Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday May 21, 2026 at 5:30 PM PDT

Location

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

Access to the Board Meeting

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

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County 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.
6525 Estrella Ave, San Diego, CA 92120 (**Dr. Salih Dikbas**)
5113 Babette Ave, Los Angeles, CA 90066 (**Mrs. Diane Gonzalez**)

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. Contact 213-628-3634 or email board@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**			**5:30 PM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	B. Pledge of Allegiance			1 m
	C. Record Attendance and Guests			1 m
	D. Approval of Agenda	Vote		1 m
	E. Public Comments			20 m
	F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
	G. Approval of Minutes from MPS Regular Board Meeting - April 9, 2026	Approve Minutes		1 m
II.	**Closed Session**			**6:00 PM**
	A. Public Announcement of Closed Session	FYI		1 m
	B. Public Employee Discipline/Dismissal Release (§ 54957)			60 m
	C. Conference with Legal Counsel – Anticipated Litigation Initiation of litigation pursuant to §54956.9(c): 2 cases			60 m
	D. Conference with Legal Counsel - Existing Litigation §54956.9			30 m
	E. Report Out of Closed Session	FYI		1 m

		Purpose	Presenter	Time
III.	**Consent Items**			**8:32 PM**
A.	Approval of the Provisions to the Memorandum of Understanding (MOU) for Magnolia Science Academy-5	Vote	Andrew Zarnich	3 m
B.	Approval of 2026-27 School Calendars for Magnolia Science Academy-5	Vote	David Yilmaz	3 m
IV.	**Information/Discussion Items**			**8:38 PM**
A.	Enrollment and Strategy Update	Discuss	Brenda Olivares	10 m
B.	Average Daily Attendance (ADA) Update	Discuss	Gokhan Serce	5 m
C.	2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	David Yilmaz	20 m
V.	**Action Items**			**9:13 PM**
A.	Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders	Vote	Fiorella Del Carpio	10 m
B.	Approval of the 2026-27 Home Office Compensation and Salary Bands for Home Office Employees	Vote	Fiorella Del Carpio	10 m
C.	Approval of the Board Resolution for Creation and Elimination of Positions Across MPS Network for the Improvement of Educational Programs for Students	Vote	Fiorella Del Carpio	10 m
D.	Approval of the MPS School Site Classified Employees’ Pay Raise Schedule for 2026-27 School Year	Vote	Fiorella Del Carpio	10 m
E.	Approval of the Updated MPS Board Officers	Vote	Alfredo Rubalcava	5 m

		Purpose	Presenter	Time
F.	Approval of the Magnolia Science Academy-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework	Vote	Erdinc Acar	15 m
G.	Approval of Resolutions for Restructuring and New Intra-Organization Loans	Vote	Cafer Turan	15 m
H.	Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project	Vote	Patrick Ontiveros	15 m
I.	Approval of General Contractor for Tenant Improvement Projects at Magnolia Science Academy-Orange County Anaheim at 412 W Carl Karcher Way, Anaheim, CA 92801	Vote	Mustafa Sahin	15 m

VI. Closing Items — 10:58 PM

A.	Adjourn Meeting	1 m

Coversheet

Announcements - CEO & Superintendent, Board, Student Board Member

Section: I. Opening Items
Item: F. Announcements - CEO & Superintendent, Board, Student Board Member
Purpose:
Submitted by:
Related Material: CEO Update Sides May 21 2026.pdf













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BLUE RIBBON SCHOOL
CALIFORNIA
CALIFORNIA BLUE RIBBON SCHOOL
2025
A CALIFORNIA DISTINGUISHED SCHOOL
CALIFORNIA DISTINGUISHED SCHOOL
2026
MAGNOLIA
PUBLIC SCHOOLS
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Magnolia Public Schools proudly celebrates the recognition of multiple MPS schools by the California State Superintendent of Public Instruction through the California Distinguished Schools and National Blue Ribbon Schools honors, reflecting our collective commitment to academic excellence, equity, innovation, and student success. April 24, 2026



STEAM EXPO 2026

IMAGINE • INSPIRE • INNOVATE

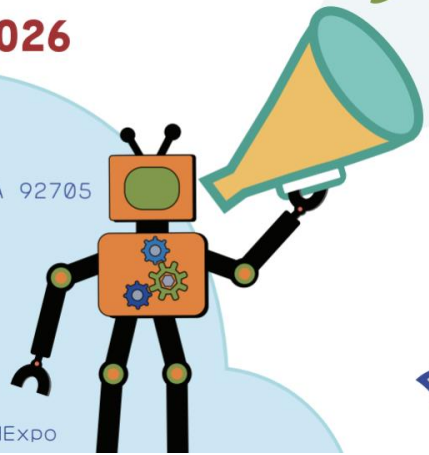
STEAM FOR ALL

SATURDAY, MAY 2, 2026
10:00 AM – 2:00 PM

Discovery Cube Santa Ana
2500 N Main St, Santa Ana, CA 92705

Science, Technology, Engineering, Art, and Math Demonstrations • Family Challenges • Music & Art Performances • Robotics Contest • College Fair • And MORE!

#STEAMEXPO
magnoliapublicschools.org/STEAMExpo



DiscoveryCube

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA PUBLIC SCHOOLS & Los Angeles County Office of Education

CA-ISP SCHOOL

Modules Facilitated

MSA-2
MSA-3
MSA-4
MSA-5
MSA-7
MSA-8

Year One

Culturally Relevant Practices

- Cultural Responsiveness
- Community Circles
- Positive Sayings
- Implicit Bias
- Wise Feedback
- VDP & Neutralizing Routines
- 4:1 Ratio
- Planned Praise
- Personal Matrix
- Family Engagement
- CA-ISP Wrap Up Reflection

Year Two

Trauma-Informed & SEL Practices

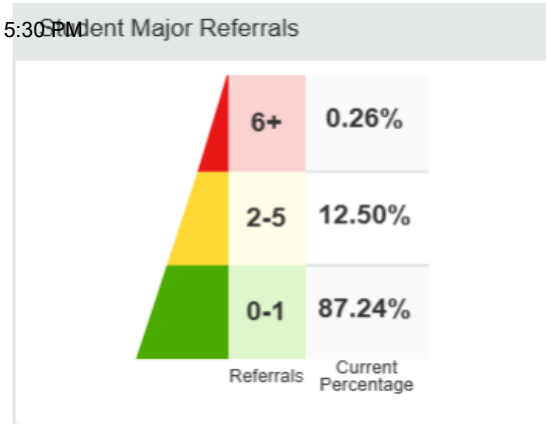
- Foundations of Trauma-Informed Practices
- Social Emotional Learning 101
- Staff Wellness
- SEL Competencies Part 1: Self Awareness and Self Management
- SEL Competencies Part 2: Social Awareness, Relationship Skills
- CA-ISP Wrap Up Reflection

Comparison of # of Suspensions Between 5/1/25 & 5/1/26

School	2024	2025
MSA-1	38	14
MSA-2	15	21
MSA-3	16	27
MSA-4	1	8
MSA-5	13	4
MSA-6	5	5
MSA-7	0	0
MSA-8	18	5
MSA-SA	9	9
MSA-SD	9	6
MPS	124	99

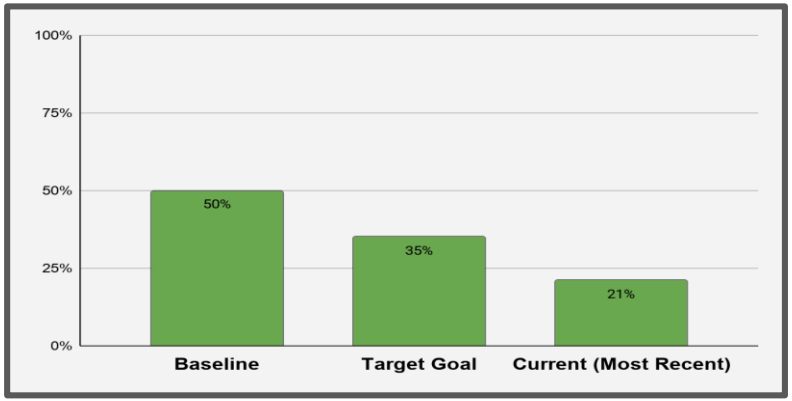
Decrease of approx. 20.2%

WHAT THE DATA SAYS



Sense of Belonging (School Connectedness)	69%	+19 (From 2024-25)

"I felt down, sad, or hopeless."









CONGRATULATIONS TO OUR PARTICIPATING SCHOOLS!







Coversheet

Approval of Minutes from MPS Regular Board Meeting - April 9, 2026

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - April 9, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on April 9, 2026

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday April 9, 2026 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, M. Muhammedov, S. Covarrubias, S. Orazov, U. Yapanel

Directors Absent
S. Dikbas

Directors who left before the meeting adjourned
U. Yapanel

Guests Present
J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 9, 2026 at 6:10 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

D. Gonzalez 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

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

E. Public Comments

The Board heard public comments from multiple individuals during the public comment period. Public speakers expressed their opposition to the proposed co-location of Magnolia Science Academy-5.

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

No announcements were made at this time.

G. Approval of Minutes from MPS Regular Board Meeting - March 12, 2026

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 03-12-26.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Consent Items

A. Approval of Commission on Teaching Credential (“CTC”) Form CL-500 Declaration of Need (Emergency Permits)

D. Gonzalez made a motion to approve the Commission on Teaching Credential (“CTC”) Form CL-500 Declaration of Need for all MPS schools in the counties of Los Angeles, San Diego, and Orange for the 2026-27 school year.
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. Covarrubias	Absent
D. Gonzalez	Aye
S. Orazov	Aye
U. Yapanel	Aye
S. Dikbas	Absent
M. Muhammedov	Aye

III. Information/Discussion Items

A. Enrollment Update

B. Olivares, Chief Impact Officer, presented the enrollment goals and progress updates from across the school sites. She stated that schools are focused on the re-enrollment campaign to secure family commitments for the upcoming school year. She added that key metrics were identified following the Student Recruitment & Enrollment (SRE) retreat to support ongoing efforts to reduce student attrition, provide training for all staff, and highlight the strengths of the academic programs. She reviewed enrollment data for all school sites. Board Members’ questions and comments were addressed by staff.

B. Average Daily Attendance (ADA) Update

M. Wittek, Director of Student Services, reported that as of April 5, MPS's ADA stood at 93.89%, reflecting a slight decline from March and remaining below the target ADA of 94.15%. She added that there had been improvement compared to last year's P-2 period, with an overall increase of 0.77%. The official P-2 data is expected within the coming weeks.

She further stated that several schools are performing at or near their goals, while other sites have shown improvement through the implementation of current interventions and continued best practices. She highlighted schools demonstrating improvement, schools that experienced decreases, and the action steps being taken to address attendance goals. Board Members questions were addressed by staff.

IV. Action Items

A. Approval of Restated 2024-25 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office

C. Turan, Interim Chief Financial Officer, presented the reissued and restated audited financial statements for FY 2024–25, which reflected updates to ensure the financial statements accurately presented the organization's financial position. He stated that additional information had been identified requiring revisions to the classification and presentation of certain balances. Specifically the additional adjustments identified at Magnolia Science Academy(MSA)-5 and the LLC entities. He added that is has now been incorporated and overall the updates strengthens the completeness of MPS financial reporting and the restatement resulted in a net change of $1,829,860 to net assets. The updates reflected technical accounting adjustments made to improve the accuracy and transparency of the organization's financial reporting. It was reported that the opinion remains unmodified and remains a clean audit. Board Members questions were addressed by staff.

S. Orazov made a motion to approve the FY 2024–25 Restated Audit Report.

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

B.

Approval to Rename Cesar Chavez Day to Farmworkers Day in All MPS Policies, Practices, and Venues

F. Del Carpio, Chief People Officer, presented the action item to rename Cesar Chavez Day to Farmworkers Day across all organizational materials to ensure consistent implementation in response to emerging information and community sentiment.
D. Gonzalez made a motion to approve renaming Cesar Chavez Day to Farmworkers Day across Magnolia Public Schools.
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. Covarrubias	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Absent
M. Muhammedov	Aye
S. Orazov	Aye

V. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, reported that the Board would be entering into Closed Session to discuss a conference with legal counsel regarding anticipated litigation, as well public employee discipline/dismissal release and would report out following Closed Session.

B. Conference with Legal Counsel – Anticipated Litigation

Item was discussed in Closed Session.

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

Item was discussed in Closed Session.

D. Report Out of Closed Session

U. Yapanel left at 10:20 PM.
M. Muhammedov reported in open session at 10:53pm that the Board discussed the closed session items, took no reportable actions, and directed staff to take necessary steps.
J. Lara, Board Secretary, reopened the approval of the minutes as the original motion did not capture the Board members who moved and seconded the item. The information has since been documented above under the corresponding item.

VI. Action Items

A. Approval of Change Orders for Magnolia Science Academy-5 (7111 Winnetka) Project

P. Ontiveros, General Counsel & Director of Facilities, reported on the change orders from all of the contractors associated with the Magnolia Science Academy(MSA)-5 project. He explained that the change orders would address additional work required due to site conditions, weather impacts, and utility coordination issues identified during construction. Board Members expressed a conditional approval meaning that staff will need to follow-up with the design contracting team for continued oversight and review. Board Members questions and next steps were addressed by staff. It was also stated that the motion would be amended to remove “Pro-Craft Solar” from the written motion on the report, as it was duplicative of Pro-Craft Construction.
M. Muhammedov made a motion to amend the motion and approve the proposed construction change orders associated with Del Amo Construction, Pro-Craft Construction, and Silver Creek for the Magnolia Science Academy-5 project at 7111 Winnetka Ave (the “Project”), for a total net amount of One Hundred Fifty-Five Thousand Five Hundred Sixty-Two and 37/100 ($155,562.37).
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:03 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of the Provisions to the Memorandum of Understanding (MOU) for Magnolia Science Academy-5

Section: III. Consent Items
Item: A. Approval of the Provisions to the Memorandum of Understanding (MOU) for Magnolia Science Academy-5
Purpose: Vote
Submitted by:
Related Material:
Approval of the Provisions of the Memorandum of Understanding for Magnolia Science Report Final.pdf

Agenda Item:	III A: Consent Item
Date:	May 21, 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 Andrew Zarmich, Director of Charter Petitions and Reporting
RE:	Approval of the Provisions of the Memorandum of Understanding for Magnolia Science Academy-5

Action Proposed:

Staff recommends and moves that the Board read, understand, and agree to the provisions of the Memorandum of Understanding (MOU) for Magnolia Science Academy-5 ("MSA-5").

Purpose:

As outlined in LACOE's Findings of Facts documents to Magnolia Public Schools, "the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school's governing board." We bring before you the MOU to complete this step.

Background:

The Board of Directors of Magnolia Public Schools ("MPS") sought authorization of the MSA-5 charter renewal petition submitted to the Los Angeles County Office of Education ("LACOE"); and LACOE approved MSA-5's charter renewal petition on February 10th, 2026.

Analysis:

The proposed Memorandum of Understanding (MOU) is consistent in scope, structure, and requirements with those previously approved by the Board for Magnolia Science Academies 1, 2, and 3 during their respective LACOE charter renewals in 2024–25. The provisions outlined in this MOU reflect standard monitoring and oversight expectations established by LACOE and do not introduce any new or materially different obligations beyond those already accepted and implemented by Magnolia Public Schools at other LACOE-authorized sites.

Impact:

Necessary step to complete the renewal process for MSA-5.

Budget Implications:
None at this time.

