Date: 5.23.2023
REVISIONS

REVISION 1	6/1/2024
CCD01	3/7/2025
CCD02	6/16/2025

75.23204.00

ENLARGED SITE UTILITY PLAN

C4.2

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 2, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 1 of 1
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Started layout of 6" Sewer Main line. Built up ramps to get EX-19 and SS-15 inside building footings. Started trenching at the south end of building through footings. Ran into two footings that did not have sleeves so tunneling was required. We will start tunneling on 12/3/25.

MATERIAL

	QTY:	DESCRIPTION:
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LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	7.59		
2	Cameron Dakin	Journeyman	8.00		
3	Guadalupe Hernandez	Journeyman	7.59		
4	Ignacio Herrera	Journeyman	7.58		
5	Daniel Gould	Journeyman	8.00		
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1	7.59	✔	
2	SS-15	New Holland Skid Steer	1	8.00	✔	
3						
4						
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SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 4, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 3 of 3
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Continued trenching for 6" sewer main down north end of building. Installing bedding sand and grading as we go due to access. Started piping 6" Sch 40 PVC pipe on south end of building.

MATERIAL

	QTY:	DESCRIPTION:
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LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Osrick Avila	Operator	7.58		
2	Cameron Dakin	Journeyman	8.00		
3	Guadalupe Hernandez	Journeyman	8.00		
4	Daniel Gould	Journeyman	7.59		
5	Ignacio Herrera	Journeyman	8.01		
6					
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9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1		✔	
2	SS-15	New Holland Skid Steer	1		✔	
3						
4						
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SUBCONTRACTOR

1	
2	
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4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

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500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 5, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 4 of 4
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Completed trenching inside building down the north end. Completed bedding trench bottom with fill sand and graded trench. Installing 6" Sch 40 PVC pipe and fittings for sewer main. 7 ft Portion of trenching will be done by hand on south end of building due to having no access for EX-19 to reach to finish to the end of line. Milwaukee demo hammer with spade bit will be delivered on 12/8/25 to complete trenching and piping. Testing with 10 ft water head test will be done on 12/8/25 with inspection scheduled for 12/9/25.

MATERIAL

	QTY:	DESCRIPTION:
1	260 ft	6" Sch 40 PVC pipe
2	5 ea	6" Sch 40 PVC 90 Elbow
3	3 ea	6" Sch 40 PVC Wye
4	6 ea	6" Sch 40 PVC 45 Elbow
5	2 ea	6" Sch 40 PVC Street 45 Elbow
6	5 ea	6" Jim Caps
7	4 ea	6" IPS Riser Clamps
8	2 ea	1 Gal Weld-on Medium Body PVC Glue
9	2 ea	1 Gal Weld-on P70 PVC Primer
10	4 ea	12" Oatey Gallon Can Swab Applicators
11	10 ea	Flat Steel Stakes
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LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Cameron Dakin	Journeyman	2.18		
2	Guadalupe Hernandez	Journeyman	7.59		
3	Ignacio Herrera	Journeyman	8.02		
4	Daniel Gould	Journeyman	7.59		
5	Osrick Avila	Operator	2.15		
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1		✔	
2						
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 8, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 5 of 5
IS WORK COMPLETE: ◯YES ◯NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Completed hand digging 7 ft of trench that EX-19 couldn't reach. Bed trench with SE-30 fill sand and completed piping 6" sewer. Started prepping for 10 ft water head test. Filled system and holding water. Inspection is scheduled for 12/9/25 followed by backfilling. Soils tech is also scheduled for 12/9/25.

MATERIAL

	QTY:	DESCRIPTION:
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25		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	8.03		
2	Daniel Gould	Journeyman	8.02		
3	Guadalupe Hernandez	Journeyman	7.58		
4	Ignacio Herrera	Journeyman	8.01		
5	Houstis Maddox	Journeyman	7.53		
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Skid Steer	1	8.03	✔	
2						
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

Powered by BoardOnTrack

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 9, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 6 of 6
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Inspection passed for 6" underground sewer main. Started covering with 12" of SE-30 fill sand. Drained water from system with transfer pump then started backfilling with existing soils. Soils inspector from Twining required two sac slurry backfill underneath footings that wet tunneled. Slurry is being delivered on 12/10/25.

MATERIAL

	QTY:	DESCRIPTION:
1	40 tons	SE-30 Fill Sand
2		
3		
4		
5		
6		
7		
8		
9		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	7.59		
2	Osrick Avila	Operator	4.56		
3	Cameron Dakin	Journeyman	4.55		
4	Daniel Gould	Journeyman	8.00		
5	Ignacio Herrera	Journeyman	8.00		
6	Guadalupe Hernandez	Journeyman	8.00		
7	Houstis Maddox	Journeyman	7.48		
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1	8	✔	
2	SS-15	New Holland Skid Steer	1	8	✔	
3	1 ea	Milwaukee transfer pump	1	8	✔	
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 10, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 7 of 7
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Continue backfilling 6” underground sewer main in building. Slurry backfilled under two footings where 6” sewer line passed below. Removing excess spoils outside of building footprint. Cleaning up dirt spoils off of rat slab pad.

MATERIAL

	QTY:	DESCRIPTION:
1	2.5 yrd	Two sac slurry 50/50
2		
3		
4		
5		
6		
7		
8		
9		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	8.00		
2	Osrick Avila	Operator	8.00		
3	Daniel Gould	Journeyman	8.00		
4	Ignacio Herrera	Journeyman	8.00		
5	Guadalupe Hernandez	Journeyman	8.01		
6	Houstis Maddox	Journeyman	8.01		
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1	8	✔	
2	SS-15	New Holland Skid Steer	1	8	✔	
3	1 ea	Dirt Compactor (Whacker)	1	8	✔	
4	1 ea	Wheel Barrel	1	8	✔	
5	BH-21	New Holland Backhoe	1	8	✔	
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

PRO-CRAFT CONSTRUCTION INC.
500 Iowa St. Redlands, CA 92373
WWW.PROCRAFTCI.COM • O: (909) 790-5222 • F: (909) 797-2812
License # CA 467234

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PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 11, 2025
TICKET# 8 of 8
PROJECT NAME: 24262 Magnolia Science Academy 5
IS WORK COMPLETE: (•) YES ( ) NO IF NO WHEN?
JOB# 24262
RELATED DOC: RFI# COR# PCO#
COST CODE: 90.035
IB# CCD#

DESCRIPTION OF WORK:

Completed backfilling 6” sewer main trenches inside building. Removed excess spoils and swept concrete rats slab.

MATERIAL

	QTY:	DESCRIPTION:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	4.46		
2	Osrick Avila	Operator	7.58		
3	Daniel Gould	Journeyman	8.01		
4	Guadalupe Hernandez	Journeyman	8.05		
5	Ignacio Herrera	Journeyman	8.07		
6	Houstis Maddox	Journeyman	7.31		
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1	8	✔	
2	SS-15	New Holland Skid Steer	1	8	✔	
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

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License # CA 467234

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PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Dec 3, 2025
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.035

TICKET# 2 of 2
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Continued trenching and tunneling under footings for 6" Sewer Main line. Trenching through footings exposing sleeves. Two footings were missing sleeves so tunneling underneath footing was required. Soils tech did not pass trench bottoms in some locations so over excavation was done and replaced with crushed rock then compacted. Some of the areas were wheeled with EX-19 to pass. Bedding sand being placed and graded. Installation of Sewer piping will start on 12/4/2025.

MATERIAL

	QTY:	DESCRIPTION:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Marcus Madrigal	Foreman	8.08		
2	Cameron Dakin	Journeyman	8.00		
3	Guadalupe Hernandez	Journeyman	8.01		
4	Ignacio Herrera	Journeyman	8.01		
5	Daniel Gould	Journeyman	8.03		
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	EX-19	New Holland Mini Excavator	1	8.00	✔	
2	SS-15	New Holland Skid Steer	1	8.08	✔	
3						
4						
5						
6						
7						
8						
9						

SUBCONTRACTOR

1	
2	
3	
4	

PRO-CRAFT Construction, Inc. CERTIFICATION: Signature by representative to certify that all information on this sheet is true and accurate

Sign: M Madrigal

Construction Manager, Contractor, Etc., verifies hours worked as identified on this sheet only.

Sign:

Project Inspector verifies hours worked as identified on this sheet only.

Sign:

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Coversheet

Approval of Silver Creek Change Orders Nos. 1 - 6 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

Section: III. Action Items
Item: F. Approval of Silver Creek Change Orders Nos. 1 - 6 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project
Purpose: Vote
Submitted by:
Related Material:
III_F_Silver Creek Change Orders Nos. 1 - 6 for 7111 Winnetka Project.pdf

Agenda Item:	III F: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Silver Creek Change Orders Nos. 1 - 6 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

Action Proposed:

Staff recommends and moves that the Board approve Silver Creek Modular Change Orders Nos. 1-6 (the "**Change Orders**") for the Magnolia Science Academy-5 7111 Winnetka Ave Project (the "**Project**") for a total deductive amount of Three Hundred Thirty One Thousand Four Hundred Forty Four and Twenty Six cents (-$331,444.26).

Purpose:

The purpose of this item is to request Board approval of six (6) Change Orders associated with the Silver Creek Modular LLC ("**SCM**") contract for the Project. These Change Orders reflect a combination of approved design efficiencies, required scope additions, and logistical adjustments identified during design development and coordination.

Background:

MPS entered into a Prime Contract with SCM for the design, fabrication and delivery of a modular classroom building at MSA-5, with an original contract value of $25,000,000.

As the project progressed through design development and coordination, several items were identified that required adjustment to the original scope. These adjustments include:

- Design simplifications that reduced cost through value engineering
- Owner-requested additions to improve functionality and coordination

- A revised staging and security approach to support the project schedule and site constraints

All proposed changes were reviewed by Gateway Science & Engineering for conformance with the contract documents and reasonableness of cost.

Analysis:

Change Orders Nos. 1–6 include both credits (cost reductions) and additive costs:

- Credits were achieved through value engineering and material substitutions, such as simplifying ceiling systems and reducing certain architectural features. These changes resulted in significant cost savings while maintaining program needs and performance requirements.
- Additive costs reflect necessary scope additions, including additional doors, audiovisual infrastructure, plumbing improvements, a required pass-through door, and off-site modular staging with 24/7 security to avoid schedule delays.

When combined, the total value of the credits exceeds the cost of the added scope. As a result, the overall impact of Change Orders Nos. 1-6 is a net reduction to the original contract amount from $25,000,000 to $24,668,555.74.