Exhibits:

- Los Angeles County Office of Education Monitoring and Oversight Memorandum of Understanding Magnolia Science Academy 5

Los Angeles County Office of Education

Monitoring and Oversight Memorandum of Understanding[1]

Magnolia Science Academy 5 Charter School

Charter Authorization Period: July 1, 2026 – June, 30, 2031

Charter Type: ☐Appeal of Denied Petition (EC § 47605) ☐Establish Renew

☐Direct to County Board (EC § 47605.5) ☐Establish ☐Renew

☐Countywide Petition to County Board (EC § 47605.6) ☐Establish ☐Renew

INTRODUCTION

The Los Angeles County Board of Education (hereinafter "County Board") is guided by the intent of the legislature, that quality charter schools are and should be an integral part of the California educational system. The County Board believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. Charter schools operate under the provisions of the charter, applicable state and federal laws, and the general oversight of the County Board.

The County Board supports this effort by establishing a defined accountability system for determining the effectiveness of the charter schools it authorizes. Charter schools are public schools; as such, their performance is subject to review and comparison with any other publicly funded school. A charter school's demographic composition should reflect the community it serves and in which it is located.

PURPOSE OF AGREEMENT

The State of California enacted the Charter Schools Act of 1992 authorizing the creation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

Education Code (EC) § 47605 requires a charter petition to provide a "reasonably comprehensive description" of the manner in which the school will operate; it is not a comprehensive document. An agreement is a useful tool for clarifying the expectations, operations, and responsibilities of both parties beyond that which is required in the charter but is required for successful operation and monitoring of a charter school.

The County Board has established this Monitoring and Oversight Memorandum of Understanding ("Agreement") to address matters not covered in the charter in order to clarify monitoring and oversight expectations and responsibilities. The Charter School Act allows the County Board to authorize charter schools under specified circumstances and by doing so, becomes the authorizing agency of the charter schools. The County Board has delegated to the County Superintendent of Schools (Superintendent), its obligation to oversee its authorized charter schools under the terms of this Agreement the provisions of the school's charter, applicable laws, regulations, and County Board Policy and Administrative Regulations. The County Board reserves the right and authority to modify any decision made by the Superintendent, Los Angeles County Office of Education (hereinafter "LACOE") or a designee.

The fundamental interest of LACOE is, on a continuing basis, to be reasonable assured that charter schools authorized by the County Board are:

[1] Adapted from the Memorandum of Understanding (MOU) utilized by the State Board of Education. This agreement reflects changes made for the Los Angeles County Board of Education as the authorizer.

- Implementing the provisions of the charter as approved
- Adhering to all federal, state, and local laws and regulations that apply to the charter school
- Being operated prudently in all respects
- Providing a sound education pursuant to EC § 47605(c)(5)(A)(i-iii) including any future changes and the California Core Content Standards for all of their students.

LACOE will report periodically (annually or as requested or when necessary) to the County Board regarding its delegated oversight of the Magnolia Science Academy 5 (hereinafter, "Charter School").

The County Board recognizes that there are matters related to the operation of the Charter School and to the effective oversight of the Charter School by LACOE that go beyond the provisions included in the school's charter. The County Board also acknowledges that the day-to-day operation of the Charter School is appropriately carried out by the Charter School's leadership, faculty, and staff. This Agreement is intended to address those matters that have not been covered in the charter and to provide guidance on the oversight policies and procedures of the County Board, as carried out by LACOE. Further, this Agreement is intended to outline the parties' agreement governing their respective fiscal and administrative responsibilities and their legal relationships.

The Charter School petition and this signed Agreement, which includes:

- Attachment A: Student Achievement Plan Guidelines
- Attachment B: Fiscal Oversight Requirements and Financial Reporting
- Attachment C: Reporting Timeline (as revised yearly)
- Attachment D: County Board Action to Approve the Charter including Conditions for Approval constitutes the conditions and terms under which the charter shall be monitored. To the extent that the terms in the charter vary from the provisions of this Agreement, the Agreement shall take precedence unless both parties agree to other terms.

The Charter School agrees that violation of a specific material provision of this Agreement is conclusive proof that the Charter School has violated the conditions of the charter within the meaning of EC § 47607(c)(1). The Charter School further agrees that it waives any right to argue that this Agreement is not enforceable or that violation of this Agreement is not a violation of the charter in any court, administrative body, or before a mediator or arbitrator in any matter involving this charter.

TERM OF AGREEMENT

This Agreement shall commence on the date upon which it is fully executed by all parties and shall cover the term of the charter. This Agreement between LACOE and the Charter School is inclusive of Attachments A through E.

Any modification of this Agreement must be in writing and executed by duly authorized representatives of the parties.

1. The duly authorized representatives of the Charter School are the governing board president, CEO/Director or Principal of the Charter School or designee.
2. The duly authorized representative of the County Board is the County Superintendent of Schools or designee. For purposes of material revision/amendments to the charter, such revisions/amendments may only be made upon the approval of the Charter School's governing board, and will take effect only if approved by the County Board.

This Agreement shall be reviewed at least annually and may be amended or augmented by addendum at any time with mutual agreement. In the case of changes in law or County Board policy, the County Board and the Charter School reserve the right to request modifications to this Agreement. Such modifications, if agreed upon, shall be included as Addenda to this Agreement. Failure to reach

agreement on required changes to the Agreement which result in a violation of law will result in termination of the Agreement and lead to termination or revocation of the charter. The approved Agreement (including any subsequent addenda) shall continue unless modified in writing. If the Charter School becomes non-operational for any reason, this Agreement (including any addenda) shall remain in effect until closure procedures have been completed. The term of the charter automatically expires if the Charter School becomes non-operational, because of non-renewal, revocation, or closure. Should the term of the charter be affected by future legislation, the provisions of this MOU will remain in full force and effect.

TERM OF THE CHARTER

The Charter School is a public school that is or shall be operating pursuant to a charter (hereinafter the "charter"). On February 10, 2026, the County Board took action to approve the charter contingent upon the conditions specified in its action (Attachment D). Any condition of authorization that was not met through revision of the Charter may be addressed in this Agreement.

- The Charter School shall operate as a classroom based charter school within the geographic boundaries of Los Angeles Unified School District in the county of Los Angeles in accordance with EC § 47605.
- The Charter School shall serve grades 6-12 and shall have an approximate enrollment of 460.
- The Charter School will commence its first year of operation between July 1 and September 30, 2026 (Not applicable for renewals).
- The Charter School shall have a FIVE (5) year term to expire on June 30, 2031. The provisions of the charter and the Agreement shall be aligned.

The Charter School shall be responsible for all the functions of a charter school subject to applicable statutes, the terms and conditions set forth in the charter, and this Agreement.

The County Board reserves the right to approve material revisions to the charter as authorized and/or revoke the charter as specified in EC § 47607.

This Agreement is subject to termination during its term as specified by law or as set forth in this Agreement.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The Charter School is operated by Magnolia Education and Research Foundation, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code § 5110 et seq.) The Charter School is a separate legal entity and neither the County Board nor LACOE is liable for the debts and obligations of the Charter School so long as the County Board has provided oversight in accordance with EC § 47604(c). The County Board reserves the right to appoint a single representative to the Charter School's Board of Directors pursuant to EC 47604(b). The Charter School shall use all revenue received from state and federal sources only for the educational services specified in the charter and this Agreement for the benefit of the students enrolled in and attending the Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions of any grant or donation.

1.1 Organization

The Charter School shall have a phone number and e-mail address posted on its website and shall update the posting immediately whenever the information changes. The Charter School's website shall also identify the authorizing entity as the Los Angeles County Board of Education. Prior to opening, annually and upon revision, the Charter School shall accurately provide LACOE with the following information in accordance with Attachment C, Reporting Timeline, and as updated:

- Contact information, including phone numbers, official addresses and e-mail addresses for the principal contacts for the Charter School, including a mailing address that can receive any type of official mail/packages and notices, and ensure that this information is kept current.
- Organization chart displaying relationship between governing board and the Charter School leadership.
- Immediate written notice (within 10 calendar days) of any changes in the Charter School's directors, officers, and administrators, and ***provide resumes for the new individuals.***

1.2 Governing Board Establishment

Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE the following information; the Charter School shall also have the accurate information posted on its website at all times the Charter School is operational and shall update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board
- Conflict of Interest Policy
- Roster and resumes of current governing board members

The Charter School shall provide to LACOE's Internal Audit & Analysis Unit (which houses the filing officer), annually (except where noted otherwise in Attachment C, Reporting Timeline) and as updated Assuming Office, Leaving Office, and Annual Filings for the Statement of Economic Interests, Form 700 for all designated filers pursuant to the Conflict of Interest Code of the Los Angeles County Office of Education in an accurate and timely manner as follows:

- Assuming Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer assuming the responsibilities for the Charter School for the position the designated filer is submitting a Form 700.
- Leaving Office Statements (i.e., Form 700) – within 30 calendar days of a designated filer no longer having responsibilities for the Charter School for the position the designated filer submitted an Assuming Office Form 700; and
- Annual Statement – by the annual deadline established by the Fair Political Practices Commission each year, which is typically April 1st.

1.3 Governing Board Activities

A. Calendar: The Charter School shall provide an annual calendar of regular meetings of the governing board, including a description of how students, parents, and community members shall be notified of meetings. This calendar, with an emphasis on the date of the next scheduled board meeting, shall be displayed prominently on the Charter school's website.

B. Governing Board Meetings: The governing board of the Charter School shall conduct public meetings included on the annual calendar at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective board policies and procedures. Governing board meetings shall be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code § 54950 - 54962). Governing board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits. For all regular and special meetings of the governing board and all standing committee meetings, the Charter School shall provide LACOE with written notification of the meeting, including a copy of the posted agenda, and shall be posted on the Charter School's website no less than 72 hours prior to a regular meeting and no less than 24 hours prior to a special meeting. The posted agenda shall contain a description of where the agenda was posted and that the meeting is held in compliance with the Americans with Disabilities Act.

Within ten (10) working days of board meetings, the Charter School shall provide LACOE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, signed resolutions and signed and approved documents. Once approved by the Charter School's governing board, the Charter School shall provide LACOE with a copy of the minutes of the meeting within ten (10) calendar days. All policies, policy changes, and approved meeting minutes shall be posted on the Charter School's website no more than 30 days after each meeting.

C. Brown Act Training: The Charter School shall provide Brown Act training to its governing board members and administrative staff **prior** to the execution of any duties. The Charter School shall certify to LACOE annually or after any changes in governing board members or administrative staff that the Brown Act training was provided.

D. Governing Board Policies: Prior to opening, the governing board shall develop and adopt policies and procedures to guide the operation of the Charter School, including but not limited to, policies in theareas listed below. The policies shall comply with law and be aligned to the approved charter. A copy of these policies and procedures shall be submitted to LACOE no less than 30 days prior to opening, annually, and upon revision. All policies and procedures are subject to review during site visits. Policies identified with an asterisk shall be posted on the Charter School's website at all times the Charter School is operational; the website will be updated within 30 days of any revision.

- **Conflicts of Interest Policy:* If it has not already done so for the current year, at the first meeting of the Charter School's governing board, following receipt of the MOU and each July thereafter, the Charter School's governing board shall: (1) adopt a conflict of interest policy, including provisions related to nepotism, for itself and the Charter School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; (2) provide verification that all board members and designated Charter School management employees (i.e., Form 700 filers) have participated in conflict of interest training; and (3) take action to comply with the Political Reform Act and its implementing regulations, including adoption of the Conflict of Interest Code of the Los Angeles County Office of Education. *Where the filing requirements for the authorizing entity and the Charter School are discrepant with regard to designated filing positions and/or assigned disclosure categories, the requirements of the authorizing entity shall prevail.* The Charter School shall follow the Political Reform Act, the California Corporation Code, and IRS regulations.
- **Internal Fiscal Control Policies:* The Charter School shall develop and maintain internal fiscal control policies governing all financial activities that are approved by the governing board. ***The charter school shall submit these policies to LACOE no later than 30 days*** prior to opening ***and within 10 days of governing board approval*** whenever the policies are revised
- *Adherence to County Board of Education Policy and Regulation:* At the first governing board meeting of the Charter School following receipt of the MOU and each July thereafter, the governing board of the Charter School shall review and acknowledge in its board minutes that it shall adhere to all policies and regulations pertaining to charter schools that have been adopted by the Los Angeles County Board of Education and Superintendent, as long as the policies do not conflict with Education Code. All new and/or revised policies and procedures will be posted on the Charter School's website no more than 14 days after their adoption. Updated policies and regulations are available to the Charter School on our website *www.lacoe.edu*.
- *Criminal Background Check Policies:* These policies shall set the school's standards for employment, volunteering, vendors, and contractors.
- **Educational and Admissions Policies:* These policies include admissions, enrollment, and lottery process; electronic device use; special education; homeless and foster youth; independent study; requirements for graduation and for the Certificate of Completion (as applicable)[3]

requirements for graduation and for the Certificate of Completion (as applicable)[3].

- *Uniform Complaint Procedures*: Uniform Complaint Procedures (UCP), approved by the Charter School's governing board, shall be posted at all of the Charter School's sites, in a place available for public viewing and on its website. Complaint procedures shall identify the Los Angeles County Board of Education as the authorizer, and provide the telephone number to the LACOE Charter School Office and the LACOE website (www.lacoe.edu).
- *Health Policies:* Policies related to absences, illness, medications, blood borne pathogens, immunization requirements, for providing emergency medical services, establishing the Section 504 Accommodation Plan[2].
- *Comprehensive School Safety Policies:* Policies that provide for a safe learning environment for all pupils. Policies shall include but are not limited to those areas specified and/or associated with EC 32280-32289, as described in Section 1.4(B) of this document.
- *Parent/Student Handbook:* The governing board shall approve the Parent/Student Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to all families each year, to new enrollees during registration, and upon request, and that it is at all times available online. At a minimum, the handbook shall include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and should include policies regarding dress code, student fees and field trips, and the school calendar and bell schedule. Also, a description of complaint procedures that parents may pursue in the event of disagreements, Independent Study and graduation and/or Certificates of Completion requirements, and an indication of LACOE as the authorizing entity. An annual parent meeting shall be held to inform parents regarding policies. The handbook shall be translated into language(s) most represented in the Charter School.
- *Employee Handbook:* The governing board shall approve the Employee Handbook to ensure it complies with law and is aligned with the Charter School's board-approved policies and authorized charter. The governing board shall ensure that it is distributed in hard copy to each employee at the time of their hire and each year at the beginning of the school year. At a minimum, the handbook shall include detailed expectations for standard rules of behavior, employee performance, employee problem solving, due process rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both formal and informal complaint procedures, discrimination and harassment, workplace security, drug and alcohol policies, at-will employment (if applicable), confidentiality, electronic communications, family and medical leave and employee benefits.

  Amendments to the employee handbook may be made and distributed to employees by the Charter School during the year. A copy of the handbook may be reviewed during site visits.

1.4 Administration

A. Enrollment and Admissions Documentation: The Charter School shall maintain on file and provide to LACOE upon request the following information:

- Descriptions of outreach and recruitment activities that have been conducted to reach target populations as described in the charter
- Procedures for application, enrollment, admission, wait listing and lotteries for placement (enrollment preferences) as described in the charter

[3] If these policies are incorporated into documents that are posted on the Charter School's website, the posting of those documents is sufficient, it is the Charter School's responsibility to identify the document location.

- Evidence of enrollment preferences consistent with the charter and with LACOE conditions of operation
- Copy of application and enrollment forms and information provided to prospective families
- Documentation, while pertinent, that start-up enrollment is consistent with enrollment numbers described in the charter
- Evidence that the school is not seeking apportionment for students who are not residents of California in accordance with EC § 47612
- For students over 18, evidence that each student has been continuously enrolled (no break in enrollment greater than 20 school days) in an educational program and is making satisfactory progress toward completion of a high school diploma

B. Health and Safety Plans: Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE, and have posted on the Charter School's website, a copy of its Health and Safety Plans as follows:

- A copy of its health plan for students and employees including policies and procedures related to absences, illness, medications, blood borne pathogens, immunization requirements, plan for providing emergency medical services, establishing a Section 504 Accommodation Plan, and health/mental health services available at and/or through the Charter School.
- A copy of its Comprehensive School Safety Plan that addresses all components of EC § 32280-32289.
- *Student Discipline* including a list of offenses for which students may be given detention, or may and must be suspended or expelled, the procedures for suspension or expulsion, procedures by which parents and students shall be informed about reasons for suspension or expulsion, and of their due process rights in regard to the disciplinary action.
- *Campus Supervision and Visitors* including supervision of students before and after school, while on campus, and student drop-off and pick-up; policies related to visitors on campus, entering and leaving the campus.
- *Child Abuse Reporting* including procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. The policy should include a timeline for the annual training of mandated reporters and the process to be used by staff for reporting suspected child abuse to the appropriate authorities.
- *Teacher Notification of Dangerous Students* including procedures to be used to notify teachers of dangerous pupils pursuant to EC 49079.
- *Discrimination and Harassment* consistent with the prohibition of discrimination contained in EC Part 1, Chapter 2 (commencing with section 200). The policy should include how the information will be communicated to stakeholder groups and how related complaints may be filed.
- *Dress Code* including school-wide dress code, pursuant to EC 35183, that prohibits pupils from wearing "gang-related apparel" or other items that, if worn on a school campus, could be reasonably determined to threaten the health and safety of the school environment.
- *Safe and Orderly Environment* including procedures designed to ensure a safe and orderly environment conducive to learning at the school in accordance with EC § 32282(a)(2)(H).
- *Code of Conduct* for all students clearly stating the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class, allows all students to learn, has consequences that are fair and age-appropriate, considers the student and circumstances and is enforced accordingly.

- *Anti-Bullying* including procedures aimed at the prevention of bullying, including cyber bullying, to be developed in accordance with AB 9 and that include clear procedures for reporting incidents of bullying or harassment.
- *Disaster/Emergency Response Plan* including the protective measures and procedures to be followed in the event of a natural disaster or other incident that threatens the health and safety of students and staff (ex. earthquake, fire, bomb threat or intruders on campus). Procedures should include accommodations for pupils with disabilities and information to parents on the student release process.

  The section of the plan that addresses intruders on campus, bomb threats and other information that would compromise the Charter School's security ***should not*** be included in the website posting.
- Evidence that staff has been trained in health, safety, and emergency procedures.
- A calendar of emergency drills for students.

The Charter School shall provide training for staff in responding to emergencies and conduct routine emergency response drills for its students.

C. Notice to Parents/Guardians: Annually, the Charter School shall provide to LACOE a copy of the annual notice sent to all parents/guardians regarding their rights under the Family Educational Rights and Privacy Acts (FERPA).

If the Charter School receives Title I funding, parent notice shall provide information regarding the federal Every Student Succeeds Act (ESSA), including the right to request and receive essential information about the professional and qualifications of the teacher(s) instructing their child.

At all times the Charter School is operational, it shall post on its website and in the school's office(s), a notice that the Charter School is authorized by the Los Angeles County Board of Education and the contact telephone number for the Los Angeles County Office of Education, Charter School Office.

D. Family Educational Rights and Privacy Act (FERPA): Employees of the Charter School who have a legitimate educational interest are entitled to access students education records under 20 U.S.C.A. § 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC § 49076(b)(6). The Charter School, its officers and employees shall comply with FERPA at all times. In addition, it is agreed that LACOE has an educational interest in the educational records of the Charter School such that LACOE shall have access to those records for reasons that include, but are not limited to, records requests, complaints, and school closure. Records at a minimum, shall include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC §§ 60605 and 60851.

E. Criminal Record Summaries:

- *Department of Justice (DOJ) Clearance:* Prior to hiring any employee, the Charter School must obtain an Originating Agency Identifier (ORI) and receive approval of its designated Custodian of Records from the DOJ for the purposes of processing all school employees for DOJ clearance. Obtaining an ORI cannot be done prior to having obtained a school location.
- All employees of the Charter School, parent and non-parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, onsite vendors and contractors having unsupervised contact with students, and Charter School Board members shall submit to background checks and fingerprinting in accordance with EC §§ 44237 and 45125.1. The Charter School shall maintain documentation, and provide to LACOE upon request, that all employees, volunteers, and vendors (as applicable) have clear criminal records summaries prior to their having any unsupervised contact with students. The Charter School shall maintain on file and have available for inspection during site visits, evidence that the Charter School has

performed criminal background checks for all employees and volunteers (as applicable) and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter school shall provide certification to LACOE that all employees and volunteers/vendors (as applicable) have cleared a criminal background check prior to any unsupervised contact with students.

- Any visitor to the Charter School shall wear an appropriate identification badge while at the Charter School.

F. Data Reporting: The Charter School shall directly report data to the California Department of Education (CDE) meeting all required deadlines. These reporting engines include, but are not limited to, the California School Information Service (CSIS), the California Longitudinal Pupil Achievement Data System (CALPADS), the Consolidated Application (ConApp), and the CDE charter school database.

Some of the specific documents to be submitted are as follows:

- Charter School Annual Information Survey
- Local Educational Plan (LEA) Plan
- Federal Cash Management
- Consolidated Application

A copy of the Consolidated Application, as approved by the school's governing board, and sent to CDE, shall be submitted to the Charter School Office annually and upon revision.

G. The School Accountability Report Card (SARC): On or before the date determined by the CDE each year, the Charter School shall post its SARC on the Charter School's website. The Charter School may, but is not required to, use the template developed by the CDE and available at *http://www.cde.ca.gov/talac/sa* as a guide. The Charter School shall include all elements as determined by the CDE. If the Charter School does not maintain a school website, it shall print and make copies of the SARC available to parents and other members of the community and provide CDE with a copy of the SARC to post on its website. If the Charter School posts the SARC on its website, and receives a request for a copy, it shall provide the copy at no charge.

H. Insurance and Risk Management: Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LACOE.

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.
- Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insured's and ***shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.***

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to:

www.mycoitracking.com
In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, -employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

I. Exclusive Employer: The Charter School is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code § 3540, et seq. The Charter School shall have sole responsibility for employment, management, dismissal, and discipline of its employees.

J. Employee Contracts or Agreements: Prior to opening, annually, and upon revision, the Charter School shall provide to LACOE a sample copy of the employee contract that, at a minimum, states that the Charter School is the exclusive employer of employees and has sole responsibility for employment, management, dismissal, and discipline of its employees. Employee contracts, for each type of employee, shall be available for review by LACOE upon request.

K. Teacher Credentials, Highly Qualified Teacher Requirements, and Non-Certificated Personnel: Biannually in October and February, in accordance with Attachment C, Reporting Timeline, the Charter School shall provide to LACOE an accurate and timely all Staff Information List (certificated and non-certificated personnel) and documentation that all teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by The Charter Schools Act. The Charter School shall notify the CSO when any employee undergoes a change in credential status.

The Charter School shall adhere to all provisions of employment laws applicable to charter schools including, but not limited to, EC § 47612.5(e)(1) which states: "Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605."

L. Specific Roles to be Identified:

- *School Accountability Report Card (SARC) Coordinator* – To ensure timely receipt of important SARC information, it is the Charter School's responsibility to register and/or update the contact information for a school employee who will assume the responsibilities of SARC Coordinator on the California Department of Education's (CDE) Accountability Report Card Listserv web page. This is a user managed unrestricted listserv available to the public.
- *Accountability (Testing) Coordinator* – Coordinates and supervises implementation and administration of federal testing programs, statewide testing programs, state field testing and sample testing, and local group testing programs. It is the Charter School's responsibility to name a school employee who will manage, coordinate, identify, organize and distribute materials and ensure fidelity to the requirements of testing and ensure that all testing information is properly reported.
- *Custodian of Records* – Person responsible for processing, reviewing and maintaining DOJ clearance records. The individual must receive approval to fulfill this role from the DOJ.
- *Homeless and Foster Youth Liaison* – Individual responsible to act as point of contact for families as required by federal law: 42 USC § 11432 (g)(1)(J)(ii).

M. Business Services, Education Management, and Vendor Contracts: If within the term of the charter, the Charter School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the Charter School must provide LACOE a copy of the agreement that specifies the exact services to be provided and their cost, the term of the contract and the Charter School's provisions for monitoring the contract to ensure compliance with the contract and quality of service. ***The charter school shall submit all contracts to LACOE no later than 30 days prior to opening and within 10 days of governing board approval whenever a new contract is entered into or revised.***

N. Management Contracts: ***Prior*** to entering into a new or revised contract with an education or charter management organization (EMO/CMO), the Charter School shall provide LACOE with the following:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO/CMO.
- A description of the EMO/CMO's roles and responsibilities for the management of the Charter.
- School and the internal controls that shall be put in place to guide the relationship.
- A list of other charter schools managed by the EMO/CMO and the academic and operational results of such management.
- A list of and background on the EMO/CMO's leaders and board of directors.
- A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that none of the principals of either the EMO/CMO or the Charter School have conflicts of interests.

The County Board considers entering into a contract with an EMO/CMO not identified in the charter to be a material revision to that charter. The County Board shall review and approve any charter school management contracts prior to the Charter School entering into the contract. (See Section 4.1 Material Revision to Charter)

O. Facilities: No later than 60 days prior to the opening of school or the occupying or re-occupying of a facility or site, including learning centers, satellite facilities, administrative offices, and/or other facilities used by the Charter School, the Charter School shall provide evidence that the facility is/will be adequate for the Charter School's needs.

- A pre-opening site visit will be conducted regardless of whether the Charter School is locating in a facility provided by a district under EC § 47614 (Proposition 39), in a privately leased facility, or in a facility to be occupied under any other arrangement.
- Prior to signing any lease or similar document, the Charter School will ensure compliance with EC § 17215 regarding sites located near runways or potential runways.
- The Charter School will provide a written signed Agreement (lease or other similar document) indicating the Charter School’s right to use the principal school site and any ancillary facilities identified by the Charter School for the first year of the School’s operation and upon any change.
- Prior to opening a site or before an existing school may occupy a new or different facility, LACOE will conduct a site review to determine that the facilities are clean, safe, Americans with Disabilities Act (ADA) compliant, and have the necessary local approvals to operate. The Charter School may not operate in the facility until the County Board has granted approval to do so. Section 1.4.O of this Agreement describes the pre-opening site visit process and requirements.
- At all times it is operational, the Charter School shall maintain on file, post as required, and furnish upon request, certification that its facility or facilities is/are located at a site or sites zoned and/or permitted for operation of a charter school (6-12) and has been cleared for use as a charter school by all appropriate local authorities (EC § 47610(d)). The facility shall meet all applicable fire marshal clearances, certificates of occupancy, signed building permit inspections, and approved zoning variances. The Charter School cannot exempt itself from applicable/local zoning or building code ordinances.
- If the Charter School seeks facilities from the district in which it intends to locate, or is located, under EC § 47614 (Proposition 39), it will follow applicable statute and regulations regarding timely submission of such a request to the district. LACOE will conduct a pre-opening site review to approve any facilities allocated to the school by the district.
- LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the Charter School’s needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be expected to make any required corrections identified by the facilities inspection team within a timeframe that is commensurate with the violation, or concern.

- Once open, a Charter School may change facilities only with prior approval of the County Board.
- Under ordinary circumstances, the Charter School shall provide LACOE not less than 60 days notification of any change in facilities in order for LACOE to conduct a site visit prior to students attending the new facilities. Under extraordinary circumstances, (e.g., a change of facilities necessitated by fire or natural disaster), LACOE may waive the pre-opening site visit.

SECTION 2: EDUCATIONAL PERFORMANCE

2.1 Adherence to the Eight Areas of State Priority

The Charter School must recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs have attained the skills, knowledge, and attitudes specified in the school's educational program. To ensure success, a description of annual goals to be achieved in the following eight State Priorities as they apply to the grade levels served, or the nature of the program operated, by the Charter School must be contained in the charter and reported on annually to the County Board (Annual Report, Section 2.5).

	State Priority	Description
1	Basic Services	The degree to which teachers are appropriately assigned (EC § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (EC § 60119), and school facilities are maintained in good repair (EC § 17002(d)).
2	Implementation of Common Core State Standards	Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
3	Parental Involvement	Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation
4	Student Achievement	Pupil achievement, as measured by all of the following, as applicable: a. CA Measurement of Academic Progress and Performance statewide assessment b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education c. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) d. EL reclassification rate e. Percentage of pupils who have passed an AP exam with a score of 3 or higher f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC § 99300 et seq.) or any subsequent assessment of college preparedness
5	Student Engagement	Pupil engagement, as measured by all of the following, as applicable: a. School attendance rates b. Chronic absenteeism rates Middle school dropout rates (EC § 52052.1(a)(3)) d. High school dropout rates e. High school graduation rates
6	School Climate	School climate, as measured by all of the following, as applicable: a. Pupil suspension rates b. Pupil expulsion rates c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

	State Priority	Description
7	Course Access	The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; EC § 42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (EC § 51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (EC § 51220(a)-(i))
8	Other Student Outcomes	From the subject areas described above in "Course Access" (or #7), as applicable.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding the charter school's actions and expenditures to support pupil outcomes and overall performance. The Charter School is expected to describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in EC § 52052, including pupils with disabilities for each of the state priorities that apply for the grade levels served, or the nature of the program operated by the Charter School. The Charter School may identify additional school priorities, the goals for the school priorities and the specific annual actions to achieve those goals.

2.2 Academic Performance

Academic Standards are the ***benchmarks*** of quality and excellence in education. Benchmarks indicate the interim steps a student will take to reach an annual goal or objective. The benchmarks serve as a measurement gauge to monitor a student's progress and to determine if the student is making sufficient progress towards attaining those goals.

It will be the responsibility of the Charter School to submit to the LACOE, in an accurate and timely manner, the results of the academic performance of the students, biannually, using verified data as defined in EC 47607.2(c)(1). The results shall be provided for both English Language Arts and Mathematics, shall cover all grade levels served by the school, and shall be disaggregated for any numerically significant student groups. Those results should provide the comparison of the students from their baseline assessment to their mid-year and/or their end of year results.

- Mid-Year: mid-point of the fall semester or end of first trimester.
- End-of-year: mid-to-end of spring semester, end-of-second trimester or mid-third trimester.

This data must be submitted electronically in a format easily read by LACOE staff. In submitting benchmark school specific data, the Charter School must address how the students are progressing towards the measurable pupil outcomes written in the charter. Pursuant to EC 47604.3, the charter school shall, upon request, provide LACOE with access to their verifiable data program.

2.3 Educational Program

At all times it is operational the Charter School shall have available the information listed below. The information shall be submitted to LACOE prior to opening, whenever updated, and upon request:

- Scope and sequence for all subjects to be offered by the Charter School during the school year and during any supplemental instruction offering.
- The complete educational program for students to be served during the first year and each subsequent year of operation including, but not limited to:

  (1) A description of the curriculum and identification of the basic instructional materials to be used.

(2) Plans for professional development for instructional personnel who will deliver the curriculum and use the instructional materials, including agendas, topics to be covered, and speakers.

(3) Results of interim/benchmark assessments used to evaluate student specific progress during the school year in addition to the results of the California Assessment of Student Progress and Performance (CAASPP) program in evaluation of student progress.

(4) If a high school, the University of California course descriptions submitted to UC Doorway (*http://www.ucop.edu/doorwav/*).

(5) The Charter School's annual calendar for the school year that includes the number of instructional days (minimum 175 days or as required by law), the annual instructional minutes, minimum or early release days, holidays, board recess days, and professional development days.

(6) Daily bell schedule for site-based programs that includes any passing time, breaks or recess, lunch breaks, before and after school activities.

(7) Designation of any nonclassroom-based instructional days.

(8) Sample student contracts, description of frequency of contact with teachers, pupil/teacher ratios, and description of how student work will be evaluated for time value for nonclassroom-based programs (if applicable).