Gateway Science & Engineering has reviewed these Change Orders and determined them to be fair, reasonable, and appropriate for approval. A detailed breakdown of the individual Change Orders, including credits and additive costs, is provided in Exhibit A.

Impact:

Approval of these Change Orders allows the project to:

- Maintain schedule alignment
- Improve constructability and site coordination
- Incorporate cost-effective design efficiencies
- Proceed without delay while reducing the overall contract value

No schedule extensions are associated with these Change Orders.

Budget Implications:

The approved Change Orders reflect cost efficiencies identified through the Value Engineering process and finalized during design development. These Change Orders result in an overall cost savings to the project budget.

- Original Silver Creek Modular Contract: $25,000,000.00
- Net Change (Change Orders Nos. 1–6): –$331,444.26
- Revised Contract Amount: $24,668,555.74

Exhibits:

Exhibit A: Gateway Science & Engineering Review and Summary of Silver Creek Modular Change Orders Nos. 1–6

Exhibit B: MSA-5 7111 Winnetka Progress Photos

Exhibit A:

Gateway Science & Engineering Review and Summary of Silver Creek Modular Change Orders Nos. 1–6

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info@gateway-sci-eng.com

December 17, 2025

Patrick Ontiveros
General Counsel & Director of Facilities
Magnolia Public Schools
250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012

Via: Email

Re: Magnolia Science Academy 5, Increment 2
Modular Classroom Building – Silver Creek Modular
Prime Contract Change Order 001, Ceiling Tile Credit
Prime Contract Change Order 002, Value Engineering – Options for Credits
Prime Contract Change Order 003, Additional Doors, Frames & Hardware, Sink w/ Garbage Disposal
Prime Contract Change Order 004, Audiovisual Back Boxes
Prime Contract Change Order 005, Pass Thru Door Add
Prime Contract Change Order 006, Modular Staging and Security

Dear Mr. Ontiveros,

Our team is in receipt of Silver Creek Modular's (SCM) proposed Change Orders as referenced above. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background

- **Ceiling Tile Credit.** The ceiling tile has been modified from Tegular Grid to a Standard Grid, resulting in a credit.
- **Value Engineering – Options for Credits.** As a result of a value engineering exercise between MPS Facilities Team, SCM, DLR, and GSE several value engineering options were reviewed and accepted by MPS. These options include the removal of soffits/extension of ceiling grid, reduction of parapet height, the omission of 14 folding doors to be replaced with windows, the use of color stucco in lieu of painted stucco, and the replacement of the locker room ceiling with a ceiling grid with lights to be replaced by lay-in fixtures. This results in a credit.
- **Additional Doors, Frames & Hardware, Sink w/ Garbage Disposal.** During a modular building scope review meeting with the MPS Facilities Team, SCM was requested to add additional doors, relocate an interior door and wall, install an additional window and add a garbage disposal while modifying the sink.
- **Audiovisual Back Boxes**. During a design meeting on 6/30/25 the audiovisual scope of work was reviewed by DLR, GSE, and SCM. It was determined that for coordination and cost purposes it would be more effective to install Audiovisual Back boxes in the factory rather than installed in the field by the Increment 2 sitework contractor.
- **Pass Thru Door Add**. Due to a design team oversight discovered during the submittal review process, a door was omitted from the equipment storge room, 135A. A pass thru door has been added to allow for access to the room.
- **Modular Staging and Security.** Per MPS Facilities Staff, the cost to prepare the Vanowen site to accommodate the staging of the modules exceeded the estimated costs proposed by SCM for staging

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modules at a nearby parking lot owned by California State University, Northridge (CSUN). In addition, the approaching ship date of the modules and time estimated to prepare the Vanowen site for module staging did not accommodate the proposed module delivery schedule and would result in shipping delays.

Scope of Work

- **Ceiling Tile Credit | ($11,000.00)**
  - Changes the ceiling tile being used from the Armstrong 1912 (Tegular Grid) to the lay-in style 1910 (Standard Grid).
- **Value Engineering – Options for Credits | ($423,314.00)**
  - In all classrooms – Remove the gypsum soffit(s) and extend the ceiling grid to the wall.
  - Reduce parapet height at Northwest corner of building (see attached diagram). The reduced parapet height in these areas shall be approximately 29'-0" AFF. Provide 3 safety posts.
  - Omit fourteen 6'x8' folding door/partition systems (116B, 117B, 118B, 119B, 120B, 121B, 122B, 201B, 215B, 216B, 217B, 218B, 219B, 222B). Replace folding doors with 6'x2' transom windows (All-Weather Series 6000 fixed windows or equal).
  - Use integral color stucco in lieu of painted stucco.
  - Replace locker room hard ceiling with ceiling grid. Replace lights with lay-in fixtures
  - See attachments to PCCO #002 for additional information regarding accepted Value Engineering options
- **Additional Doors, Frames & Hardware, Sink w/ Garbage Disposal | $8,043.73**
  - Furnish and install (2) doors in the rooms# 105 restroom to the hallway, 101 to the 102 room
  - Relocate (1) interior door from 107A to exterior
  - Shift the wall to the East to within 2" in room #102
  - Furnish and install (1) Window in room# 135A
  - Adding a garbage disposal and changing the sink in room# 207
  - See attachments to PCCO #003 for additional information regarding requested additions
- **Audiovisual Back Boxes | $17,969.23**
  - Supply audiovisual back boxes, VT1 and VT2, per TA drawings
  - See attachment to PCCO #004 for TA drawings highlighting requested additions
- **Pass Thru Door Add | $8,594.17**
  - Addition of a pass thru door within the overhead door system located in the equipment storage room-135A/BldgD. Pass thru door and frame will match color of curtain & guides. Flat threshold on pass thru door frame. Increase clear opening height from 8' to 8'-6'' (required-rework) in factory.
  - See attachments to PCCO #005 for additional information regarding requested additions
- **Modular Staging and Security | $68,262.61**
  - Staging of modular units at CSUN F10 lot
  - Provide 24-7 security (Required by CSUN to be their contracted security team)
  - See attachments to PCCO #006 for additional information regarding staging and security costs

Analysis and Cost

We have reviewed SCM's proposed Change Orders and find it fair and reasonable. The impact of the value engineering and the requested additions have been discussed at length with the MPS Facilities Team.

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Please see below for a breakdown of the cost impacts.

PCCO #001 thru #006 – Cost Breakdown

• **PCCO 001, Ceiling Tile Credit**	**($11,000.00)**
• **PCCO 002, Value Engineering – Options for Credits**	**($423,314.00)**
• **PCCO 003, Additional Doors, Frames & Hardware, Sink w/ Garbage Disposal**	**$8,043.73**
• **PCCO 004, Audiovisual Back Boxes**	**$17,969.23**
• **PCCO 005, Pass Thru Door Add**	**$8,594.17**
• **PCCO 006, Modular Staging and Security**	**$68,262.61**
Total PCCO #001 thru #006:	**($331,444.26)**
Initial SCM Contract Value	**$25,000,000.00**
Revised SCM Contract Value	**$24,668,555.74**

Based upon the information above and attached, we recommend approving the Change Orders as submitted.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #001

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #001: CE #001 - Ceiling Tile Credit

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/10/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	($11,000.00)

DESCRIPTION:
Changes the ceiling tile being used from the Armstrong 1912 (Tegular Grid) to the lay-in style 1910 (Standard Grid).

ATTACHMENTS:

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-1.O Ceiling Tile Credit.Other	Ceiling Tile Credit	$(11,000.00)
		Grand Total:	**$(11,000.00)**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	($11,000.00)
The new contract sum including this Change Order will be	$24,989,000.00
The contract time will not be changed by this Change Order.	

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #002

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #002: CE #002 - Value Engineering - Options for Credits

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/17/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	($423,314.00)

DESCRIPTION:
CE #002 - Value Engineering - Options for Credits
Value Engineering - Options for Credits
Value Engineering Options
1. In all classrooms – Remove the gypsum soffit(s) and extend the ceiling grid to the wall.
2b. Reduce parapet height at Northwest corner of building (see attached diagram). The reduced parapet height in these areas shall be approximately 29’-0” AFF. Provide 3 safety posts.
3b. Omit fourteen 6’x8’ folding door/partition systems (116B, 117B, 118B, 119B, 120B, 121B, 122B, 201B, 215B, 216B, 217B, 218B, 219B, 222B). Replace folding doors with 6’x2’ transom windows (All-Weather Series 6000 fixed windows or equal).
4. Use integral color stucco in lieu of painted stucco.
8a. Replace locker room hard ceiling with ceiling grid. Replace lights with lay-in fixtures

ATTACHMENTS:
MSA 5 Parapet VE - Option 3.pdf, 250718 - MSA-5 - MPS Floor Plan Mark-Up.pdf, MSA5 - VE Options Summary-1.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-2.O VE Options.Other	VE - Options for Credits	$(423,314.00)
		Grand Total:	**$(423,314.00)**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	($423,314.00)
The new contract sum including this Change Order will be	$24,576,686.00
The contract time will not be changed by this Change Order.	

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #002

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #003

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #003: CE #003 - Additional Doors, Frames & HW - Window - Sink w/ GD

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/17/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	$8,043.73

DESCRIPTION:
CE #003 - Additional Doors, Frames & HW - Window - Sink w/ GD
Additional Doors, Frames & HW - Window - Sink w/ GD
Per owner request:
1) Furnish and install (2) doors in the rooms# 105 restroom to the hallway, 101 to the 102 room
2) Relocate (1) interior door from 107A to exterior
3) Shift the wall to the East to within 2" in room #102
4) Furnish and install (1) Window in room# 135A
5) Adding a garbage disposal and changing the sink in room# 207

ATTACHMENTS:
PCO 003 - 2.png, PCO 003 - 3.png, PCO 003 - 1.png

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-3.O Added Doors/Frames/Window/Sink.Other		$8,043.73
		Grand Total:	**$8,043.73**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	$8,043.73
The new contract sum including this Change Order will be	$25,008,043.73
The contract time will not be changed by this Change Order.	

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #003

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #004

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #004: CE #004 - Audiovisual Back Boxes - VT1 & VT2

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/17/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	$17,969.23

DESCRIPTION:
CE #004 - Audiovisual Back Boxes - VT1 & VT2
Audiovisual Back Boxes - VT1 & VT2
According to the design meeting on June 30, 2025, due to the project schedule, it was requested that SCM provide the cost to supply the Back boxes (VT1 & VT2) according to the TA drawings. This work will be considered as additional work for material and labor.

ATTACHMENTS:
MSA 5 DWG_V3 - Audiovisual.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-4.O Added Audio-Visual Backboxes.Other	Audiovisual Back Boxes	$17,969.23
		Grand Total:	**$17,969.23**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	$17,969.23
The new contract sum including this Change Order will be	$25,017,969.23
The contract time will not be changed by this Change Order.	