(9) Initial and mid-term (as appropriate) Western Association of Schools and Colleges (WASC) accreditation self-study and visiting committee reports (if the school seeks such accreditation).

(10) The Charter School's Single Plan/Single School District Plan (if applicable).

2.4 Student Achievement Plan[3]

The Charter School shall not be required to submit a Student Achievement Plan if it has met its LCAP goals both school-wide and by significant subgroups, each year. If the Charter School fails to meet goals school-wide or by numerically significant subgroups, it shall be required to submit a Student Achievement Plan to LACOE according to the following dates:

- December 1 - Draft Student Achievement Plan
- February 1 - Final Student Achievement Plan

If the Charter School is seeking renewal of a charter and has not met its LCAP goals in the prior year, it shall submit a draft Student Achievement Plan for the future concurrent with the charter renewal request.

The Charter School shall implement its final Student Achievement Plan that sets forth school specific goals, how progress towards and achievement of each goal shall be measured, and plans for addressing areas identified as needing improvement. The Student Achievement Plan shall build upon the assessment measures, educational goals, and student outcomes described in the charter petition, and shall provide for more stringent assessment measures, educational goals, and student outcomes than those described in the charter petition. If the final Student Achievement Plan is less stringent than the charter, this shall be considered a material revision to the charter and shall be subject to County Board of Education review and approval. The specific requirements of the Student Achievement Plan are described in Attachment A, Student Achievement Plan Guidelines.

2.5 Annual Report

Beginning with the second year of operation, by December 1 each year, the Charter School shall submit a written "Annual Report/School Accountability Report Card" (SARC) to the County Board of Education for the prior year that examines and describes the following:

[3] This requirement is subject to amendment in accordance with AB 97, EC § 47605.5 and the implementing Regulations.

- California Assessment of Student Performance and Progress (CAASPP) results both in aggregate and disaggregated by numerically significant subgroups.
- Progress made toward each of the educational goals and student outcomes identified in the charter (Measurable Pupil Outcomes).
- Evidence that the Charter School is systematically examining student data and using it to drive decisions regarding curriculum and instruction.
- Names and results of any additional verifiable internal assessments used by the Charter School.
- Plans to address areas identified as needing improvement by the Charter School.
- Evidence that the Charter School is financially sound based on certain criteria as indicated in Attachment B, Fiscal Oversight Requirements and Financial Reporting.
- Other relevant information as determined by LACOE or the County Board.

LACOE shall provide the Charter School with a template for completing the Annual Report/SARC each year. The Charter School shall also be provided with comparison schools.

If the Charter School has been required to submit a Student Achievement Plan, it shall address the following elements in the Annual Report/SARC:

- Progress made in areas identified where progress falls short of meeting outcomes identified in the Student Achievement Plan.
- Professional development provided to further progress on goals described in the Student Achievement Plan.
- Progress made on the implementation of changes to curriculum and instructional strategies identified in the Student Achievement Plan.
- Identification of targeted funds to support elements of Student Achievement Plan.
- Specific evidence that the results, as shown in the Annual Report, are targeting improvement in student achievement, and that the Charter School is financially sound according to the criteria as set forth in Attachment B, Fiscal Oversight Requirements and Financial Reporting.

On or before July 1, 2015, and each year thereafter, the Annual Report shall conform to the requirements of AB 97 as specified in EC § 47606.5, the implementing Regulations, County Board Policy and Administrative Regulations. LACOE shall comply with EC § 47606.3 and the implementing Regulations, County Board Policy and Administrative Regulations with respect to the monitoring, oversight, technical assistance and revocation.

2.6 Oral Report to the Los Angeles County Board of Education

If requested by the County Board, the Charter School shall also participate in presenting an oral report to the County Board each year. The presentation shall be after December 1 as calendared by the County Board, typically between January and April. LACOE shall promptly inform the Charter School of the date when it is calendared.

At the discretion of the County Board, the Charter School may be requested to present additional updates and or reports during the year.

2.7 Services for Students with Disabilities

The Charter School shall submit documentation that it is a Local Education Agency (LEA) with a Special Education Local Plan Area (SELPA) prior to commencing operations and provide a copy of its SELPA Agreement to LACOE annually.

2.8 Annual Assessment of Students

The Charter School shall comply with all state and federal student assessment requirements. The Charter School shall test independent of LACOE, comply with all requirements of the Educational Testing Service (ETS), and provide LACOE with an electronic copy of all Student Level Data provided by ETS within ten (10) days of receipt of the data from ETS.

2.9 Independent Study

If the Charter School provides instruction through independent study, (whether it is the primary mode of instruction or it is on an incidental basis), it will comply with all requirements of statute applicable to the provision of independent study in charter schools, including EC, Part 28, Chapter 5, Article 5.5 (commencing with Section 51745), and applicable regulations.

The Charter School may, on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness. Any such independent study will be limited to occasional, incidental instances of extended absences, and must be fully compliant with all independent study statutes and regulations applicable to charter schools.

The letter from the auditor certifying compliance must be submitted to LACOE ***prior*** to reporting independent study ADA at the apportionment reporting periods.

A. Instructional Time Requirements: If the Charter School is approved as a site-based school, it must provide a classroom-based instructional program such that at least 80 percent of the instructional time offered by the Charter School is at the school site and the Charter School requires the attendance of all students for at least 80 percent of the minimum instructional time offered. If the Charter School fails to meet the instructional time requirements, it will be required to file a funding determination in accordance with EC § 47634.2.

B. Calendar and Bell Schedules: No later than June 30, the Charter School will provide to LACOE-Pupil Attendance Accounting and Compliance Unit the instructional calendar for the coming year showing all holidays, staff development days, minimum days, and any other non-instructional days. In addition, the school will provide a daily schedule of instruction including minimum days and other non-standard day schedules necessary to compute annual instructional minutes.

The calendar and bell schedules will be reviewed to ensure compliance with minimum annual instructional minutes by grade level per EC § 47612.5.

If the Charter School changes or updates its daily schedule, or instructional days, it must provide to LACOE-Pupil Attendance Accounting and Compliance Unit evidence of informing parents and guardians at least 30 days in advance of the changes as well as the updated calendar or daily schedule.

SECTION 3: FISCAL OPERATIONS

3.1 Funding

The Charter School shall be funded in accordance with LCFF legislation, Chapter 47, Statutes of 2013 (AB 97) and Chapter 49, Statutes of 2013 (SB 91). The Charter School's entitlement shall be calculated in accordance with LCFF Base Grant, Supplemental Grant and Concentration Grant. The parties recognize the authority of the Charter School to pursue additional sources of funding.

The County Board of Education must receive prior written notification of any source of additional funding that may result in incurring additional debt (i.e., line of credit, selling of receivables, loans, grants investments and/or bonds) to the Charter School. LACOE shall not be responsible for resolving fiscal deficiencies for the Charter School.

3.2 Fiscal Agent

The Charter School shall contract with LACOE for the Charter School's participation in the State Teachers' Retirement System (STRS) and/or the Public Employees Retirement System (PERS) if applicable. See section 3.7 for further discussion of the STRS/PERS responsibilities.

3.3 Student Attendance Accounting and Reporting

The Charter School shall use commercially available attendance accounting software that is compliant with CALPADS data collection requirements. Prior to opening, annually, and upon revision, the Charter School shall provide a copy of the Charter School's procedures for attendance accounting, with evidence of internal controls. Spreadsheets on Excel or other programs **shall not be accepted**. The Charter School shall submit a calendar of attendance months to LACOE no later than June 30, submitting it along with the school's bell schedules and instructional calendar. The structure of attendance months shall adhere to EC § 37201.

The Charter School shall submit monthly enrollment and attendance data as required to receive apportionment of funding within five (5) business days after the end of the attendance month to LACOE.

In addition, the Charter School shall prepare and submit to LACOE-Pupil Attendance Accounting and Compliance Unit, the certified data file and original signature reports using the State Principal Apportionment Data Collection Software reports according to the following schedule:

- Charter School Physical Location Report by April 10 or if it falls on a Saturday or Sunday, the first business day following April 10.
- Charter School Adjustments to CALPADS Data (as applicable) by April 10 or if it falls on a Saturday or Sunday, the first business day following April 10.
- First Principal Apportionment (P-1) (attendance for all full attendance months between July 1 and December 31) by January 4 or if it falls on a Saturday or Sunday, the first business day following January 4.
- Second Principal Apportionment (P-2) (attendance for all full attendance months between July 1 and April 15) by April 20 or if it falls on a Saturday or Sunday, the first business day following April 20.
- Annual Apportionment (attendance for the Charter School year) by July 5 or if it falls on a Saturday or Sunday, the first business day following July 5.
- Corrections to the second principal apportionment and annual principal apportionment reports shall be received by LACOE no later than September 15 or if it falls on a Saturday or Sunday, the first business day following September 15.

NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded from that apportionment's certification and funding period. For example, if P-1 attendance data is not received in time for inclusion in the P-1 certification, the school ADA defaults to zero and no funds are paid for the P-1 funding period, February through May. Any subsequent attendance report corrections shall include a narrative justification for the corrections made.

The Charter School shall submit with the Monthly Attendance Report, an Exit Report for each student who leaves the school (except when matriculating to sixth grade). The Exit Report shall be completed by the parent/guardian and minimally include: (1) reason for withdrawal; (2) date of withdrawal; (3) school to which student is transferring; (4) parent/guardian signature and date; and (5) administrative signature and date. The Exit Reports shall coincide with the inclusive dates of the Monthly Attendance Report.

Summer Instruction: If the school is providing summer instruction, a calendar of the summer program shall be provided to LACOE no less than two (2) weeks prior to the start of the instruction.

3.4 Revenue and Expenditure Reporting

The Charter School is required by EC § 47604.33 to submit periodic reports of revenues, expenditures, and reserves. The Charter School shall submit to LACOE monthly statement of cash flows, copies of bank statements, General Ledger, Revenue and Expenditure Summary, Statement of Financial Position, Statement of Fund Balance, Year-to-date Budget to Actual Statement and notes to financial statements

in accordance with Attachment B, Fiscal Oversight Requirements and Financial Reporting. As part of the continuous oversight, LACOE shall make a periodic assessment of the charter's fiscal condition.

Charter schools with one or more authorizers or participating in a CMO/EMO structure, shall establish and maintain a separate checking account for all LACOE authorized charters. All site-base payables and receivables shall be conducted through the school's separate bank accounts.

In order to meet statutory timelines for revenue and expenditure reporting, The Charter School shall submit Charter School Board approved fiscal reports to LACOE for review using the state software (SACSWEB System), according to the following schedule:

- Preliminary budget on or before July 1
- First Interim Report (expenditures through 10/31) on or before December 15
- Second Interim Report (expenditures through 1/31) on or before March 15
- Unaudited Actuals Report for the prior fiscal year on or before September 15

Any changes in the budget or interim reports from one reporting period to the next period shall be explained in writing. Explanations and budget assumptions shall accompany the reports. The Charter School is expected to maintain reserves of no less than three (3) percent of the Charter School's Adopted Budget for the fiscal year. An explanation of any projected drop in reserves below the three (3) percent level shall be included in the assumptions.

3.5 Annual Audit

In accordance EC § 41020(b)(3) by March 13 of each year, the Charter School shall submit to LACOE information regarding the audit firm that will be conducting the annual audit. Information shall include the following:

- Cover letter includes: Audit firm name, address, partner(s), and audit firm contract number; e-mail address, contract period, contract amount, and date of Board approval
- Copy of Board minutes approving audit firm
- Copy of the fully executed contract with the audit firm

In accordance with EC § 41020, by **December 15** of each year, the Charter School shall submit an annual independent financial audit to the State Controller's Office (SCO), LACOE, and the CDE. The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to LACOE and the Charter School. If any findings or exceptions are identified in the annual audit, the Charter School shall implement corrective action plans in a timely manner. ***Continuing or unresolved prior year findings or deficiencies shall have negative impact on the Charter School's renewal request***.

The SCO does not grant filing extensions to charter schools. The extension must be obtained through the chartering entity. Submit extension requests to the LACOE Business Advisory Services Division, and LACOE will notify the SCO and the CDE of the approved extensions.

In addition to the Charter School's financial statements, the audit shall include, as applicable, but not be limited to:

- Contemporaneous records of attendance
- Annual instructional minutes
- Documentation related to non-classroom-based instruction
- Determination of funding for nonclassroom-based instruction as per EC § 47634.2

3.6 Oversight Fees

The Charter School shall be charged an oversight fee not to exceed one (1) percent of the LCFF Base Grant, Supplemental Grant and Concentration Grant received by the Charter School in accordance with EC § 47613 and used to offset consultant and administrative costs required for comprehensive oversight, which includes but is not limited to the following categories:

- Curriculum and instruction
- Assessment and accountability
- School fiscal review
- Site visitations
- Renewal evaluations
- Attendance accounting processing, analysis and certification
- In the case of a countywide charter (EC § 47605.6), the County Board may enter into an agreement with a third party, at the expense of the Charter School, to oversee, monitor, and report to the County Board on the Charter School's operations. The County Board may prescribe the aspects of the Charter School's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the Charter School to the County Board of Education. (EC § 47605.6(a)(1)) The County Board delegates the authority to make this determination and enter into the agreement to the County Superintendent of Schools/designee.

The oversight fee shall be based on the LCFF Base Grant, Supplemental Grant and Concentration Grant funding provided to the Charter School at the Second Principal Apportionment (P-2). Failure to remand oversight fees shall incur interest fees and LACOE may withhold or charge apportionment to recoup fees owed.

3.7 State Teachers Retirement System (STRS)/Public Employees Retirement System (PERS) Reporting

If the Charter School offers its employees the opportunity to participate in STRS or PERS, the Charter School shall be responsible for contracting with LACOE for reporting purposes. Such arrangements shall be made prior to the hiring of any employee. The Charter School shall notify LACOE of the staff person who will make the arrangements and provide written notification that arrangements have been made prior to the hiring of employees. If the school participates in any alternative retirement systems, information regarding those systems must also be provided.

SECTION 4: FULFILLING CHARTER TERMS

4.1 Material Revision to Charter

Changes to the charter deemed to be material revisions may not be made without prior approval by the County Board of Education. Revisions to the charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision.
- Changing to or adding a nonclassroom-based program.
- Proposed changes in enrollment that increases by more than 20 percent of the enrollment originally projected in the charter petition in any given year or a change that could significantly impact the academic or financial sustainability of the School.
- Addition or deletion of grades or grade levels to be served.

- Changes to location of facilities or lease agreements for the Charter School sites, resource centers, meeting space, or other satellite facility including the opening of a new facility; temporary locations rented for annual student testing purposes shall be exempted from this provision.
- Changing admissions requirements and procedures.
- Governance structure, including but not limited to: changes in number of board members, method by which new board members are selected, and/or changes in majority/quorum or other provisions relating to resolution approval.

Entering into or revising a contract with an EMO/CMO.**4.2 State Assessments**

The Charter School agrees to comply with and adhere to the state requirements for participation and administration of all state mandated tests, including the designation of a test site coordinator and the establishment of accounts with each test vendor. The state tests required to be administered include, but may not be limited to:

- Smarter Balanced Assessments
- California Standards Tests (select tests/grades)
- Physical Fitness Test
- California English Language Development Test / English Language Proficiency Assessments for California
- California Alternate Assessments

4.3 Site Visits

LACOE shall conduct at least two (2) visits during the school year. The site visits shall consist of the following:

- At least one (1) site visit shall be conducted in order to assess the Charter School's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter. The primary focus of the visit shall be on teaching and learning and, if applicable, the Student Achievement Plan (described under Section 2: Educational Performance). The site visit may include review of the facility, review of records maintained by the Charter School, interviews with administrators, staff, students, and parents, and observation of instruction in the classroom. The evaluations for each year shall constitute one (1) basis upon which a renewal decision shall be made at the end of the term of the charter in accordance with the Education Code. Any deficiencies shall be reviewed with the Charter School administration. The Charter School administration will be given an opportunity to address the deficiencies.
- At least one (1) site visit shall be conducted to review the charter school facilities. LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the Charter School's needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be expected to make any required corrections identified by the facilities inspection team within a timeframe that is commensurate with the violation, or concern.