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #005

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #005: CE #005 - Pass Thru Door Add

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/17/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Design Development
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	$8,594.17

DESCRIPTION:
CE #005 - Pass Thru Door Add
This PCO is for the addition of a pass thru door within the overhead door system located in the equipment storage room-135A/BldgD. Pass thru door and frame will match color of curtain & guides. Flat threshold on pass thru door frame. Increase clear opening height from 8’ to 8’-6’’ (required-rework) in factory.

ATTACHMENTS:
RE_ 11512 Magnolia Science Academy - Submittal #16R1 - Resulting in PCO_ .msg, Pass Thru Door Add-BU.pdf, ODS Proposal.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-5.O Added Pass Thru Door.Other	Pass Thru Door Add	$8,594.17
		Grand Total:	**$8,594.17**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	$8,594.17
The new contract sum including this Change Order will be	$25,008,594.17
The contract time will not be changed by this Change Order.	

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #006

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
Phone: +16266961600

Project: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #006: CE #006 - Modular Staging and Security

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	12/17/2025	**CREATED BY:**	James Villanueva **(Gateway Science and Engineering, Inc.)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Client Request
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:Silver Creek Modular Contract
		TOTAL AMOUNT:	$68,262.61

DESCRIPTION:
CE #006 - Modular Staging and Security
THIS CHANGE EVENT INCLUDES THE COST FOR RENTAL OF THE STAGING LOCATION AT THE CSUN F10 LOT AS WELL AS 24/7 SECURITY FOR THE DURATION REQUIRED PRIOR TO ALL MODULES BEING DELIVERED AND SET ONSITE.

ATTACHMENTS:
Silver Creek Modular LLC Pricing Sheet.pdf, Silver Creek - CSUN Parking Lot Coverage - 01 19 25 Ver 1.0 -Guard (002).pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-6.O Modular Staging and Security.Other	Modular Staging and Security	$68,262.61
		Grand Total:	**$68,262.61**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$25,000,000.00
The contract sum would be changed by this Change Order in the amount of	$68,262.61
The new contract sum including this Change Order will be	$25,068,262.61
The contract time will not be changed by this Change Order.	

Ryan Mcintosh (Silver Creek Modular)	**Magnolia Public Schools**	**Silver Creek Modular**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Exhibit B:

MSA-5 7111 Winnetka Progress Photos

MAGNOLIA PUBLIC SCHOOLS

Modular Site Visit (January 20, 2025)








Modular Site Visit (January 14, 2025)







Modular Site Visit (January 14, 2025) cont.







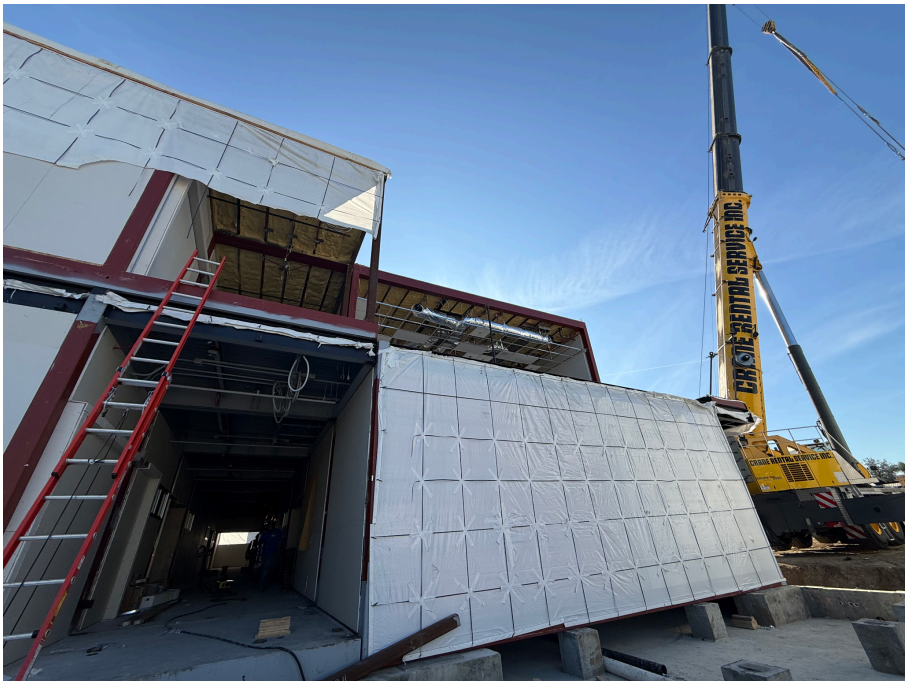
Modular Deliveries (Week 2: December 15, 2025 - December 19, 2025)





Modular Deliveries (Week 2: December 15, 2025 - December 19, 2025) cont.





Modular Deliveries (Week 1: December 9, 2025 - December 12, 2025)





Modular Deliveries (Week 1: December 9, 2025 - December 12, 2025) cont.







Modular Deliveries (Week 1: December 9, 2025 - December 12, 2025)



Crane Day Set Up - December 8, 2025





Demolition Day - Fall 2024





Coversheet

Approval and Discussion of the MPS 2030 Strategic Plan

Section: VI. Board Retreat - Strategic Plan
Item: A. Approval and Discussion of the MPS 2030 Strategic Plan
Purpose: Vote
Submitted by:
Related Material: VI_A_MPS 2030 Strategic Plan.pdf

Agenda Item:	VI A: Board Retreat - Strategic Plan
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Deputy Superintendent
RE:	Approval of the Magnolia Public Schools 2030 Strategic Plan

Action Proposed:

Staff recommends and moves that the Board approve the Magnolia Public Schools 2030 Strategic Plan as presented, including the finalized strategic priorities, key actions, metrics, the high-level implementation and roadmap.

Purpose:

To present the completed MPS 2030 Strategic Plan and the November progress update to the Board for approval. This approval will formalize MPS's five-year strategic direction and allow for coordinated execution across all departments and schools beginning in 2026.

Background:

For the past nine months, Magnolia has partnered with **MGT Impact Solutions** to develop a comprehensive, multi-phase strategic plan. The work included:

Phase 1 – Organizational Visioning (10 weeks)

Development of a common fact base through review of documents, data, and organizational performance. *(See progress update page 4)*

Phase 2 – Plan Design (10 weeks)

Stakeholder engagement, design sessions, and alignment on priority areas and key actions.

- More than **1,450 educational partners engaged**, including students, families, teachers, principals, and staff (Strategic Plan p. 9)

Phase 3 – Finalization & Socialization (6 weeks)

- Finalizing the plan based on feedback
- Internal socialization with principals, instructional staff, Home Office, and the Board
- Developing the high-level implementation roadmap
- Family engagement rollout
- Public communications through newsletters and social media
- Full project closeout on November 21

Analysis:

Scope of the Strategic Plan

The final plan centers on **three Priority Areas** (Strategic Plan pp. 6–7) the three priorities are framed as drivers to achieve Magnolia's "North Star"—becoming the *flagship charter network where every student thrives academically, socially, and emotionally.*:



Stakeholder Feedback (Educational Partners)

Across the strategic plan and update documents, feedback themes include:

Students & Families

- Desire for more STEAM, extracurriculars, and academic rigor (Plan p. 11)
- Need for consistent communication and clarity from schools (Plan p. 16)

Teachers & Principals

- Need for consistent curriculum, clearer expectations, and better coaching systems (Plan pp. 11, 16)
- Need for relief from operational burdens to focus on instruction (Plan pp. 21–22)

Home Office

- Need for clear SOPs, stronger training, better communication protocols (Plan pp. 21–22)

Implementation & Monitoring

1. **External-Facing Strategic Plan Document** – Public summary of priorities & metrics
2. **High-Level Implementation Plan** – Quarterly milestones across all areas
3. **Priority Area Project Plans** – Team-owned task lists with owners, deadlines, and dependencies

This structure moves MPS **from strategy to execution** and ensures accountability at all levels.

Monitoring & Adjustment

- Annual review cycle
- Quarterly progress monitoring
- Board updates aligned to milestones
- Integration into Asana for project tracking

Impact:

Approval of the MPS 2030 Strategic Plan will:

- Establish a unified and coherent direction for five years
- Strengthen instructional quality and STEAM identity across all campuses
- Build sustainable talent systems and improve staff retention
- Reduce operational burden on principals by introducing regional and centralized supports
- Improve student recruitment and long-term ADA sustainability
- Support expansion and facilities development
- Enable transparent, data-driven accountability

Budget Implications:

Implementation requires investments in:

- Professional development and coaching

- SOP development and training
- Data and technology systems (i.e., Asana, Abre and centralized information hub)
- Enrollment and marketing infrastructure
- Facilities acquisition and capital projects

Expense assumptions have been incorporated into multi-year financial projections and supported by regular funding streams, and grants and support from CSGF and CSP programs.

Exhibits:

- **Exhibit A:** Magnolia 2030 Strategic Plan
- **Exhibit B:** Magnolia 2030 Strategic Plan – Progress Update

Magnolia Public Schools

2030 Strategic Plan

December 2025

LETTER FROM THE CHIEF EXECUTIVE OFFICER



Dear Magnolia Community,

Over the past two decades, Magnolia Public Schools has grown from a bold idea into a thriving network of schools that serve thousands of students with heart, purpose, and excellence. Today, we take the next step forward—together.

Our new five-year strategic plan, *Magnolia 2030*, is more than a roadmap but rather a promise. A promise to our students that we will meet their brilliance with opportunity. A promise to our families that we will walk alongside them as partners in learning. This is also a promise to our educators that we will invest in their growth, voice, and leadership.

This plan is rooted in the voices of our community: students, families, teachers, and leaders, who have shared their dreams, challenges, and aspirations. It builds on the foundation of our Magnolia Graduate Profile to ensure our students are equipped with the skills and competencies they will need to be successful. ***Magnolia 2030*** **brings this vision to life by focusing on the priorities that will guide our work:**

- Ensure every learner has access to rigorous academic and enriching opportunities promoting a cross-disciplinary Science, Technology, Engineering, Art, and Math (STEAM) education and a supportive school climate within state-of-the-art facilities
- Retain, support and empower exceptional staff organization-wide to grow professionally and lead within the Magnolia network
- Strengthen operational systems that support every school with excellence and care

This is our path forward. It is ambitious, but it is achievable because it is built on the strengths and determination of our community. I invite you to join us in this work. To dream with us, build with us, and lead with us. Magnolia's future is bright, and it belongs to all of us.

Adelante,

Alfredo Rubalcava

Superintendent and Chief Executive Officer, Magnolia Public Schools

MAGNOLIA PUBLIC SCHOOLS SNAPSHOT

Magnolia Public Schools (MPS) has been serving the needs of communities since the opening of our first school site in 2002. MPS primarily serves minority and low income students across the Los Angeles, Orange County and San Diego areas. Three of our schools, MSA-2 Valley, MSA-7 Northridge, and MSA San Diego have achieved the coveted California Distinguished status. MSA San Diego has also been recognized as a California Blue Ribbon School.

TOTAL STUDENTS
3,811

Hispanic: 75%
Black: 7%
All Other: 18%

Economically Disadvantaged: 78%*
English Language Learners: 17%
Special Education: 17%

Los Angeles Schools

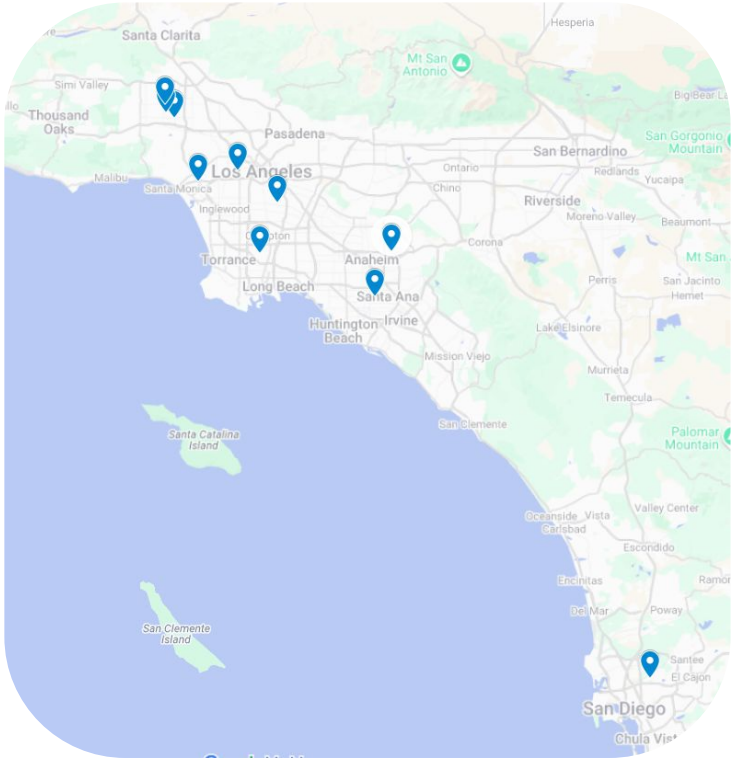
- MSA-1 Reseda - *Grades 6-12*
- MSA-2 Valley - *Grades 6-12*
- MSA-3 Carson - *Grades 6-12*
- MSA-4 Venice - *Grades 6-12*
- MSA-5 Lobos - *Grades 6-12*
- MSA-6 - *Grades 6-8*
- MSA-7 Northridge - *Grades TK-5*
- MSA-8 Bell - *Grades 6-8*

Orange County Schools

- MSA Santa Ana - *Grades TK-12*
- MSA OC Anaheim - *Grades TK-6 (expanding to TK-12)*
- MSA OC PYL - *Grades TK-2 (expanding to TK-12)*

San Diego Schools

- MSA San Diego - *Grades 6-8*



Legend: = California Distinguished School
= California Blue Ribbon School

*Economically Disadvantaged percentage is based on SY 24-25 and is currently being finalized for SY 25-26

MAGNOLIA MISSION & VISION

Magnolia's 5-year strategic plan serves as a roadmap to achieve the organization's long-term goals by aligning initiatives and resources with its mission and vision, ensuring that every student benefits from a safe, nurturing, and high-quality STEAM education.

MISSION



Magnolia Public Schools provides a **safe and nurturing community** using a **whole-child approach** to provide a **high-quality, college preparatory STEAM educational experience** in an **environment that cultivates respect** for self and others.



VISION

Graduates of Magnolia Public Schools commit to **building a more peaceful and inclusive global society** by transforming traditional ideas with **creative thinking, effective communication, and the rigor of science.**

EXTERNALITIES IMPACTING MAGNOLIA

Magnolia Public Schools faces a complex operating environment shaped by enrollment declines, mounting economic pressures, shifting post-pandemic needs, and facility constraints. By recognizing these challenges and opportunities, the strategic plan positions Magnolia to respond proactively and continue delivering on its mission.

Population Trends & Economic Pressure

California's declining student population is creating **increased enrollment competition among districts and charters.** In addition, **rising costs, uncertain funding streams, and reductions in one-time relief funds create budgetary stress** at the school and Home Office level, requiring efficient, centralized systems.

Post-Pandemic Shifts in People Needs

The pandemic permanently changed student and staff needs, especially around professional–personal balance. As organizations face increasing competition for exceptional talent, supporting staff sustainability alongside student well-being demands innovative systems and resources.

Regulatory Headwinds & Infrastructure Challenges

Many Magnolia campuses continue to operate in leased or shared facilities. Ongoing challenges including limited access to suitable sites, inconsistent application of Prop. 39, and the scarcity of development opportunities across Southern California impact Magnolia's ability to establish dedicated facilities. Magnolia will pursue a comprehensive facilities development plan that invests in purpose-built schools and supportive programs to sustain and enhance high-quality teaching, learning, and educational experiences across the network.

Note: Magnolia's 2030 strategic plan focuses on external factors that can be directly influenced through our initiatives. We recognize that our students, families, and staff have also been impacted by broader socio-political factors such as immigration enforcement and community safety concerns. While not addressed directly through this plan's initiatives, these realities continue to inform Magnolia's commitment to creating safe, inclusive, and supportive school environments.

OUR STRATEGIC PLAN: MAGNOLIA 2030 - PRIORITY AREAS

*Magnolia's success will depend on our ability to deliver on three key priorities: **elevating the student experience**, **cultivating organizational talent**, and **strengthening operational excellence**. These priorities will ensure we bring our vision to life and fulfill our promise to students, families, and communities.*

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.

OUR STRATEGIC PLAN: MAGNOLIA 2030 - KEY ACTIONS

In order to elevate the student experience, cultivate organizational talent, and strengthen operational excellence, Magnolia will prioritize the following key actions:

STUDENT EXPERIENCE



1. **Define and codify an academic model through rigorous academics and extracurricular programs** that prepare all students for college, career, and life.
2. **Enhance the STEAM framework** by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.
3. **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



1. **Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.
2. **Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.
3. **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



1. **Establish centralized systems,** processes and standard operating procedures and create training systems to support implementation with fidelity.
2. Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset.
3. Create **clear communication norms** and a **centralized information hub**
4. **Strengthen Student Enrollment, Recruitment, and Growth Systems** for Sustainability and Expansion.

OUR VISION FOR SUCCESS

*Through the **Magnolia Graduate Profile,** we have developed the competencies all Magnolia students will demonstrate by graduation. Our promise to families and communities is that our students will graduate from our schools not only prepared for college and career, but equipped to shape a more just, innovative, and connected world. By focusing on **student experience, organizational talent,** and **operational excellence**, we will ensure that we are bringing this vision to life.*



Graduate Profile Competencies

1. Literacy with a Learner's Mindset – building deep knowledge across subjects, embracing curiosity, and sustaining a love for lifelong learning.

2. Critical Thinking – analyzing, evaluating, and solving complex problems with sound judgment.

3. Creativity – generating original ideas and innovative solutions by thinking beyond traditional boundaries.

4. Effective Communication – expressing ideas clearly and empathetically across diverse settings, audiences, and mediums.

5. Adaptability – demonstrating resilience, flexibility, and openness to feedback in the face of change and challenge.

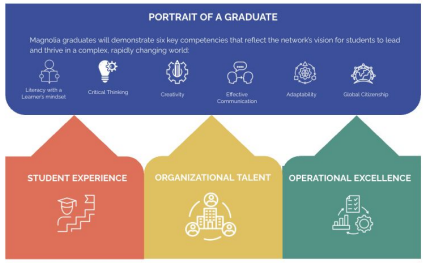
6. Global Citizenship – valuing diversity, cultivating compassion, and contributing to inclusive and peaceful communities.

THE STRATEGIC PLANNING PROCESS

*MPS enlisted the support of a third-party consultant, MGT Impact Solutions (MGT), to facilitate a comprehensive strategic planning process between May and November 2025 focused on gathering and reviewing existing documents and data to develop a common fact base of MPS' current state operations, as well as targeted engagement with students, families, and staff to ensure the **ACTIONS, METRICS,** and **MILESTONES** in the strategic plan would have a **meaningful and lasting impact** on MPS students.*

MPS Strategic Plan

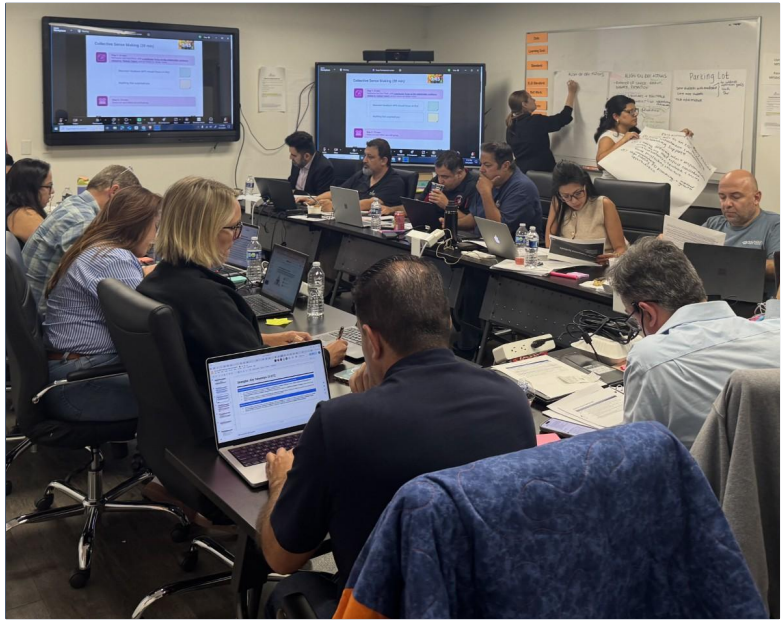
Review Existing Documents & Data → ***Collect MPS Educational Partners' Input*** → ***Draft & Socialize Strategic Plan with MPS Educational Partners*** → ***Refine Strategic Plan & Finalize***



MPS Educational Partners Engagement

*From May to August of 2025, MGT conducted interviews, focus group sessions, and surveys with **more than 1,450 educational partners with deep roots in MPS schools**. In mid-September of 2025, more than 15 MPS leaders gathered for an all-day design session to begin the strategic plan creation process.*

- **850+ Students**
- **600+ Families**
- **11 Principals**
- **8 Teachers**
- **16 Home Office Staff Members**



MAGNOLIA 2030

PRIORITY AREA #1

STUDENT EXPERIENCE



1. **Define and codify an academic model through rigorous academics and extracurricular programs** that prepare all students for college, career, and life.