EC § 47604.32(b) requires LACOE to conduct a site visit at least annually. The purpose of the visits shall be to monitor the instructional program and operations in accordance with the County Board of Education Policy 0420.4. The County Board and LACOE staff may inspect or observe any part of the charter school at any time. (EC § 47607(a)(1)).

4.4 Renewals

The Charter School may seek renewal of its charter prior to expiration of the term of the charter in accordance with EC § 47605(k)(3), EC § 47607(a) and (b), the implementing Regulations, County Board Policy and Administrative Regulations.

In the case of a countywide charter, the elements of the renewal petition shall comply with EC § 47605.6. The Charter School shall submit its renewal petition for the next charter term along with a copy of the most recent Annual Report and Student Achievement Plan (if applicable) to LACOE. The renewal petition may be submitted no earlier than the date CDE releases the schools' academic performance data for the school year prior to the last year of the term of the charter and no later than January 31 of the last year of the term of the charter except as provided for under County Board Policy.

LACOE shall review the charter petition, consider the Charter School's academic, financial, and operational performance (including its audit reports and annual visitation reports), and conduct a renewal site visit as part of the renewal process. To the extent required, the charter petition shall be revised in accordance with current statutes and regulations. LACOE shall abide by Education Code, California Code of Regulations (CCR), and County Board Policy and Regulation when considering charter renewal.

4.5 Notice of Violation, Opportunity to Remedy, and Revocation

The County Board may provide notice of violation, opportunity to remedy, and revoke the charter as set forth in EC § 47607, its implementing Regulations, County Board Policy, and Administrative Regulations.

4.6 Closure Procedures

At all times it is operational, the Charter School shall have closure procedures in place and available for review. Closure procedures shall be submitted to LACOE prior to opening, whenever updated, and upon request. Procedures shall be compliant with EC § 47604.32, 47605, 47605.6 and 47607; with Title 5, CCR § 11962 and 11962.1; as well as with County Board Policies and Procedures, and shall contain at a minimum, the following:

- Identification of a responsible person(s) (e.g., Executive Director, Financial Officer, President of the Charter School governing board) to oversee and conduct the closure process; this provision shall include a process to ensure that closure procedures are updated no less than annually or when any change is made.
- Notification of students and families of the Charter School closure.
- Security of student and business records.
- System for exiting all students correctly in CALPADS. The exit date must be on or before the official closure date.
- Processing of final employee payroll and benefits, including contributions to STRS/PERS, as applicable.
- Identification of all assets and liabilities and the plan for transfer as detailed in the charter.
- Final close-out audit to be paid for by the Charter School.
- Identification of a source of funding to be used for closeout expenses including the final audit.
- Dissolution of the Charter School and/or nonprofit corporation.

Further descriptions of each of these items can be found in the laws and regulations listed above in 4.6.

If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), LACOE shall serve written notice on the Charter School that closure procedures have been invoked. No later than 10 days after receiving that notice, the Charter School will meet with LACOE to plan for the orderly closing of the Charter School following procedures noted within the petition as well as those within Appendix E. Individuals present at that meeting shall include the individual the Charter School identified as responsible for closure, a member of the Charter School's governing board and LACOE staff that will work with the Charter School to complete all close out activities.

The Charter School expressly acknowledges the right of LACOE, on behalf of the County Superintendent of Schools to take immediate and direct control of all of the Charter School's student and business records at any time after LACOE gives written notice that it is invoking closure procedures.

If the Charter School closes without a designated entity, or the designated entity no longer exists, for the transfer of assets, LACOE becomes the designated entity for the transfer of assets.

SECTION 5: REQUIRED DISCLOSURES

The preliminary or final written results of any investigation of Magnolia Science Academy 5 will be provided as soon as possible, (within 48 hours of receipt), to the LACOE Charter School Office for its review. This includes, but is not limited to, any Notices of Violation or Orders to Comply from any federal, state or local agency. LACOE will determine whether the violation constitutes grounds for revocation under Education Code 47607(c)(1).

The notice of any litigation or pending litigation in which the school is involved, the subject of litigation, the nature of the dispute, and the potential liability, if any, to LACOE will be provided as soon as possible, (within 5 business days of receipt), to the LACOE Charter School Office.

Pursuant to reasonable requests under EC 47604.3, the charter school shall, upon request, provide LACOE with parent notifications, documents related to due process, summary reports on internal or external investigations, financial records, and student disciplinary records.

The Charter School will provide advance notification (in alignment with parent notification) of expulsion hearings to the LACOE CSO. The Charter School will provide to the LACOE CSO for review, *upon request*, documentation of findings/evidence related to expulsions; including an audio or video recording, or certified written transcript, of the hearing.

The Charter School will provide advance notification of changes to the school's bylaws.

SECTION 6: NONDISCRIMINATION

The parties recognize and agree that the Charter School shall not charge tuition, shall be nonsectarian, and pursuant to EC § 200, the School shall be open to all students regardless of race, ethnicity, national origin, gender, sexual orientation (whether perceived or actual), religion, socioeconomic status, or disability, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code. These non-discrimination provisions shall apply to employment of all staff members as well.

SECTION 7: SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

SECTION 8: NON-ASSIGNMENT

No portion of this Agreement or the charter petition approved by the LACOE may be assigned to another entity without the prior written approval of the County Board of Education.

SECTION 9: WAIVER

A waiver of any provision or term of this Agreement shall be in writing and signed by both parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that neither party to this Agreement waives any of the rights, responsibilities, and privileges established by the Charter Schools Act of 1992.

SECTION 10: NOTIFICATION

All notices, requests, and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To LACOE:

Business Services
C/O David Hart
Chief Financial Officer
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

or

Charter School Office
C/O Indra Ciccarelli
Director II
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

To the Charter School:

Name: Mr. Alfredo Rubalcava Title: CEO & Superintendent
Magnolia Science Academy 5
250 E 1st Street, Suite 1500
Los Angeles, CA 91402

To the Charter School governing board:

Name: Mr. Mekan Muhammedov Title: Board Member
Magnolia Science Academy 5
250 E 1st Street, Suite 1500
Los Angeles, CA 91402

This Agreement, including Attachments A through E, contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings, agreement or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

5/21/2026	Alfredo Rubalcava	Alfredo Rubalcava
Date	Print	Sign

Authorized School Representative, Magnolia Science Academy 5

5/21/2026	Mekan Muhammedov	
Date	Print	Sign

Authorized Board Representative, Magnolia Science Academy 5

Date	David Hart, Chief Financial Officer Business and Finance Los Angeles County Office of Education

Attachment A: Student Achievement Plan Guidelines

I. Overview

A Student Achievement Plan is required to be submitted to the Los Angeles County Office of Education (LACOE) if the Charter School fails to meet all of its Measurable Pupil Outcomes (MPOs) and/or LCAP goals in any year. The Achievement Plan requires the Charter School to establish specific goals and actions the Charter School will take to improve student academic achievement in those areas identified through the MPOs and/or LCAP update as not meeting performance criteria. The Charter School shall be expected to present an annual update to the County Board of Education on the progress made in meeting goals identified in the Student Achievement Plan. These guidelines make explicit the elements that shall be addressed in the Student Achievement Plan for any subject area or criteria in which the Charter School falls short of targets. Data compiled from this Student Achievement Plan and the annual update, plus confirming evidence gathered during periodic site visits will provide LACOE with evidence of whether the Charter School is on track to its charter being renewed.

In addition to the MPOs and LCAP goals, the Charter School may incorporate a variety of additional outcome measures to further demonstrate academic achievement and organizational effectiveness. While these various supplemental measures will not carry as much weight as the required measures in making renewal decisions, they may be important in helping the Charter School achieve its academic goals and distinctive qualities in the Charter School's mission as well as highlight those goals.

II. Required Components of the Student Achievement Plan

For each area in which the Charter School did not meet its MPOs or LCAP goals, the Charter School shall submit a plan to the LACOE describing specific and concrete actions the Charter School will take in order to improve student achievement over the course of the current school year. The Student Achievement Plan shall address, at a minimum, the following elements:

- Methods or system the Charter School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the Charter School as a whole.
- Analysis of the CAASPP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.
- Specific actions, which follow from the examination of student data, which the Charter School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
- Professional development plan for teachers and/or other staff that supports the activities the Charter School will implement to improve performance in targeted areas.
- Diagnostic assessments that will be used to enable the Charter School to monitor the effects of proposed changes on student performance.

The Charter School shall submit a draft Student Achievement Plan to LACOE by October 1 if the Charter School did not meet its MPOs or LCAP goals in the prior year. LACOE will review the draft plan and either approve it as submitted or request changes to it. If changes are required, the final Plan shall be due to LACOE by December 1.

Further information regarding API may be found at *www.cde.ca.govitalaciap/index.asp* on the LACOE website. Information on AYP, including targets and criteria may be found at *www.cde.ca.goviteac/ayfindex.asp*.

In accordance with AB 97, prior to July 1, 2015, these guidelines may be amended to reflect EC § 47605.5 and the implementing Regulations.

Attachment B: Fiscal Oversight Requirements and Financial Reporting

LACOE shall determine fiscal soundness of the Charter School by reviewing and analyzing the financial reports and documents provided by the Charter School. This determination shall be made each month and LACOE shall notify the Charter School in writing of any concerns it may have regarding the financial stability of the Charter School.

If the Charter School is in its first year of operation and will begin instruction by September 30, or if the Charter School is significantly expanding, the school may receive a special advance and/or allocation on their funding for certain state and federal categorical programs. The special advance and/or allocation are based on estimates of the school's upcoming enrollment, average daily attendance and/or pupil demographic data. These data estimates are submitted in the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report. This report should be submitted online on the CDE website with the original report submitted to LACOE, no later than the last day of July of that same year.

LACOE requires that the charter school shall make available for the authorizer's review any revisions in revenue and expenditures that it has made to its budget, not later than 45 days after the Governor signs the annual Budget Act, to reflect the funding made available by that Budget Act. This is pursuant to Education Code § 42127(i)(4).

In addition to the above, by the fifteen of each month the Charter School and/or CMO/EMO shall provide the following reports and documents with full disclosure of transactions to the Business Advisory Services Division for the prior month:

1. Monthly bank statements
2. Monthly bank reconciliations
3. Monthly general ledger
4. Statement of revenue and expenditures (month-to-date/year-to-date for actuals and budget and comparisons)
5. Statement of financial position
6. Year to date budget to actual statement
7. Notes to financial statements
8. General Ledger (excel or compatible spreadsheet)
9. Schedule of Debts/Liabilities with dates of the origin of the debt, cost of borrowing, and repayment plan with timelines
10. Monthly Cash Flow Projections - submit on quarterly basis by the 15th day after the end of each quarter
11. Quarterly Consolidated Financial Report(s) – for organization that have more than one charter school or operating under a CMO/EMO structure.
12. Shared cost allocation plan, along with established methodology for cost shared between the Charter schools, CMO/EMO, and other organizations.

Beginning with the 2012–13 school-year, the Charter School will receive general purpose state aid funding pursuant to Proposition 30, known as the Education Protection Account (EPA). To be compliant with the requirements of Proposition 30, the school must:

1. The Charter School’s governing board must meet to make spending determinations for the funds at an open public meeting.
2. Report the amount of funds received and how the funds will be/were spent.

LACOE may require additional financial related documents and shall request them of the Charter School as needed.

Attachment C: Reporting Timeline (Revised Annually)

Annual Submission Timeline and Due Dates

(Provided as a separate file)

The Los Angeles County Office of Education (LACOE) Charter School Office uses *Epicenter* (www.epicenternow.org) as the platform for County authorized charter schools to submit required documents. Epicenter provides a centralized, secure portal where charter schools submit required documents, reports, and evidence of compliance throughout each year of the charter term. The list below includes the required annual submissions to be uploaded into Epicenter by each school. Please be advised that amendments may be made to the list to add or remove submissions due to changes in law or authorizer discretion. Due dates for each submission are listed in Epicenter.

REQUIRED ANNUAL SUBMISSIONS (A-E)
Adopted Budget
Adopted Budget Letter
Adopted Fiscal Policies
All Board Policies
All Official Transcripts
Annual CDE Information Update Certification
Annual Site Facilities Inspection
AP Course Audit (High Schools Only)
Blank Employment Agreement/Contract
Board Approved Contract > $5,000
Board Member Update Certification
Board Member Update Certification
CAASPP
CALPADS Report 4.3 Staff Teaching Assignments
CBEDS
Charter 20 Day Attendance Report
Charter School Monthly Financial Report
Comprehensive School Safety Plan
Comprehensive School Safety Plan for 2026-2027
Employee Handbook
English Learner Advisory Committee (ELAC)
English Learner Advisory Committee (ELAC) - Spring Submission
English Learner Master Plan
English Learner Notification and Placement Letters

REQUIRED ANNUAL SUBMISSIONS (F-P)
FERPA: Annual Parent Notification
Final Unaudited Financial Report
Final Unaudited Financial Report Mailed Certification
First Interim Letter
Form 700 - Evidence of Annual Filings
Governing Board Bylaws
Governing Board Meeting Schedule
Instructional Calendar and Bell Schedules
Intent to Enroll/Lottery Application and Enrollment
Internal Benchmark Data
LCAP
LCAP Mid-Year Update
Lease, Shared Use, Facility Lease Agreements
Local Control Accountability Plan (LCAP) and Budget
Master Schedule - Spring
Memorandum of Understanding (MOU)
Monthly Attendance Reports
Organization Chart
P-1 State Attendance Report
P-2 State Attendance Report
P-3 State Annual Attendance Report
Parent/Student Handbook
PENSEC (As applicable)
Professional Development Plan (Annual)
Proof of Insurance

REQUIRED ANNUAL SUBMISSIONS (Q-W)
Quarterly Special Education Report - First Quarter
Quarterly Special Education Report - Second Quarter
Quarterly Special Education Report - Third Quarter
Quarterly Special Education Report - Fourth Quarter
School Accountability Report Card (SARC)
School Contact Information List
School Site Council (SSC)/Parent Advisory Council (PAC)
Second Interim Letter
SELPA Agreement
Staff Affidavit of DOJ Clearance Certification
Staff Information List - Fall
Staff Information List - Spring
Student - 12th Grade Lists
Student - 12th Grade Transcript Copies
Student Achievement School Plan/Single Plan (As applicable)
Student Information List - Fall
Student Information List - Spring
Summer Session and/or ESY Schedule
Teacher Credentials - Fall
Teacher Credentials - Spring
Title I 4-week Parent Letter
UC Doorways Course Submissions (As applicable)
Unaudited Actuals Letter
Website Posting Certification
Workplace Violence Prevention Plan (WVPP)

LOS ANGELES COUNTY OFFICE OF EDUCATION
February 10, 2026
APPROVED: DD:mb

Board Meeting – February 10, 2026

Item VII. Recommendation / Public Hearing

A. Adopt the Superintendent's Recommendation to Authorize Renewal Petition for *Magnolia Science Academy 5*, *Grades 6-12* with Attached Report

a. Staff Findings on the Renewal Petition for *Magnolia Science Academy 5*, *Grades 6-12,* Pursuant to Education Code Sections 47605, 47607 , 47607.2, and LACOE Board Policy.

The Magnolia Science Academy 5 (MSA-5) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-5 is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) 11966.4 and 11966.5. The California Department of Education has designated MSA-5 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) and LACOE Board Policy state, in relevant part:

(1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide

performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in ***EC* 47605(c) or failure to meet one of the criteria set forth in *EC* section 47607**. (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in EC 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new

requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

(1) The charter school presents an unsound educational program.

(2) The petitioners are demonstrably unlikely to successfully implement the program.

(3) The petition does not contain the required number of signatures. (*Not applicable to a renewal petition*)

(4) The petition does not contain an affirmation of specified assurances.

(5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is incorporated here and follows below.

LACOE staff will present the report to the County Board.

Magnolia Science Academy 5 Charter School Petition for Renewal			**Meets Requirements***
EC 47607(c), EC 47607.2(a) EC 47607.2(b), and LACOE Board Policy: Renewal Criteria			
Finding 1	A	The charter school provided evidence that it met one of the statutory criteria for renewal with greater weight to performance on measurements of academic performance.	Yes
	B	The is clear and convincing evidence showing the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.	Yes
	C	Serving All Students Without Fiscal or Governance Concerns	Yes

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy 5*, *Grades 6-12*, for a term of five years commencing July 1, 2026, and ending June 30, 2032, subject to meeting the following conditions by the specified dates:

1. **By March 2, 2026,** the School shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school's governing board.

2. **By July 1, 2026,** By July 1, 2026, Magnolia Public Schools (MSA 5) shall submit to LACOE the following:

   Budget and Financial Projections

   Submit a revised 2026-27 budget and multi-year projections for fiscal years 2027-28 and 2028-29 based on reasonable assumptions and aligned with the school's enrollment trend.

   a. A 2026-27 Position Control Budget, detailing all salaries and benefits to accompany the budget.

   b. Effective July 1, 2026, the charter shall comply with the BAS Annual Bulletin requirements for financial submissions.

3. **Charter Management Organization**

   During the term of the charter, the CMO fee shall not exceed 15 percent of the school's revenue, defined as the amount received in the current fiscal year from the Local Control Funding Formula, as calculated pursuant to Education Code Section 42238.02 and implemented by Education Code Section 42238.03.

   a. MERF allocates 3.03 percent CMO fee to MSA-5's total revenues to cover the cost of services provided by MERF.

   b. The CMO fee allocation shall be the lesser of 3 or 3(a) during the charter's authorization.

   c. Annual documentation submitted for the CMO fee must include:

i. The Home Office (MERF) Budget, including the position control budget.

ii. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.

iii. Details for total Home Office (MERF) Expenditure Allocation (CMO fees) distributed across all Magnolia Public charter schools.

4. **Fiscal Policy Review and Revision**

   By September 30, 2026, review, update, and submit a revised board-approved (Fiscal Policy) to comply with applicable laws, LACOE policies and procedures, and address the deficiencies in the "Investments" section.

5. **STRS/PERS Contribution Reserve**

   By September 30, 2026, the School will receive an invoice equal to two months of estimated STRS/PERS contributions. LACOE will retain these funds to cover STRS/PERS obligations should the charter be unable to meet its contribution requirements. At the end of each fiscal year, LACOE will reconcile actual contributions and issue an invoice for any additional amount necessary to maintain the two-month reserve.

If any part or sub-part of conditions one (1) through five (5) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy 5*, *Grades 6-12,* is incorporated here and follows below.

Los Angeles County Office of Education
Charter School Office
Date: February 10, 2026

Staff Findings on the Renewal Petition for *Magnolia Science Academy 5 Charter School,* Grades 6-12

LOS ANGELES COUNTY OFFICE OF EDUCATION RECOMMENDATION

The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) finds that *Magnolia Science Academy 5 Charter School (MSA-5)* meets the criteria for renewal. The charter school has made sufficient progress toward meeting standards, presents a sound educational program, and is likely to successfully implement the educational program. The petition also contains the affirmations required by Education Code section 47605(e). Lastly, there is not evidence of problematic fiscal or governance factors or that the School is not serving all pupils.

Written factual findings specific to this petition along with supporting evidence are presented in the Finding of Facts section of this report. A de novo review of the petition for Finding 2 through 7 can be found in Appendix A.

BACKGROUND INFORMATION

The petition for *MSA-5* is to renew the charter for a grades 6-12 school. This petition was submitted to the Los Angeles County Board of Education (County Board) on November 21, 2025. The School is located at 18238 Sherman Way, Reseda, California, and is within the geographic boundaries of the Los Angeles Unified School District.

MSA-5 first submitted a petition to the County Board on November 9, 2017. The County Superintendent's recommendation to grant the appeal was adopted by the County Board on January 23, 2018. The County Board authorized MSA-5 for a five-year term commencing on July 1, 2018, and ending on June 30, 2023. Due to legislative changes after the COVID-19 pandemic, the School's charter term was automatically extended to June 30, 2026.

MSA-5 is one (1) of eleven (11) schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF) which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight (8) schools in Los Angeles County, two (2) in Orange County, and one (1) in San Diego County.

Mission and Vision: The petition states the Charter School's mission is as follows: "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The School's vision is as follows: "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-5 serves students in grades 6-12, and the petition states enrollment is drawn mainly from the city of Reseda and its neighboring communities.

The 2024-25 enrollment at MSA-5 was approximately 218 students, with the following demographics: 83.9% Hispanic or Latino; 6% White; 4.6% Asian; 2.3% Filipino; 1.8% African American or Black; 0.9%

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American Indian; and 0.5% Two or More Races; 83% Socioeconomically Disadvantaged Students (SED); 28.4% English Learners (ELs); 21.1% Students with Disabilities (SWD); 10.3% Long-Term English Learners (LTELs) 3.7% Homeless Youth (HY) and 0.5% Foster Youth (FY).

Table 1: MSA-5 2024-2025 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	218	100%
AA/Black	4	1.8%
American Indian	2	0.9%
Asian	10	4.6%
Filipino	5	2.3%
Hispanic	183	83.9%
Pac Islander	—	—
Two or more	1	0.5%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 1-5-26

Table 2: MSA-5 2024-2025 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	62	28.4%
Foster	1	0.5%
Homeless	8	3.7%
LTEL	16	10.3%
SED	181	83.0%
SWD	46	21.1%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 1-5-26

Since its last authorization by the County Board, MSA-5 has not received any written notices of concern.

Table 3: MSA-5 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	61	53	54	31	11	0	0	210
2018-19	60	61	53	39	24	11	0	248
2019-20	51	62	61	51	30	21	5	281
2020-21	48	50	59	37	46	28	22	290
2021-22	30	48	50	23	28	41	27	247
2022-23	28	35	51	31	28	28	37	238
2023-24	34	28	39	38	27	27	25	218
2024-25	38	32	26	45	31	27	19	218

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp CDE Data & Statistics/Accessing Educational Data/Enrollment by School (1981-2022) https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp Retrieved 1-5-26

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

The Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* (*EC*) and other pertinent laws, guidance established in the *California Code of Regulations* Title 5, County Board Policy and Administrative Regulations.[1]

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not

[1] Words in italics indicate a direct reference to the language in these documents.

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applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix B.

CHARTER RENEWAL ELIGIBILITY

Statutory Framework and Criteria for Renewal[2]

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607, 47607.2 and LACOE Board Policy:

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups[3] served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-5 is designated as Middle Performing under EC 47607.2(b) and LACOE Board Policy for evaluation purposes[4]

Middle Performing *EC* 47607.2(b)/LACOE Board Policy

The school was not found eligible for high performing under *EC* 47607(c) nor low performing under *EC* 47607.2(a); therefore, the chartering authority:

1. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
2. Shall also consider clear and convincing evidence with verified data showing either:
    1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

       OR

[2] The full renewal criteria can be found in Appendix B.
[3] Numerically significant subgroup (student group) for a charter school is defined as a student group with 30 or more students in the technical guide of the California Dashboard.
[4] Source: CDE Charter Schools Performance Category Data Files
https://www.cde.ca.gov/sp/ch/performcategorydf.asp Retrieved 11-16-24

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: An Authorizer may only deny pursuant to EC 47607.2(b) upon making written findings that:

(1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

(2) Closure is in the best interest of the pupils;

AND

(3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this petition along with supporting facts are presented in the next section of this report.

LOS ANGELES COUNTY OFFICE OF EDUCATION FINDINGS OF FACT

Finding 1: The Charter School met the renewal criteria specified in EC 47607.2(b) and LACOE Board Policy.

MSA-5 was placed in the Middle performance category by the California Department of Education (CDE). As such, the schoolwide performance and performance of all student groups on state indicators were considered along with the school's performance on local indicators [*EC* 47607.2(b)(1)].

In addition, verified data submitted by the Charter School was reviewed in alignment with the language previously set forth in *EC* 47607.2(c) and in current LACOE Board Policy.

In reviewing the schoolwide performance and the performance of all numerically significant student groups on the California School Dashboard and the verified data provided by the Charter School, MSA-5 has provided clear and convincing evidence that the School has made one year's progress through their California Dashboard indicators and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data as analyzed on page 6.

As a grades 6-12 charter school, the California School Dashboard for MSA-5 consists of the following indicators: academic performance on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. The School has the following numerically significant student groups for one or more indicator: Hispanic, SED, SWD, and EL.

MSA-5 uses NWEA MAP assessments for grades 6-11 to show one year's progress. Extensive data tables for the California School Dashboard indicators and NWEA MAP data are available in Appendix C.

Academic Performance Indicators on the California School Dashboard Compared to State

Tables 4 and 5 show the Charter School's academic performance in ELA and Math. MSA-5 has outperformed the state averages in Distance from Standard (DFS) in ELA for two (2) of the past three (3) years for All Students and the majority of numerically significant student groups. MSA-5 failed to meet

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the state averages in DFS in Math for two (2) of the past three (3) years for All Students and the majority of numerically significant student groups.

The School has outperformed the state's DFS for All Students and the majority of numerically significant student groups for the two (2) of the past three (3) years in ELA. Further, despite not meeting this metric in 2024, MSA-5 outperformed the state in all numerically significant student groups with only the All Students group falling below the state's DFS average.

Table 4: MSA-5 ELA Distance from Standard Compared to the State

	2023	2024	2025
Indicator	ELA		
Status Metric	Distance from Standard		
All Students	Higher	**Lower**	Higher
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Higher	Higher
English Learners	Higher	Higher	Higher
LTELs	—	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher	Higher
Students with Disabilities	Higher	Higher	Higher
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	YES	**NO**	YES

Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C (Tables C5, C6, C7)

The School failed to meet the state's DFS for All Students and the majority of numerically significant student groups for the two (2) of the past three (3) years in math. In 2023, despite not meeting this metric, MSA-5 outperformed the State in all numerically significant student groups with only the All Students group falling below the state's DFS average. Additionally, most recently in 2025, the School outperformed the State's DFS average for all students and all numerically significant student groups.

Table 5: MSA-5 Math Distance from Standard Compared to the State

	2023	2024	2025
Indicator	Math		
Status Metric	Distance from Standard		
All Students	**Lower**	**Lower**	Higher
Numerically Significant Student Groups			
Hispanic or Latino	Higher	**Lower**	Higher
English Learners	Higher	Higher	Higher
LTELs	—	Higher	Higher
Socioeconomically Disadvantaged	Higher	**Lower**	Higher
Students with Disabilities	Higher	Higher	Higher
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	**NO**	**NO**	YES

Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C (Tables C8, C9, C10)

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The California Dashboard data for ELA and Math only shows evidence of strong academic achievement in ELA with mixed results in Math. Therefore, the School's verified data, NWEA Measures of Academic Progress (NWEA MAP), was reviewed. Even though the reading data was not needed due to the strong ELA outcomes on the CA Dashboard, it is included in the tables and analyzed below. To demonstrate one year's progress, each student group's Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for Reading, and Math. Of note, the School only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing CGI data, student participation rates on benchmark assessments were considered. The publisher has indicated that it is unable to calculate participation rates, therefore the charter office has established a protocol to estimate the participation rate using the stability rate report from Data Quest and the number of students the school tested. These numbers are compared to the participation rate provided by the school to determine validity. These rates have been determined as valid. The participation rates of students taking NWEA MAP assessments provided by the school for the last three (3) years met the 95% participation rate.

Table 6 shows a three-year summary for Reading and Math. It shows that MSA-5 demonstrated sufficient student growth for the majority of tested subjects for all three (3) years. The Review Team considered the verified data results as clear and convincing evidence that students were sufficiently achieving at least one year of academic growth per year of instruction. Detailed data is shown in Appendix C.

Table Legend for NWEA MAP Tables
Green cell indicates a majority of grade levels for the student group has met the minimum requirement for one year's growth, CGI $\geq$ - 0.2
Red cell indicates a majority of grade levels for the student group have not met the minimum requirement for one year's growth, CGI $<$ - 0.2
Gray cell indicates there were insufficient amounts of data for most grade levels, making the group insufficiently comparable to other groups
Data reflects grade levels with ten or more students with data in that student group.

Table 6: MSA-5 NWEA MAP Reading, Language and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
Hispanic or Latino	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
English Learners	2 of 2*	4 of 4*	—		2 of 3*	3 of 3*	—
Socioeconomically Disadvantaged	6 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
Participation Rate Met++	YES	YES	YES		YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?							
All Students	Yes	Yes	Yes		Yes	Yes	Yes
Student Groups	Yes (2 of 2)	Yes (3 of 3)	Yes (2 of 2)		Yes (3 of 3)	Yes (3 of 3)	Yes (2 of 2)
Both	Yes	Yes	Yes		Yes	Yes	Yes

++Given that participation rates are derived locally and are not calculated by the assessment publisher, and that such calculations do not fully account for student mobility and transiency, the Review Team considered a reasonable margin of error when evaluating participation rates.
Comprehensive Verified Data including student groups is available in Appendix C (Tables C25, C26, C27, C28, C29)

The remaining Academic Indicators on the Dashboard are the CCI and the ELPI. Table 7 represents ELPI data and shows that MSA-5 has outperformed the State all three (3) years. While LTELs are not a

numerically significant student group, the School also outperformed the State for the two (2) years that this group has been included in the California dashboard data.

Table 7: MSA-5 Public School English Learner Progress Indicator

Year/ Student Group	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022							
English Learners	Very High	100	65	67.7	50.3	17.4	Higher
2023							
English Learners	Yellow	100	68	63.2	48.7	14.5	Higher
2024							
English Learners	Orange	98.6	66	53	45.7	7.3	Higher
LTELS	NPL	100	22**	59.1	45.8	13.3	Higher**
2025							
English Learners	Blue	100	49	79.6	46.4	33.2	Higher
LTELS	NPL	100	22**	81.8	49.1	32.7	Higher**

"**" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
"NPL" - No Performance Level available
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 1-5-26

Table 8 represents the School's performance on CCI. MSA-5 only had numerically significant student groups in 2023 for CCI, but the School has outperformed the state for All Students and all student groups even when not numerically significant. Table 7 below shows a summary of the data and detailed data is available in Appendix C.

Table 8: MSA-5 CCI Percent Compared to the State

	2023	2024	2025
Indicator	College and Career Indicator (CCI)		
Status Metric	Percent Prepared		
All Students	Higher	Higher **	Higher **
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Higher **	Higher **
English Learners	Higher **	—	—
Socioeconomically Disadvantaged	Higher	Higher **	Higher **
Are all students and the majority of the numerically significant student groups performing at or above the state average?	YES	—	—

Comprehensive CCI data including student groups and state comparison is available in Appendix C (Tables C12, C13, C14)

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

The remaining Dashboard indicators include Graduation Rate, Chronic Absenteeism Rate, Suspension Rate, and Local Indicators.

Table 9 shows that MSA-5 only had numerically significant student groups in 2023, but the School has outperformed the State for All Students and all student groups even when not numerically significant.