2. **Enhance the STEAM framework** by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.

3. **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



1. **Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.

2. **Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.

3. **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

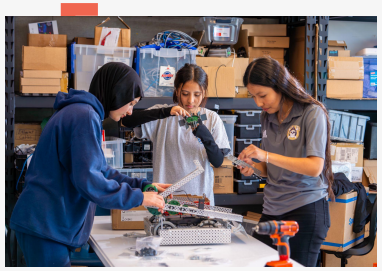


1. **Establish centralized systems,** processes and standard operating procedures and create training systems to support implementation with fidelity.

2. Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset.

3. Create **clear communication norms** and a **centralized information hub**.

STUDENT EXPERIENCE



Empowering every student through academic excellence, STEAM innovation, and vibrant school communities.

WHY THIS MATTERS

A clearly defined academic model and extracurriculars promoting a cross-disciplinary Science, Technology, Engineering, Art, and Math (STEAM) education ensures consistency, equity, and intentionality in what and how students learn, so that they are better prepared for real-world challenges. A safe, vibrant, and inspiring physical environment is a critical enabler and a strong signal to students that they are valued and that their education matters. By focusing on elevating the student experience, Magnolia will be better positioned to attract students, address their post-pandemic needs, and usher in continued growth.

WHAT WE HEARD:

⇒ **Students** valued engaging instruction and the opportunity to participate in college readiness programs, including dual enrollment courses.

⇒ **Families** asked for greater academic expectations in math, science, reading, and writing, with earlier access to honors and AP classes.

⇒ **Students, families, and teachers** value experiences like STEAM expos, robotics and extracurricular offerings like sports, art, and theater that build students' diverse skill sets, confidence and sense of belonging. However, students currently do not have equitable access to all offerings across campuses.

⇒ **Teachers and principals** expressed pride in Magnolia's STEAM identity but called for stronger instructional systems and consistent curriculum alignment and coaching.

⇒ **Teachers and principals** recommended building STEAM opportunities consistently into facilities planning and improving access to high-quality technology.



> **"Education here is not just about academics but about making learning fun, engaging, and accessible for every student. Teachers meet children right where they are and guide them forward, ensuring no one is left behind in learning or in enjoying the process of learning.**
>
> - Parent at MSA San Diego

> **"Being truly student-centered is our superpower. Our students and their success are at the heart of everything that we do.**
>
> - Magnolia Staff

KEY CHALLENGES IMPACTING STUDENT EXPERIENCE AT MAGNOLIA

Academic performance needs strengthening as ELA and Math proficiency scores differ significantly across campuses and student groups. Based on 2024-25 SBAC scores, across the network:

- **46.25% of students** are **proficient in ELA**
- **32.22% of students** are **proficient in Math**

STEAM offerings and quality of instruction are inconsistent across schools. There is currently no network-wide framework or consistent implementation.

Extracurriculars, such as clubs and afterschool activities, are a priority for students and their families. 31% of students and 32% of family survey respondents indicated this was an area that their school should focus on improving most by providing more high-quality offerings.

Magnolia currently owns only 27% of its campuses. Campus sites that are in district owned facilities have inconsistent access to science and art facilities and struggle to secure spaces for school and community events.



STUDENT EXPERIENCE

By **elevating the student experience** through a unified academic model and extracurricular opportunities, an enhanced STEAM framework, and vibrant learning environments, Magnolia will empower students to discover their passions and confidently pursue future success.

	Actions	Metrics of Success
1	**Define and codify an academic model through rigorous academics and extracurricular programs** that prepare all students for college, career, and life.	• **MPS network average proficiency on state testing** for ELA, Math, and Science will **surpass the state average**. • **80% of students** are prepared for college and careers based on **the College/Career Indicator (CCI).**
2	**Enhance the STEAM framework** by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.	• **90% of middle and high school students** take an **AI or technology course** and/or **experience blended learning with MPS AI/technology framework.** • **90% of elementary school students experience blended learning with MPS AI/technology framework.**
3	**Strengthen Magnolia's physical environment and invest in school facilities** to create safe, vibrant and inclusive environments that support student learning and well-being.	• **50% of schools** are in **privately owned facilities.**

STUDENT EXPERIENCE

Implementation Milestones

Action	Year 1 (SY 2025-26)	Year 2 (SY 2026-27)	Year 3 (SY 2027-28)	Year 4 (SY 2028-29)	Year 5 (SY 2029-30)
Define and codify an academic model through rigorous academics and extracurricular programs that prepare all students for college, career, and life.	Standardize ELA and Math instruction across schools	Create professional development plans for teachers aligned with standardized instruction in ELA, Math, and Science Codify Magnolia's college/career readiness (CCR) model	Create CTE pathway professional development to support CCR program implementation Implement minimum required extracurricular offerings across all schools Standardize Science instruction across schools.	Design common instructional benchmark assessments in ELA and Math Implement CCR program across all schools	Adjust instruction as necessary based on benchmark assessment data Design common instructional benchmark assessments in Science Monitor student progress in science assessments to ensure students are on track Standardize History/Social Studies instruction across schools
Enhance the STEAM framework by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.	Draft MPS AI/ technology framework	Conduct a STEAM audit to assess current programs, resources, and gaps and define MPS' version of STEAM Create a PD plan for AI/technology framework	Adopt and modify a unified STEAM framework aligned with MPS mission and vision. Implement PD plan for AI/technology framework.	Create a PD plan for a unified STEAM framework. Develop a STEAM equity dashboard.	Implement PD for a unified STEAM framework and begin collecting feedback. Implement a STEAM equity dashboard
Strengthen Magnolia's physical environment and invest in school facilities to create safe, vibrant and inclusive environments that support student learning and well-being.	Align on core requirements for science/tech labs and extracurricular spaces and incorporate into all new building designs	Move MSA-5 to a new MPS' owned campus Co-locate MSA-4 and MSA-6 to a new MPS' owned campus Open OC school #3	Move MSA-2 to a new MPS' owned campus Execute MSA-7 campus plan Implement organization-wide facilities maintenance process	Execute MSA-3 campus plan Refine and sustain organization-wide facilities maintenance process	Open OC school #4

MAGNOLIA 2030

PRIORITY AREA #2

STUDENT EXPERIENCE



1. **Define and codify an academic model through rigorous academics and extracurricular programs** that prepare all students for college, career, and life.

2. **Enhance the STEAM framework** by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.

3. **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



1. **Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.

2. **Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.

3. **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



1. **Establish centralized systems,** processes and standard operating procedures and create training systems to support implementation with fidelity.

2. Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset.

3. Create **clear communication norms** and a **centralized information hub**.

Organizational Talent



Retain, support and empower exceptional staff organization-wide to grow professionally and lead within the Magnolia network.

WHY THIS MATTERS

A mission-driven, diverse, and empowered team is the foundation of every great school. When Magnolia attracts, develops, and retains exceptional educators and staff, students benefit from consistent relationships, inspired teaching, and a stable learning environment. By becoming an Employer of Choice through transparent and equitable compensation, clear career pathways, and a culture of belonging, Magnolia strengthens its capacity to deliver a high-quality, college preparatory STEAM educational experience. By focusing on organizational talent, Magnolia will be better positioned to address post-pandemic staff needs and economic pressures by reducing staff turnover, thereby ensuring vibrant learning communities.

WHAT WE HEARD:

⇒ **Leaders, principals and teachers** noted that while Magnolia attracts passionate educators, retention rates remain low due to non-competitive compensation in comparison to peer districts, year-to-year contracts, and limited support structures.

⇒ **Teachers and principals** emphasized the importance of structured professional development, stronger onboarding and new teacher supports, clear career pathways, and recognition systems to boost morale and retention.

⇒ **Leaders** noted the balance between centralization and school-level autonomy needs to be redefined to better support principals and increase their capacity to focus on instructional coaching.

⇒ **Students and Families** appreciate Magnolia's caring staff but call for clearer communication, fair treatment, stronger conflict resolution, and leadership that is both approachable and accountable. They also call for better support and retention of experienced and special education teachers.



> ***"What I really like about my school is that all staff and teachers care about you and are kind to you, it makes you feel included and this makes you actually want to come to school."***
> - Student at MSA 2

> **"In order to have strong schools you need strong educators. We're a team that leans in, we're scrappy and young, we will get there and figure it out. Everyone here leads with heart."**
> - Magnolia Staff

PRIORITY AREA #2

KEY CHALLENGES IMPACTING ORGANIZATIONAL TALENT AT MAGNOLIA

Staffing ratios and tenure vary significantly across the network, with nearly a quarter of MPS staff having joined within the past year.

MPS' ratio of Home Office **FTEs per 100 students falls below the 1.5 average** for similar-sized networks.

Teacher retention varies significantly by school, with clear connections to both staff satisfaction and student academic outcomes. **Teacher salaries vary in competitiveness:** while teacher salaries are competitive with other charter management organizations, they fall short when compared to district-level compensation.

While MPS has a richly diverse staff, **leadership roles are notably less representative of the network's demographic makeup.**

Staff satisfaction varies across schools, Home Office departments, roles, and demographics, with **early-career staff and staff of color reporting lower satisfaction,** while those in leadership roles show higher levels of satisfaction and retention.





ORGANIZATIONAL TALENT

By defining **Magnolia as an Employer of Choice** through inclusive talent recruitment, role clarity and equitable compensation, and cohesive professional development, Magnolia will cultivate a thriving workforce committed to its mission and long-term growth.

	Actions	Metrics of Success
1	**Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.	**By 2030….** • **85% of principals and teachers** will choose to **stay** at Magnolia (while maintaining a 95% retention rate for Home Office staff).
2	**Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.	**By 2030….** • **75% of teachers and Home Office staff** will be **satisfied** with their work at Magnolia (while maintaining at least 90% satisfaction rate by Principals and Assistant Principals). • **At least 75% of staff** agree that **pay is fair and transparent**.
3	**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.	**By 2030….** • **100% of staff** will **engage** in **professional growth opportunities** annually. • **At least 80% of staff** will **rate professional growth opportunities** as **valuable**.