Table 9: MSA-5 Graduation Rate Percent Compared to the State

	2023	2024	2025
Indicator	Graduation Rate		
Status Metric	Percent Graduated		
All Students	Higher	Higher**	Higher**
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Higher**	Higher**
English Learners	Higher**	—	—
Socioeconomically Disadvantaged	Higher	Higher**	Higher**
Are all students and the majority of the numerically significant student groups performing at or above the state average?	YES	—	—
Comprehensive Graduation data including student groups and state comparison is available in Appendix C (Tables C15, C16, C17)			

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the State.

Table 10 shows that for Chronic Absenteeism, MSA-5 has not outperformed the State for All Students or any student groups in the three past years. Despite this, the school has shown a decline in chronic absenteeism from 2023 to 2025 in All Students and all numerically significant student groups. Chronic absenteeism is a current focus in the School's Local Control and Accountability Plan.

Table 10: MSA-5 Chronic Absenteeism Percent Compared to the State

	2023	2024	2025
Indicator	Chronic Absenteeism		
Status Metric	Percent Chronically Absent		
All Students	**Higher**	**Higher**	**Higher**
Numerically Significant Student Groups			
Hispanic or Latino	**Higher**	**Higher**	**Higher**
English Learners	**Higher**	**Higher**	**Higher**
LTELs	—	Higher**	Higher**
Socioeconomically Disadvantaged	**Higher**	**Higher**	**Higher**
Students with Disabilities	Higher**	Higher**	Higher**
Are all students and the majority of the numerically significant student groups performing at or below the state average?	**NO**	**NO**	**NO**
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C (Tables C18, C19, C20)			

Table 11 below shows that MSA-5 outperformed the State in the area of Suspension Rate for the past three (3) years for all student groups and the majority of significant student groups are at or below the state average for each of the three (3) years.

Table 11: MSA-5 Suspension Rate Percent Compared to the State

	2023	2024	2025
Indicator	Suspension Rate		
Status Metric	Percent of Students Suspended at Least One Day		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Lower	Equal
White	Lower**	—	Lower**
English Learners	**Higher**	Lower	Lower
LTELs	—	Lower**	Lower**
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Lower	Lower	**Higher**
Are all students and the majority of the numerically significant student groups performing at or below the state average?	YES	YES	YES

Comprehensive Suspension data including student groups and state comparison is available in Appendix C (Tables C21, C22, C23)

Table 12 shows that MSA-5 met all Dashboard Local Indicators[5] for the last three years.

Table 12: MSA-5 Local Indicators

	2023	2024	2025
Local Indicators			
Basics: teachers, Instructional Materials, Facilities	**Standard Met**	**Standard Met**	**Standard Met**
Implementation of Academic Standards	**Standard Met**	**Standard Met**	**Standard Met**
Parent & Family Engagement	**Standard Met**	**Standard Met**	**Standard Met**
Local Climate Survey	**Standard Met**	**Standard Met**	**Standard Met**
Access to a Broad Course of Study	**Standard Met**	**Standard Met**	**Standard Met**

Source: https://www.caschooldashboard.org/

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *EC* 47607(d), did not reveal any evidence that the school failed to serve students seeking enrollment.

Based on a comprehensive review, the school has demonstrated measurable progress in key areas required by *EC* 47607.2(b) and LACOE Board Policy, with greater weight provided to measurements of academic performance. Therefore, ***the Charter School has demonstrated sufficient progress toward meeting standards that provide a benefit to pupils of the school***.

[5] Per *EC* 52064.5, local indicators are self-assessed and self-reported by LEAs.

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Appendix A

DE NOVO REVIEW OF FINDINGS 2 -7

Finding 2: The petition provides a sound educational program for students to be enrolled in the school. [*EC* 47605(c)(1)]

Based on the guidance established in 5 *CCR* section 11967.5.1(a), the charter petition is *consistent with sound educational practice* based on evidence that *it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted.*

Finding 3: The petitioners are demonstrably likely to successfully implement the proposed educational program. [*EC* 47605(c)(2)]

5 *CCR* 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.
4. The petitioners do not lack the necessary background in areas critical to the charter school's success.

The following fiscal analysis was used in making this determination and is provided for the Board's consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages eleven (11) charter schools. **Table B1** presents a summary of MERF's and its affiliated organizations' financial performance over the past three fiscal years (2021-22 to 2023-24). The table highlights financial data, including **Cash**, **Net Cash Flow**, **Net Assets**, **Operating Results**, **Liabilities**, **Students Served,** and **Second Principal Apportionment (P-2) ADA**. These figures provide insights into MERF's financial condition and operational trends during the specified period.

Table B1 Fiscal Performance Summary

Year of Operation	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*	P2 - ADA
2021-22	$29,396,853	$6,537,566	$47,696,574	$4,019,758	$50,067,338	3,708	3,351.15
2022- 23	$41,517,716	$12,154,451	$53,752,216	$6,055,642	$92,250,232	3,586	3,300.72
2023- 24	$46,060,275	$4,547,993	$58,376,331	$4,624,115	$85,805,478	3,715	3,444.47

Source: Magnolia Educational & Research Foundation (MERF) Audited Consolidated Financial Statements (FY 2021-22 through FY 2023-24). ***MERF's FY 2024-25 annual independent consolidated audit report submission was extended from December 15, 2025, to January 15, 2026.***

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Table B2 illustrates the last five (3) years of financial performance (FY 2021-22 through FY 2024) for MERF and affiliated organizations.

Table B2: Financial Performance by Entity				
Year of Operation	*Cash*	*Net Assets*	*Operating Results*	*Liabilities*
Magnolia Educational & Research Foundation				
2021-22	$3,494,526	$2,390,863	**($567,168)**	$1,970,165
2022-23	$1,880,254	$3,563,059	$1,172,196	$2,312,334
2023-24	$3,037,906	$2,952,601	**($610,458)**	$2,002,053
MSA 1 – Magnolia Science Academy authorized by LACOE				
2021-22	$4,691,999	$9,528,476	$1,526,408	$2,512,394
2022-23	$7,082,543	$11,005,785	$1,477,309	$30,312,538
2023-24	$6,168,458	$11,249,876	$244,091	$28,956,844
MSA 2 – Magnolia Science Academy authorized by LACOE				
2021-22	$3,159,968	$3,805,042	$763,470	$1,353,130
2022-23	$3,171,900	$5,642,260	$1,837,218	$24,114,024
2023-24	$3,994,043	$5,753,136	$110,876	$23,296,344
MSA 3 – Magnolia Science Academy authorized by LACOE				
2021-22	$1,037,387	$2,646,594	$468,268	$1,159,075
2022-23	$3,240,633	$3,254,116	$607,522	$2,342,482
2023-24	$3,370,334	$3,295,456	$41,340	$1,394,749
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2021-22	$1,105,035	$1,349,016	$127,069	$526,330
2022-23	$1,599,759	$1,448,873	$99,857	$953,012
2023-24	$1,265,070	$1,322,121	**($126,752)**	$540,095
MSA 5 – Magnolia Science Academy authorized by LACOE				
2021-22	$2,309,363	$3,694,602	$661,299	$835,846
2022-23	$4,234,391	$5,303,440	$1,608,838	$2,265,217
2023-24	$7,876,628	$7,632,612	$2,329,172	$4,081,197
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2021-22	$2,434,523	$2,440,121	$29,577	$482,446
2022-23	$2,993,077	$2,848,933	$408,212	$723,790
2023-24	$2,773,148	$2,666,531	**($182,402)**	$526,306
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2021-22	$1,783,300	$2,614,648	$115,502	$828,250
2022-23	$2,865,843	$3,259,094	$644,446	$3,101,905
2023-24	$3,182,955	$3,328,936	$69,842	$2,486,244
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2021-22	$3,937,972	$6,432,844	$320,025	$984,578
2022-23	$6,786,891	$7,604,881	$1,172,037	$2,580,419
2023-24	$7,305,692	$7,675,302	$70,421	$1,487,800
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2021-22	$1,791,037	$9,513,550	$403,965	$14,056,814
2022-23	$3,317,444	$9,527,466	$13,916	$14,640,151
2023-24	$3,138,622	$9,554,185	$26,720	$12,663,614
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2021-22	$1,420,535	$1,369,110	$149,330	$1,324,174
2022-23	$1,964,663	$1,409,667	$40,557	$9,279,744
2023-24	$1,736,889	$1,604,541	$194,873	$8,476,384
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2021-22	$2,231,208	$2,347,376	$22,013	$28,287,064

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2022-23	$2,380,318	$53,592,082	$51,244,706	$55,573,919
2023-24	$2,210,530	$54,630,254	$1,038,172	$52,404,012
Source: Annual independent audit reports (FY 2021-22 through FY 2023-24)				

Review of Prior Year Audit Reports:

The petition includes annual audit reports for fiscal years 2021-22 through 2023-24, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2023-24 fiscal year with a positive fund balance of **$58,376,331**.

Independent auditors issued **unmodified opinions** for all periods, confirming MERF's financial statements were fairly presented. A compliance finding related to state awards in the 2022–23 audits for MSA 8 and MSA San Diego was identified and has since been resolved.

Table B3: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	$47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	Yes State Award	$53,752,216
Magnolia Educational & Research Foundation	2023-24	EideBailly CPAs & Business Advisors	Unmodified	None	$58,376,331
Source: Annual independent audit reports (FY 2021-22 thru FY 2023-2024)					

Audit Findings

Finding Detail	Finding Description
Fiscal Year	**FY 2022-23**
Finding	**2023-001 After School Education and Safety Program**
Code	**40000**
Finding Type	State Compliance
Criteria or Specific Requirements	According to the California *Education Code* Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.
Conditions	The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. This resulted in the Organization misstated the number of students served by 501.

	Summarized Attendance Documentation	Attendance Report to the CDE	Difference
Charter School			
Magnolia Science Academy 8	666	151	515

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	Magnolia Science Academy San Diego 7,221 7,235 -14 **501**
Questioned Cost	Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.
Effect	In addition, the Organization was not compliant with *Education Code* Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.
Recommendation	For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.
Current Status	Implemented.

Review and Analysis of Multi-Year Projections (MYP)

Enrollment and Average Daily Attendance

MSA-5's projections are based on substantial increase of 247.84 ADA or 141.29 percent from 2025-26 to 2028-29, as illustrated in the table below.

Table B4: MSA-5 Enrollment/ADA Projections

Projections	2025-26	2026-27	2027-28	2028-29	Change 2025-26 to 2028-29	% Change 2025-26 to 2028-29
Enrollment	**191**	**264**	**460**	**460**	269	140.84%
ADA	175.41	242.9	423.25	423.25	247.84	141.29%

According to the Charter School, the substantial increases in projected enrollment and ADA are driven by outreach, academic performance, and transition to a new facility. The Charter School plans, starting in 2026-27, to relocate to a permanent facility at 7111 Winnetka Ave, Los Angeles, CA 91305, with a capacity of 460 students. **Failure to meet enrollment or ADA projections could significantly reduce LCFF revenues and jeopardize the Charter School's ability to fulfill its financial obligations and maintain required reserves.**

2025-26 Adopted Budget and MYP

Table B5 summarizes the financial projections from 2025-26 to 2028-29.

Table B5: Projected Ending Net Position					
Account Description	2024-25 Unaudited Actuals	25-26 Adopted Budget	26-27 Budget Projections	27-28 Budget Projections	28-29 Budget Projections
Total Revenues	11,159,238	18,049,108	8,716,417	8,479,716	8,964,679
Total Expenses	4,729,883	4,672,570	5,027,577	8,154,311	8,415,966
Surplus/(Deficits)	6,429,355	13,376,538	3,688,839	325,405	548,713
Beginning Net Position (Net Assets)	7,632,612	14,061,967	27,438,505	31,127,345	31,452,750
Ending Net Position	14,061,967	27,438,505	31,127,345	31,452,750	32,001,463

The Charter School's projected Ending Net Position reflects a cumulative increase of $17.9 million or 127.57 percent from 2024-25 through 2028-29. The significant increases are primarily due to inclusion of Proposition 1D (Prop 1D) Grant funding of $13.3 million in 2025-26 and $3.75 million in 2026-27.

Debt Service Obligations

MSA-5 secured a Prop 1D Grant of approximately $25.4 million and matching loan from California School Finance Authority (CSFA) of approximately $25.4 million to finance the Winnetka facility project. The CSFA loan has a thirty-year term at an annual interest rate of 3.0 percent, with monthly repayments of approximately $107,000 or $1.3 million annually, commencing on July 1, 2027. **This recurring debt service obligation could potentially place significant ongoing pressure on the Charter School's operating cash flow in future years should the School be unable to achieve its projected enrollment and ADA growth. Therefore, the financial viability of the School will be dependent on their enrollment/ADA growth and financial projections.**

Finding 4: The petition contains an affirmation of all specified assurances. [*EC* 47605(c)(4); *EC* 47605(e)]

Finding 5: The petition contains a reasonably comprehensive description of all required elements. [*EC* 47605(c)(5)(A)-(O)]

Based on the guidance established in Education Code, California Code of Regulations, the requirements set forth in the County Board Policy, Administrative Regulations (AR) and other requirements of law, all of the 15 required elements are reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Reasonably comprehensive*

Element 2: Measurable Pupil Outcomes. *Reasonably comprehensive*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive*

Element 5: Employee Qualifications. *Reasonably comprehensive*

Element 6: Health and Safety Procedures. *Reasonably comprehensive*

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains *specific information* indicating *the racial, ethnic, Special Education and EL composition of the general population residing within the territorial jurisdiction of the school district* in which the charter will be located and the composition of the student population of the charter school.

Table B6: Racial and Ethnic Composition of MSA-5 and Local Community

Student Groups	Percent of Total Enrollment of School 2024-2025	District is LAUSD
		Percent in District
African American or Black	1.8%	4.2%
American Indian	0.9%	0.1%
Asian	4.6%	7.9%
Filipino	2.3%	5.2%
Hispanic or Latino	83.9%	51.5%
Pacific Islander	—	0.2%
Two or more Races	0.5%	2.6%
White	6.0%	27.7%

"—" = no data
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 01-12-26
*Source: U.S. Census Bureau, 2019-2023 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2023.DP05?g=860XX00US91335

Table B7: MSA-5 Enrollment by Student Program

Student Groups	Percent of Total Enrollment of School 2024-2025	District is LAUSD
		Percent in District
EL	28.4%	18.6%
Foster	0.5%	0.5%
Homeless	3.7%	2.7%
SED	83.0%	82.4%
SWD	21.1%	15.6%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 01-12-26

Element 8: Admission Requirements. *Reasonably comprehensive*

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive*

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Finding 6: The petitioners are not *demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to EC 47607(e).*

Staff reviewed the data from the CDE and did not note any concerns regarding MSA-5 not serving all students.

Finding 7: The petition does satisfy all of the Required Assurances of *Education Code* section 47605(d), (f) through (i), (l) through (n) as follows:

Standards, Assessments and Parent Consultation. [*EC* 47605(d)] *Meets the condition*

Employment is Voluntary. [*EC* 47605(f)] *Not applicable*

Pupil Attendance is Voluntary. [*EC* 47605(g)] *Not applicable*

Effect on the Authorizer and Financial Projections. [*EC* 47605(h)] *Provides the necessary evidence*

Preference to Academically Low Performing Students. [*EC* 47605(i)] *Qualifies*

Teacher Credentialing Requirement. [*EC* 47605(l)] *Meets the condition*

Transmission of Audit Report. [*EC* 47605(m)] *Meets the condition*

Parent Involvement is Voluntary [*EC* 47605(n)] *Meets the condition*

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Appendix B

LOS ANGELES COUNTY OFFICE OF EDUCATION RENEWAL CRITERIA AND REVIEW PROCESS

The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) reviews a renewal petition according to the renewal criteria found in *EC* 47605, 47607 and 47607.2 and conducts a de novo review of the entire petition submission.

Statutory Framework and Criteria for Renewal

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2 and LACOE Board Policy:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?