ORGANIZATIONAL TALENT

Implementation Milestones

Action	Year 1 (SY 2025-26)	Year 2 (SY 2026-27)	Year 3 (SY 2027-28)	Year 4 (SY 2028-29)	Year 5 (SY 2029-30)
Establish Magnolia as an Employer of Choice by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.	Develop Employee Value Proposition (EVP) and begin design of career sites.	Launch EVP and careers site. Develop and launch a Candidate Experience Survey. Implement onboarding plans for all roles.	Strengthen recruitment pipelines with university & partner organizations. Expand onboarding support to include coaching & mentoring.	Refine recognition and belonging systems. Use multi-year data to refine recruitment training and interview panel diversity. Sustain Great Place To Work™ certification.	
Advance equity in compensation and role clarity by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.	Finalize compensation philosophy and system design.	Implement the new compensation structure for all staff.	Gather staff perception data on fairness.	Conduct first annual equity audit and market review and adjust salary bands, if needed.	Sustain system with annual audits & reviews
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.	Develop Magnolia's coaching framework to support growth across all roles, and create a new admin structure that enables principals to focus on instructional leadership and strengthen teaching and learning.	Implement new leveling framework to define role expectations and career progression across all positions. Continue leadership coaching focused on high-quality instruction.	Apply the leveling framework to guide development and coaching for all roles, connecting growth expectations to performance and instructional impact.	Expand professional development pathways, blending internal learning opportunities and external partnerships that support role-specific growth.	Evaluate and refine the coaching and development systems to ensure they drive instructional excellence and sustained employee growth.

MAGNOLIA 2030

PRIORITY AREA #3

STUDENT EXPERIENCE



1. **Define and codify an academic model through rigorous academics and extracurricular programs** that prepare all students for college, career, and life.
2. **Enhance the STEAM framework** by defining a consistent student experience across campuses and broadening equitable access for students to explore STEAM careers and pathways.
3. **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



1. **Establish Magnolia as an Employer of Choice** by recruiting and retaining diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition practices.
2. **Advance equity in compensation and role clarity** by ensuring fair, transparent pay structures and clearly defined, sustainable roles for all employees.
3. **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



1. **Establish centralized systems,** processes and standard operating procedures and create training systems to support implementation with fidelity.
2. Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset.
3. Create **clear communication norms** and a **centralized information hub**.
4. **Strengthen Student Enrollment, Recruitment, and Growth Systems** for Sustainability and Expansion.

Operational Excellence



Establishing clear systems, balanced support, and strong communication to ensure consistency and alignment across the Magnolia network.

WHY THIS MATTERS

Efficient, reliable systems are essential to creating the conditions where great teaching and learning can thrive. Through our focus on operational excellence, every school will be supported by clear systems, streamlined operations, and effective communication so educators can focus more fully on instruction and student support. By building a consistent, service-oriented foundation across all schools, Magnolia will manage enrollment pressures, rising costs, and post-pandemic demand, ensuring resources are used wisely and every campus runs smoothly in support of student success.

WHAT WE HEARD:

⇒ **Home Office leaders** noted that the lack of standard operating procedures and clear policies left staff working reactively, highlighting the need for stronger systems and training.

⇒ **Principals** reported being overburdened with administrative tasks such as payroll, finance, and procurement, stressing that more centralized support is needed to allow focus on instructional coaching.

⇒ **Leaders** described misalignment between the Home Office and school sites, pointing to a decentralized structure and calling for a customer-service model with more equitable support.

⇒ **Teachers and staff** cited unclear communication protocols and the absence of a central hub for information, underscoring the need for shared norms and a streamlined knowledge base.



> *"If we invest in clear systems and structures, it will pay off in the long run.*
> - Magnolia Staff

> **"All staff are deeply mission-aligned, leading with heart, and committed to making decisions that are in the best interest of students. There is an 'all-hands on deck' culture across the organization.**
> - Magnolia Staff

KEY CHALLENGES IMPACTING OPERATIONAL EXCELLENCE AT MAGNOLIA

Principals spend a significant portion of their time on operational tasks such as finance, HR, and procurement, limiting their capacity to focus on instructional leadership.

Magnolia's wide geographic spread strains leadership capacity, as the current structure lacks sufficient region-specific roles and coaching support. Regional Directors of Operations, instructional coaches, and regionally aligned principal coaching are needed to ensure more responsive and effective support.

New systems are not always intuitive or supported by sufficient training, creating challenges for effective adoption and implementation.

Delays and back-and-forth communication between the Home Office and schools hinder timely issue resolution, highlighting the need for a more service-oriented Home Office that partners with schools to co-create solutions.





OPERATIONAL EXCELLENCE

By building **centralized systems** with **training for consistent implementation**, fostering balanced regional and central support rooted in a customer-service mindset, and creating clear communication norms with a central information hub, Magnolia will strengthen alignment, efficiency, and support across the organization.

	Actions	Metrics of Success
7	**Establish centralized systems,** processes and standard operating procedures and create training systems to support implementation with fidelity.	• **90% of core operational workflows** will be **documented** in finalized Standard Operating Procedures (SOPs). • **At least 90% of staff** will express **satisfaction with** the clarity, consistency, and accessibility of **operations-related resources**.
8	Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset.	• **At least 80% of operations-related requests** will be **resolved** at the **regional level within 72 hours** or less, on average.
9	Create **clear communication norms** and a **centralized information hub**.	• **At least 80% of instructional and operational staff** will **engage with** the centralized **information hub** on a **monthly** basis.
10	**Strengthen Student Enrollment, Recruitment, and Growth Systems** for Sustainability and Expansion.	• **100% of Magnolia schools will meet or exceed their enrollment projections** by July 1 each year. • **Enrollment will grow** by at least **5% annually** network-wide.



OPERATIONAL EXCELLENCE

Implementation Milestones

Action	Year 1 (SY 2025-26)	Year 2 (SY 2026-27)	Year 3 (SY 2027-28)	Year 4 (SY 2028-29)	Year 5 (SY 2029-30)
Establish centralized systems, processes and standard operating procedures and create training systems to support implementation with fidelity	Finalize top 20 standard operating procedures (SOPs) and develop training plans for staff.	Expand SOP library, establish support channels, and roll out SOP training network-wide.	Establish an annual process to refine SOPs and training based on collected data.	Execute annual process to refine SOPs and training based on collected data.	
Foster a **balance of centralized and regional support** structures rooted in a customer-service mindset	Develop a shared vision for centralized vs. regional vs. school-based roles.	Pilot Ops Manager role at 3–5 campuses.	Expand Ops Manager model to 50–70% of schools,	Deploy Ops Manager role across all MPS campuses and monitor performance metrics.	Refine and sustain regional support model. Analyze the instructional impact and retention benefits of principal time reallocation enabled by Ops Manager support.
Create **clear communication norms** and a **centralized information hub**	Develop internal and external communication guides with norms and protocols.	Design the structure of the centralized information hub and pilot it with a few departments.	Launch the centralized information hub org-wide, roll out training to all users, and monitor key metrics.	Create a feedback and improvement loop for the centralized information hub and communication norms.	
Strengthen Student Enrollment, Recruitment, and Growth Systems for Sustainability and Expansion.	Complete SRE process audit and mapping across all schools.	Launch Enrollment & Recruitment Dashboard network-wide.	Launch regional enrollment support model and deploy resources to priority campuses. Launch Family Ambassador and Community Partner programs at all sites.	Launch quarterly SRE performance reviews with school and regional teams. Recognize high-performing schools in the annual network meeting and reports.	

EXTERNALITIES IMPACTING MAGNOLIA

Magnolia Public Schools faces a complex operating environment shaped by enrollment declines, mounting economic pressures, shifting post-pandemic needs, and facility constraints. By recognizing these challenges and opportunities, the strategic plan positions Magnolia to respond proactively and continue delivering on its mission.

Population Trends & Economic Pressure

California's declining student population is creating **increased enrollment competition among districts and charters.** In addition, **rising costs, uncertain funding streams, and reductions in one-time relief funds create budgetary stress** at the school and Home Office level, requiring efficient, centralized systems.

Post-Pandemic Shifts in People Needs

The pandemic permanently changed student and staff needs, especially around professional–personal balance. As organizations face increasing competition for exceptional talent, supporting staff sustainability alongside student well-being demands innovative systems and resources.

Political, Regulatory & Infrastructure Headwinds

Magnolia operates in a complex environment. ICE raids, shifting immigration policies, and ongoing challenges with local public school districts affect family stability, renewals, and facility access. Many campuses remain in leased or shared spaces, with limited access to suitable sites and inconsistent application of Prop. 39.

Magnolia Public Schools

2030 Strategic Plan Update

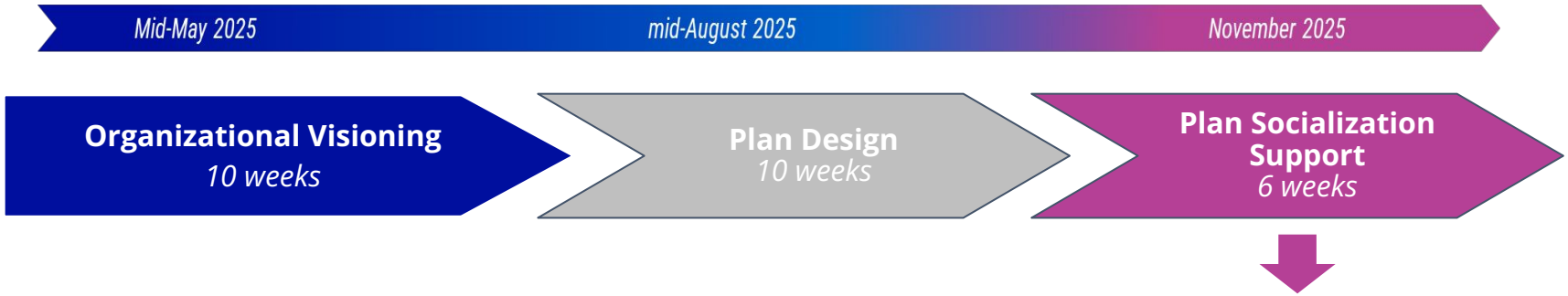
December 2025

Project Update

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

Done

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

Coming out of the September 12 in-person design session, 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 growthby 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.

Strengthen Student Enrollment, Recruitment, and Growth Systems for Sustainability and Expansion.

1. Science, Technology, Engineering, Arts, and Mathematics

Looking Ahead

02

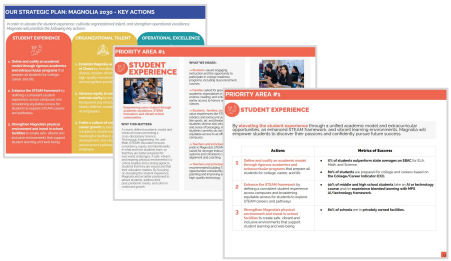
From Strategy to Execution

The below outlines how the MPS 2030 Strategic Plan will move from a **shared vision** to **detailed**, **team-owned implementation.**

EXTERNAL

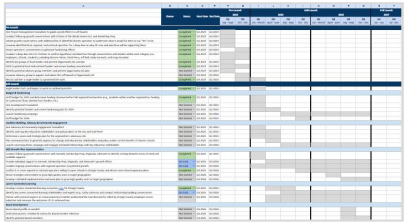
INTERNAL

MPS 2030 Strategic Plan



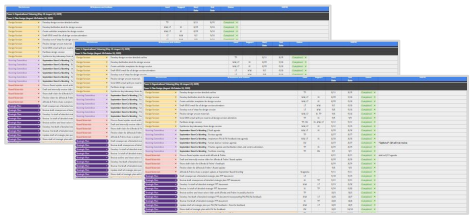
- A **concise, external-facing** document that highlights the most compelling metrics and milestones for funders, families, and the broader public.
- Featured on MPS website, newsletters, and in public communications.

High Level Implementation Plan



- **High-level Implementation steps** for each strategic priority to help guide planning and coordination across teams.
- Outlines **quarterly milestones** needed to reach 2030 goals.

Priority Area Project Plans



- Each **priority area owner,** in collaboration with their teams, develops the **specific tasks, owners, due dates, and dependencies** necessary to accomplish annual milestones.
- **Operationalizes** the strategic plan **day-to-day.**

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

03

Key Upcoming Dates

December

- **December 4: Principals Update**
- **December 11: Board Meeting Update and Approval of the Plans**

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.

Coversheet

Approval of Overview and Roadmap for Staffing and Organization of New Orange County School in Irvine

Section: VII. Action Items (Continued)
Item: B. Approval of Overview and Roadmap for Staffing and Organization of New Orange County School in Irvine
Purpose: Vote
Submitted by:
Related Material:
VII_B_Staffing and Organization of New Orange County School in Irvine.pdf

Agenda Item:	VII B: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Alfredo Rubalcava, CEO & Superintendent Erdinc Acar, Deputy Superintendent
RE:	Approval of Overview and Roadmap for Staffing and Organization of New Orange County School in Irvine

Action Proposed:

Staff recommends that the Board authorize Magnolia Public Schools to post and recruit for a Founding Principal position for a future Orange County school site in Irvine. If approved, this position would begin in the current semester, effective February 1, 2026.

This position is associated with Magnolia's approved countywide charter petition, which authorizes the opening of up to four schools within five years. Two schools under this petition—Anaheim and Placentia–Yorba Linda (PYL)—are already operational. The proposed Irvine school would represent the third school under this existing authorization.

Purpose:

The purpose of this item is to ensure Magnolia is organizationally prepared from a leadership standpoint for the next school to be implemented under its already-approved countywide charter authorization.

Early recruitment of a Founding Principal supports:

- Strong instructional and cultural leadership from the outset
- Advance participation in leadership development opportunities and external cohorts
- Thoughtful planning and continuity once implementation timelines are finalized

This reflects Magnolia's commitment to responsible growth and operational readiness.

Leadership Readiness:

Recent Orange County school launches have reinforced the importance of dedicated, site-based leadership in building enrollment traction, school culture, and instructional coherence.

Posting a Founding Principal position in advance:

- Supports early community engagement and enrollment development efforts by establishing a visible, mission-aligned leader who can build family trust, represent Magnolia locally, and contribute to sustained enrollment momentum.
- Strengthens Magnolia's leadership pipeline
- Positions the organization to leverage leadership fellowships, training programs, and funder-supported cohorts
- Reduces execution risk once final timelines are established

Budget Implications:

Final compensation for the Founding Principal will be determined based on qualifications, including years of relevant external leadership experience, prior Magnolia Public Schools experience, and educational credentials. At the maximum qualification level, the estimated annual salary would be approximately **$124,000**, plus benefits estimated at **approximately 35%** of salary. Compensation costs would be supported through Federal Charter School Program Grant funds and other approved grant partnerships.

Exhibits:

- MSA-OC Irvine school site organizational chart
- Founding Principal job description


Founding Principal (Irvine)
(NEW POSITION)
VACANT

Founding Principal Job Description for the Future Orange County Site

In addition to all regular school site principal job duties, the Principal for the future Orange County Site will also carry out the following job duties as needed:

- Supporting all aspects of opening a new charter school
- Supporting, and even leading, the identification and selection of a school site
- Leading the development and implementation of policies, procedures, and programs integral to a new charter site
- Advocacy on behalf of the new charter site in various forums
- Working with vendors, administrators, and community members to prepare the school to be open
- Working closely with Orange County Authorizer to complete all tasks needed to open and operate the charter school
- Maintain open and effective communication with the C-Team, and report updates and progress as directed by the C-Team
- Carry out recruiting, marketing, community engagement, and advertising needing to fill enrollment and staffing
- Assist at other school sites if asked to do so
- Assist with duties of other positions when needed

Coversheet

Approval of Preferred Vendor Contract for the Expansion & Replication of Magnolia Public Schools

Section: VII. Action Items (Continued)
Item: C. Approval of Preferred Vendor Contract for the Expansion & Replication of Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material: VII_C_Vendor Contracts for the Expansion & Replication of MPS.pdf

Agenda Item:	VII C: Action Item
Date:	January 24, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda Olivares, Chief Impact Officer
RE:	Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools

Action Proposed:

Staff recommends and moves that the Board approve the partnership with Mariposa Consulting Group for the expansion and replication of Magnolia Public Schools.

Purpose:

Magnolia Public Schools has partnered with Mariposa Consulting Group previously as a member of the CSGF portfolio. The work will strengthen MPS Student Recruitment and Enrollment Growth Systems for sustainability and expansion. Consistent with our 2030 Strategic Plan

Background:

Promising practices we incorporated from our previous work has been tracking enrollment data for the current 2026-27 school year enrollment cycle. Triangulating and understanding data such as student persistence, attrition, and conversion to better inform decisions related to meeting targets. Our expansion efforts include increasing enrollment in MSA-OC Anaheim, PYL, and entering the new market in Irvine.

Analysis:

Mariposa Consulting Group will provide Magnolia Public Schools with a comprehensive Enrollment Marketing Excellence Program over a ten-month partnership running from January 15, 2026, through October 15, 2026. The scope of work focuses on strengthening MPS's enrollment outcomes through an integrated approach that combines marketing strategy, enrollment operations, and organizational capacity-building. MCG will assess the full enrollment lifecycle, from awareness and lead generation through registration, onboarding, and retention, to identify gaps and implement targeted solutions that support fully enrolled schools. This includes

annual enrollment arc planning, competitive analysis, enrollment goal-setting, and the development of clear roles and responsibilities across central office and school-site teams.

Key deliverables include customized enrollment and marketing strategies, in-house campaign management (excluding media placement costs), organizational and enrollment messaging, and the creation of practical tools such as data dashboards, enrollment playbooks with seasonal guidance, and role-based scopes of work. MCG will also design and execute marketing assets, email and social media campaigns, and field recruitment collateral, while managing a prepaid advertising budget on behalf of MPS. Ongoing progress monitoring, campaign iteration, and coaching are embedded throughout the engagement to ensure responsiveness to enrollment performance and re-enrollment needs.

In addition to strategy and execution, the partnership emphasizes sustainability and internal capacity-building. MCG will deliver multiple professional development and training sessions, including enrollment kick-off, beginning-of-year, mid-year, and persistence training, to equip school leaders and operations staff with the skills and tools needed to sustain enrollment success beyond the contract term. The engagement concludes with codified toolkits and turnkey resources designed to leave Magnolia Public Schools with a scalable, repeatable enrollment and marketing framework.

Impact:
Strengthen systems and processes tied to enrollment

Budget Implications:
The cost of the agreement will be covered by the CSGF partnership. The total cost of the agreement will be 165K.

Exhibits:

- Agreement between Mariposa Consulting Group and Magnolia Public Schools

MARIPOSA
CONSULTING GROUP

Enrollment Marketing Excellence Program

Magnolia Public Schools

Prepared for:
Alfredo Rubalcava
Magnolia Public Schools

Created by:
Vanessa Barry
Mariposa Consulting Group, LLC

ABOUT US

TRANSFORMATIONAL ENROLLMENT AND MARKETING SOLUTIONS

At Mariposa Consulting Group, we're not just another team of experts. We are catalysts for change, dedicated to creating sustainable success for schools. With our experience in operations, enrollment, and marketing, we empower school leaders to navigate challenges, drive growth, and create thriving school communities – while adding capacity to your teams.



The Problem We Solve

You're a leader invested in enrollment success. You have a powerful mission and an academic offering that can improve the trajectory of a student's life.

But enrolling students is becoming increasingly challenging. There's more competition, greater parent choice, and new schools emerging. Your vision is at risk if enrollment targets aren't met.

That's where Mariposa Consulting Group comes in. We partner with schools like yours to ensure the classrooms are filled. We focus on enrollment, so you can focus on your vision while avoiding the consequences of under-enrollment.

Overview of Core Services

Fully enrolled schools are driven by three levers: **Marketing, Enrollment, and Operations.** We evaluate your entire enrollment continuum – from recruitment to first day of school to retention – to identify what might be holding your schools back from reaching their full enrollment potential.

MCG's core offerings to drive enrollment success:

Marketing	Enrollment	Operations
Awareness	Field Recruitment	Data Management
Ad Strategy & Operations	Applicant Nurture	Systems Optimization
Lead Generation	Offer Management	Professional Development
Lead Nurture	Registration Conversion	Tactical Execution
Lead Conversion	Onboarding	Leadership Coaching

What You Can Expect From Us

- A clear, up-front plan to get everyone on the same page
- Regular check-ins to keep us moving forward – together
- Quick wins that boost your numbers right away
- A laid-back, no-fluff style that you'll actually enjoy
- Honest updates and quick pivots to keep those seats filled
- Deep experience to help you avoid surprises
- Direct access to the strongest enrollment leader in the charter school game and her trusted team

Why You Can Trust Us

Because we've been in your shoes. We've filled schools, we've run schools, we've even led classrooms. And we know what it takes.

Because we're professional, but not stuffy. We're casual and avoid the fluff. We have fun and deliver solutions that make an impact.

Because we're focused on results. Everything we do is in service to filling seats and helping you hit numbers.

What We Need from You

To ensure this partnership is successful, we ask that each client commit to a few key responsibilities. Our most successful engagements are grounded in clear communication, timely collaboration, and shared accountability.

Key Inputs & Participation

- **Designated Point of Contact**
  - A single lead who will coordinate approvals, schedule meetings, and relay feedback across internal stakeholders.
- **Access to Key Systems and Data**
  - Enrollment platform(s) (e.g., SchoolMint, Jotform, Hubspot)
  - Website and/or campaign landing pages
  - CRM or lead tracking tools
  - Historical enrollment data (if available)
  - Any available brand or design assets
- **Strategic Collaboration**
  - Attend key planning and review meetings
  - Participate in messaging alignment and content review
  - Offer input on roles/responsibilities during planning sessions
  - Identify any internal deadlines or key dates that may affect rollout
- **Feedback & Approvals**
  - Provide guidance on family-facing tone, equity considerations, or brand values where relevant
  - Approve messaging, collateral drafts, or digital assets within 2–3 business days to stay on timeline

Scope of Work

Tier Option	Enrollment Marketing Excellence Program

Scope of Work	Mariposa Consulting Group (MCG) will provide the Marketing and Enrollment Excellence Partnership to Magnolia Public Schools .
	
	Every partnership is unique and addresses the needs of the network, but generally includes the following:
	
	Note: *Design collateral support is included in this option.*
	
	• Enrollment and Marketing Excellence Partnership
	  • Annual Arc of the Year Development
	  • Enrollment Strategy Development and Execution Partnership
	  • Enrollment Goals for the upcoming SY
	  • Enrollment Target Setting (as needed)
	  • Customized Data Dashboard(s)
	  • Marketing Strategy and In-House Marketing Campaign Management (cost of advertising not included)
	  • Organizational and Enrollment Messaging Development
	  • Roles and Responsibilities Overview Development
	  • Scope of Work by Role and by Season
	  • Enrollment Playbook with Seasonal Build
	  • Enrollment and Marketing Professional Development for Operations and School Leaders
	  • Enrollment Kick-Off Training
	  • Beginning of Year Training
	  • Mid-Year Enrollment Training
	  • Persistence Training

Investment	• $6,000 per month retainer • Prepay $105,000 for approved media and advertising expenses related to this engagement.
Timeline	▪ 10-Months

What You Can Expect

Phase	Focus Area	Key Activities	Standard Timeline
Phase 1: Alignment	Foundation & Diagnostics	Competitive analysis, goal setting, roles/responsibilities	Month 1

Phase	Focus Area	Key Activities	Standard Timeline
Phase 2: Pre-Launch	Strategy & Messaging	Messaging, budget allocation, campaign planning, WebUX	Months 2–3
Phase 3: Launch	Implementation	Ad design, email sequences, social media, collateral	Month 4
Phase 4: Progress Monitoring	Iteration & Coaching	Campaign adjustments, re-enrollment strategy, arc of the year planning	Month 5
Phase 5: Codification	Sustainability & Turnkey Tools	Toolkits, PD sessions, enrollment playbooks	Month 6

Section	Details
Investment	• **Enrollment Marketing Excellence Program:** MCG will provide ongoing support for Magnolia Public Schools through the Enrollment Marketing Excellence Program for a monthly investment of $6,000 per month. For the 10-Months engagement the total investment will be $60,000. • Additionally, Magnolia Public Schools will prepay $105,000 to MCG for media and advertising expenses related to this engagement. This amount will be invoiced upon execution of the Agreement and managed and allocated by MCG in alignment with the advertising plan approved by Client. Any unused portion of the prepaid amount will be handled in accordance with the terms of this Agreement.
Timeline	**10-Month Partnership** • Between January 15, 2026 and October 15, 2026, MCG will execute the services above in partnership with Basis Texas.
Meeting Cadence	Regularly scheduled meetings (cadence to be mutually agreed upon) will be used to review progress, resolve challenges, and ensure alignment with client goals.

Section	Details
Team Support	Various members of the MCG team will be engaged to support the execution of work: • Vanessa Barry (vanessa@mariposamcg.com) | Founder and Principal • Laura Mueller – Lead Consultant, Marketing and Enrollment (laura@mariposacg.com) • Martha Winslow (martha@mariposacg.com) | Engagement Manager • Daniela Reynoso (hello@mariposacg.com) | Administrative Support • Jenn Stevenson (design@mariposacg.com) | Graphic Design & Branding • Michael Reina (michael@mariposacg.com) | Content • Emma Ward (emma.ward@mariposacg.com) | Analyst, Marketing and Operations • Matt Barry (matt@mariposacg.com) | Business Operations and Client Success • Bailey – Operations Support (bailey@mariposacg.com)

SERVICE AGREEMENT

This agreement is made effective as of 2026-01-15 between

Alfredo Rubalcava
Magnolia Public Schools

(hereinafter "Client")

and

Vanessa Barry
Mariposa Consulting Group, LLC
14007 Panther Valley
Helotes, TX 78023
USA
(hereinafter "Business Owner")

1. Term

This Agreement shall commence on the effective date 2026-01-15 as indicated by signing and shall remain in effect for a period of January 15, 2026 and October 15, 2026.

2. Relationship of Parties

Company is an independent contractor of the Client. This Agreement shall not be construed to create any association, partnership, joint venture, employee, or agency relationship between the parties for any purpose. The Company has no authority (and shall not hold itself out as having authority) to bind the Client, nor shall it make any agreements or representations on the Client's behalf without the Client's prior written consent.

3. Fees and Expenses

In consideration of Consultant's performance of the Services in accordance with the terms of this Agreement, Client agrees to compensate Consultant as outlined herein and to reimburse Consultant for reasonable, approved out-of-pocket expenses incurred in connection with the Services, including media expenses and airfare and lodging for travel agreed upon in advance by Client. Consultant will submit a monthly invoice to Client for fees and, if applicable, reimbursable expenses, and will provide reasonable documentation verifying any expense for which reimbursement is requested. Unless otherwise indicated in this Agreement, Client shall pay Consultant within thirty (30) days of the invoice date, with the initial payment due at the commencement of the Agreement.

4. Intellectual Property

Right to Work Product:

Upon full payment of all undisputed invoices under the applicable Statement of Work (SOW), the Consultant agrees to assign to the Client all worldwide rights, titles, and interests in and to the Work Product, including all copyrights, patents, and trademarks therein. The Client is permitted to use the intellectual property shared in this engagement solely for the purposes of their organization in accordance with the fee arrangement. However, the developers of said property will remain the sole owner(s).

Consultant Background Intellectual Property; Retained Rights:

The Consultant shall retain sole ownership of any and all Consultant Background Intellectual Property. Furthermore, notwithstanding any provisions in this Agreement to the contrary, the Consultant is entitled to use for itself and for the benefit of third parties any general knowledge, skills, and techniques acquired during the performance of the Services ("Retained Knowledge"), as well as the Work Product. However, it is explicitly stipulated that such Retained Knowledge and use of Work Product shall exclude any specific Client Confidential Information or Client Background Intellectual Property. At the final termination of this contract Consultant shall return all personal identifiable information of students, family members and teachers

Client Background Intellectual Property, and No Contesting Rights:

The Client shall retain sole ownership of any Client Background Intellectual Property. The Client acknowledges that Mariposa Consulting Group, LLC, content, and materials are the Intellectual Property of the Service Provider. The Client is permitted to utilize Deliverables created by the Service Provider or other developers, as long as the logo/creation name are included on the materials in alignment with the fee arrangement and usage clauses (i.e., licensing). Additionally, the Client agrees not to contest the Consultant's ownership of the Consultant Background Intellectual Property, including but not limited to the Consultant Software, nor to attempt to invalidate any intellectual property rights held by the Consultant in the aforementioned assets.

5. Confidentiality

Both parties agree to maintain strict confidentiality regarding all information related to this Agreement, the provided services, and each other's businesses. This includes but is not limited to intellectual property, trade secrets, financial data, future plans, customer lists, and terms of the Agreement. Neither party will disclose such information to third parties without prior consent. Upon termination of the Agreement, all confidential materials will be returned to the original party upon request.

6. Holiday and Weekends

Mariposa Consulting Group observes the following holidays and will be closed accordingly:

- Thanksgiving Week: November 24-28, 2025
- Winter Break: December 22, 2025-January 5, 2026
- Winter Break: January 1-2, 2026
- Martin Luther King Jr. Day: January 19, 2026
- President’s Day: February 13-16, 2026
- Spring Break: March 9–13, 2026
- Easter Holiday: April 3-6, 2026
- Memorial Day: May 22-27, 2026
- Summer Break: June 22–30, 2026
- Summer Break: July 1–10, 2026
- Labor Day: September 7, 2026
- Indigenous Peoples’ Day: October 12, 2026

- Thanksgiving Week: November 23–27, 2026
- Winter Break: December 18, 2026- January 4, 2027

A performance date that falls on a Saturday, Sunday or holiday is deemed extended to the next working day or will be provided by someone who is online.

7. Travel

All travel and other expenses incident to the rendering of services reasonably incurred on behalf of Mariposa Consulting Group during the term of this Agreement shall be paid by the date of travel and will be based on the travel costs by city. If any such expenses are paid in the first instance by Mariposa Consulting Group, shall reimburse Mariposa Consulting Group therefore on presentation of appropriate receipts for any such expenses.

8. Late Fees

Please note that late invoices will be subject to a 3% late fee of the value of that invoice to be paid along with the invoice amount.

ACKNOWLEDGMENT

Agreed and accepted by:

Mariposa Consulting Group, LLC

Founder and Principal



01 / 15 / 2026

Vanessa Barry

Magnolia Public Schools

CEO & Superintendent



01 / 15 / 2026

Alfredo Rubalcava

CERTIFICATE *of* SIGNATURE

REF. NUMBER
3YGCE-QU9WF-AAQ2U-4L3LG

DOCUMENT COMPLETED BY ALL PARTIES ON
20 JAN 2026 14:58:02
UTC

SIGNER	TIMESTAMP	SIGNATURE
VANESSA BARRY EMAIL ADMIN@MARIPOSACG.COM	SENT 15 JAN 2026 19:17:56 VIEWED 15 JAN 2026 19:18:06 SIGNED 15 JAN 2026 19:18:21	 IP ADDRESS 67.11.156.233 LOCATION SAN ANTONIO, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 15 JAN 2026 19:18:06	
ALFREDO RUBALCAVA EMAIL ARUBALCAVA@MAGNOLIAPUBLICSCHOOLS.ORG	SENT 15 JAN 2026 19:17:56 VIEWED 16 JAN 2026 16:21:29 SIGNED 20 JAN 2026 14:58:02	 IP ADDRESS 69.75.213.37 LOCATION IRVINE, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 16 JAN 2026 16:21:29	

Signed with PandaDoc