2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?

3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC* 47607(c)

A charter school that for two (2) consecutive years immediately preceding renewal:

1. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard

   OR

2. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC* 47607.2(b)/LACOE Board Policy

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

1. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal

2. Shall also consider clear and convincing evidence with verified data showing either:

A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: Charter Authority MAY DENY ONLY upon making written findings that:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

2. Closure is in the best interest of the pupils;

AND

3. The decision provided greater weight to the performance on measurements of academic performance.

Low Performing *EC* 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

1. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

2. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made:

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is clear and convincing evidence, demonstrated by verified data showing either:

A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

Review Criteria: The LACOE Review Team considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations (5 CCR)*, Title 5, County Board Policy and Administrative Regulations.[6]

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 *CCR* section 11967.5.1(g) states a "reasonably comprehensive" description of the required petition elements shall include, but not be limited to, information that:

(1) Is substantive and is not, for example, a listing of topics with little elaboration.

(2) For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.

(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.

(4) Describes, as applicable among the different elements, how the charter school will:

(A) Improve pupil learning.

(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.

(C) Provide parents, guardians, and pupils with expanded educational opportunities.

(D) Hold itself accountable for measurable, performance-based pupil outcomes.

(E) Provide vigorous competition with other public school options available to parents, guardians, and students.

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contains an error important enough to warrant correction. These elements are described as "reasonably comprehensive" with a specific "deficiency" or "deficiencies." Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a "technical adjustment" to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

[6] Words in italics indicate a direct reference to the language in these documents.

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- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team generally includes staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

> *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
>
> *(a) Improve pupil learning.*
>
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
>
> *(c) Encourage the use of different and innovative teaching methods.*
>
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
>
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
>
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
>
> *(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools*.

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

***EC* 47607(b)** states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive*

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description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of* ***how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*** (Emphasis added).

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

> ***EC* 47607(e)** ***Notwithstanding subdivision (c)and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.***

5 *CCR* 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

> ***A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.***
>
> ***(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).***
>
> ***(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.***
>
> ***(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.***
>
> ***(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.***
>
> ***(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.***

County staff may provide a description of whether the petitioner met submission requirements.

5 *CCR* 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

> *(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*
>
> Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely to successfully implement the proposed educational program).** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] *makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in Education Code* ***47605(c)*** *or failure to meet one of the criteria set forth in Education Code section* ***47607(b)****.*

Appendix C

MAGNOLIA SCIENCE ACADEMY 5
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table C1: MSA 5 2024-2025 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	218	100%
AA/Black	4	1.8%
American Indian	2	0.9%
Asian	10	4.6%
Filipino	5	2.3%
Hispanic	183	83.9%
Pac Islander	—	—
Two or more	1	0.5%
White	13	6.0%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 1-5-26

Table C2: MSA 5 2024-2025 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	62	28.4%
Foster	1	0.5%
Homeless	8	3.7%
SED	181	83.0%
SWD	46	21.1%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 1-5-26

Table C3: MSA 5 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	61	53	54	31	11	0	0	210
2018-19	60	61	53	39	24	11	0	248
2019-20	51	62	61	51	30	21	5	281
2020-21	48	50	59	37	46	28	22	290
2021-22	30	48	50	23	28	41	27	247
2022-23	28	35	51	31	28	28	37	238
2023-24	34	28	39	38	27	27	25	218
2024-25	38	32	26	45	31	27	19	218

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp CDE Data & Statistics/Accessing Educational Data/Enrollment by School (1981-2022) https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp Retrieved 1-5-26

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California Dashboard Tables

Table Legend for All California Dashboard Tables
"*" - The student group has fewer than 11 students and is not reported for privacy reasons "**" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color) "—" - No data available "NPC" - No Performance Color available "N/A" - Non-Applicable

Table C4: MSA 5 Public School Charter School California Dashboard

Year	ELA	Math	ELPI		CCI	Graduation Rate	Chronic Absenteeism	Suspension
			EL	LTEL				
2023	Green	Yellow	Yellow	—	High	NPC	Red	Yellow
2024	Orange	Orange	Orange	NPL	NPC**	NPC**	Orange	Green
2025	Green	Green	Blue	NPL	NPC**	NPC**	Orange	Yellow

Source: CA School Dashboard https://www.caschooldashboard.org/

Table C5: MSA 5 Public School 2023 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Green	99	126	0.5	+3.2	-13.6	14.1	Higher
AA/Black	NPC*	100	2	*	—	-59.6	—	—
Am Indian	NPC*	100	1	*	—	-47.9	—	—
Asian	NPC*	100	2	*	—	61.8	—	—
Filipino	NPC*	80	5	*	—	44	—	—
Hispanic or Latino	Green	100	111	-2.7	+5.5	-40.2	37.5	Higher
Pacific Islander	—	—	0	—	—	-32.5	—	—
Two or More	NPC*	100	1	*	—	24.3	—	—
White	NPC*	100	5	*	—	20.8	—	—
English Learners	Orange	98	46	-54.2	-3.9	-67.7	13.5	Higher
Foster Youth	—	—	0	—	—	-89.2	—	—
Homeless Youth	NPC*	100	2	*	—	-67.9	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Green	99	115	-3.4	+5.8	-42.6	39.2	Higher
Students With Disabilities	NPC**	100	17	-35.9	-2.4**	-96.3	60.4	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	YES	All Students	YES
		Student Groups	YES 3 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 4-7-25

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Table C6: MSA 5 Public School 2024 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Orange	99	115	-27.9	-28.4	-13.2	-14.7	Lower
AA/Black	NPC*	100	2	*	—	-58.9	—	—
Am Indian	NPC*	100	2	*	—	-49	—	—
Asian	NPC*	100	3	*	—	60.7	—	—
Filipino	NPC*	100	1	*	—	45.8	—	—
Hispanic or Latino	Orange	99	101	-31.2	-28.6	-39.3	8.1	Higher
Pacific Islander	—	—	0	—	—	-34.7	—	—
Two or More	—	—	0	—	—	24.3	—	—
White	NPC*	100	6	*	—	19.2	—	—
English Learners	Orange	100	61	-66.0	-11.8	-67.6	1.6	Higher
Foster Youth	NPC*	100	1	*	—	-87.3	—	—
Homeless Youth	NPC*	75	4	*	—	-70.4	—	—
LTEL	NPC**	100	18	-51.9	2.3**	-109.6	57.7	Higher**
Socioeconomically Disadvantaged	Orange	99	104	-28.3	-24.9	-40.9	12.6	Higher
Students With Disabilities	NPC**	96	24	-46.8	-10.8**	-95.6	48.8	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	NO	All Students	NO
		Student Groups	YES 3 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 4-7-25

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Table C7: MSA 5 Public School 2025 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Green	100	103	+9.7	37.6	-8.1	17.8	Higher
AA/Black	NPC*	100	4	*	—	-51.3	—	—
Am Indian	—	—	0	—	—	-45.4	—	—
Asian	NPC*	100	3	*	—	61.9	—	—
Filipino	NPC*	100	1	*	—	49.6	—	—
Hispanic or Latino	Green	100	89	+9.9	41.2	-33.7	43.6	Higher
Pacific Islander	—	—	0	—	—	-29.3	—	—
Two or More	—	—	0	—	—	29.4	—	—
White	NPC*	100	6	*	—	23.8	—	—
English Learners	Yellow	100	55	-12.6	53.4	-59.9	47.3	Higher
Foster Youth	NPC*	100	1	*	—	-79.8	—	—
Homeless Youth	NPC*	100	5	*	—	-68.9	—	—
LTEL	NPC**	100	12	-9.	+42.9**	-104.5	95.5	Higher**
Socioeconomically Disadvantaged	Green	100	87	+7.5	35.8	-35.3	42.8	Higher
Students With Disabilities	NPC**	100	27	-33.1	+13.6**	-89.4	56.3	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	YES	All Students	YES
		Student Groups	YES 3 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-17-25

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Table C8: MSA 5 Public School 2023 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Yellow	100	127	-49.4	17.6	-49.1	-0.3	Lower
AA/Black	NPC*	100	2	*	—	-104.5	—	—
Am Indian	NPC*	100	1	*	—	-87.3	—	—
Asian	NPC*	100	2	*	—	50.8	—	—
Filipino	NPC*	100	5	*	—	7.4	—	—
Hispanic or Latino	Yellow	100	111	-53.3	20.7	-80.8	27.5	Higher
Pacific Islander	—	—	0	—	—	-71.3	—	—
Two or More	NPC*	100	1	*	—	-7.4	—	—
White	NPC*	100	5	*	—	-11.1	—	—
English Learners	Yellow	100	47	-52.1	48.5	-93.4	41.3	Higher
Foster Youth	—	—	0	—	—	-127.4	—	—
Homeless Youth	NPC*	100	2	*	—	-101.3	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Yellow	100	116	-49.4	25.7	-80.8	31.4	Higher
Students With Disabilities	NPC**	100	17	-69.8	22.3**	-127.3	57.5	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	NO	All Students	NO
		Student Groups	YES 3 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 4-7-25

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Table C9: MSA 5 Public School 2024 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Orange	98	114	-79.6	-30.2	-47.6	-32	Lower
AA/Black	NPC*	100	1	*	—	-102.2	—	—
Am Indian	NPC*	100	2	*	—	-86.6	—	—
Asian	NPC*	100	3	*	—	49.5	—	—
Filipino	NPC*	100	1	*	—	10.4	—	—
Hispanic or Latino	Orange	98	101	-82.6	-29.3	-79.2	-3.4	Lower
Pacific Islander	—	—	0	—	—	-72.5	—	—
Two or More	—	—	0	—	—	-5.3	—	—
White	NPC*	100	6	*	—	-10.3	—	—
English Learners	Orange	99	61	-92.4	-40.3	-93.4	1	Higher
Foster Youth	NPC*	100	1	*	—	-125.1	—	—
Homeless Youth	NPC*	75	4	*	—	-106	—	—
LTEL	NPC**	94	18	-99.4	-51.2**	-163.5	64.1	Higher**
Socioeconomically Disadvantaged	Orange	98	103	-81.6	-32.1	-78.2	-3.4	Lower
Students With Disabilities	NPC**	92	24	-97.7	-27.9**	-124.3	26.6	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	NO	All Students	NO
		Student Groups	NO 1 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 4-7-25

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Table C10: MSA 5 Public School 2025 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Green	100	107	-8.6	70.9	-42.4	33.8	Higher
AA/Black	NPC*	100	4	*	—	-95.8	—	—
Am Indian	—	—	0	—	—	-83.3	—	—
Asian	NPC*	100	3	*	—	51.9	—	—
Filipino	NPC*	100	1	*	—	14.2	—	—
Hispanic or Latino	Green	100	92	-12.6	69.9	-73.6	61	Higher
Pacific Islander	—	—	0	—	—	-67.5	—	—
Two or More	—	—	0	—	—	-0.7	—	—
White	NPC*	100	7	*	—	-6.2	—	—
English Learners	Green	100	59	-14.6	77.7	-86.1	71.5	Higher
Foster Youth	NPC*	100	1	*	—	-121.9	—	—
Homeless Youth	NPC*	100	6	*	—	-102.8	—	—
LTEL	NPC**	100	12	-14.3	+85.2**	-158.9	144.6	Higher**
Socioeconomically Disadvantaged	Green	100	91	-19.3	62.2	-72.9	53.6	Higher
Students With Disabilities	NPC**	100	27	-43.2	+54.5**	-120.7	77.5	Higher**

Are All Students and the majority of the numerically significant student groups performing above the state average?	YES	All Students	YES
		Student Groups	YES 3 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-17-25

Table C11: MSA 5 Public School English Learner Progress Indicator

Year/ Student Group	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2023							
English Learners	Yellow	100	68	63.2	48.7	14.5	Higher
2024							
English Learners	Orange	98.6	66	53	45.7	7.3	Higher
LTELS	NPL	100	22	59.1	45.8	13.3	Higher**
2025							
English Learners	Blue	100	49	79.6	46.4	33.2	Higher
LTELS	NPL	100	22	81.8	49.1	32.7	Higher**

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 1-5-26

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Table C12: MSA 5 2023 College and Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	High	38	60.5	—	43.9	16.6	Higher
AA/Black	NPC*	1	*	—	25.1	—	—
Am Indian	—	0	—	—	26.5	—	—
Asian	NPC*	2	*	—	75.8	—	—
Filipino	NPC*	1	*	—	65.2	—	—
Hispanic or Latino	Medium	31	54.8	—	35.5	19.3	Higher
Pacific Islander	—	0	—	—	33.1	—	—
Two or More	—	0	—	—	52.9	—	—
White	NPC*	3	*	—	53.2	—	—
English Learners	NPC**	14	35.7	—	15.3	20.4	Higher**
Foster Youth	—	0	—	—	11.6	—	—
Homeless Youth	NPC*	4	*	—	20.4	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	High	35	60	—	35.4	24.6	Higher
Students With Disabilities	NPC*	4	*	—	12.3	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	YES	All Students	YES
		Student Groups	YES 2 of 2

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Table C13: MSA 5 2024 College and Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPC**	26	80.8	20.2**	45.3	35.5	Higher**
AA/Black	—	0	—	—	28.1	—	—
Am Indian	—	0	—	—	28.9	—	—
Asian	—	0	—	—	74.5	—	—
Filipino	NPC*	1	*	—	67.7	—	—
Hispanic or Latino	NPC**	24	83.3	28.5**	37.4	45.9	Higher**
Pacific Islander	—	0	—	—	34.6	—	—
Two or More	—	0	—	—	53.7	—	—
White	NPC*	1	*	—	54.3	—	—
English Learners	NPC*	8	*	—	17.2	—	—
Foster Youth	—	0	—	—	13	—	—
Homeless Youth	NPC*	3	*	—	21.8	—	—
LTEL	NPC*	1	*	—	16.5	—	—
Socioeconomically Disadvantaged	NPC**	26	80.8	20.8**	37.4	43.4	Higher**
Students With Disabilities	NPC*	2	*	—	13.5	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	N/A	All Students	N/A
		Student Groups	N/A

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Table C14: MSA 5 2025 College and Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPC**	19	89.5	+1.0**	51.7	37.8	Higher**
AA/Black	—	0	—	—	35.7	—	—
Am Indian	—	0	—	—	35.3	—	—
Asian	NPC*	1	*	—	77.9	—	—
Filipino	—	0	—	—	74.6	—	—
Hispanic or Latino	NPC**	17	88.2	-3.4**	45.1	43.1	Higher**
Pacific Islander	—	0	—	—	40.2	—	—
Two or More	—	0	—	—	58.6	—	—
White	NPC*	1	*	—	58.6	—	—
English Learners	NPC**	11	81.8	—	24.3	—	—
Foster Youth	—	0	—	—	17.7	—	—
Homeless Youth	—	0	—	—	26.5	—	—
LTEL	NPC*	7	*	—	24.9	—	—
Socioeconomically Disadvantaged	NPC**	18	94.4	+6.0**	44.8	49.6	Higher**
Students With Disabilities	NPC*	3	*	—	18.7	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	N/A	All Students	N/A
		Student Groups	N/A

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 12-18-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C15: MSA 5 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPC**	39	92.3	-4.1	86.4	5.9	Higher
AA/Black	NPC*	1	*	—	78.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPC*	2	*	—	94.5	—	—
Filipino	NPC*	1	*	—	94.7	—	—
Hispanic or Latino	NPC**	32	90.6	-5.2	84.2	6.4	Higher
Pacific Islander	—	0	—	—	84.6	—	—
Two or More	—	0	—	—	88.6	—	—
White	NPC*	3	*	—	89.8	—	—
English Learners	NPC**	15	80	—	73.5	6.5	Higher**
Foster Youth	—	0	—	—	63.2	—	—
Homeless Youth	NPC*	4	*	—	73.7	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	NPC**	36	91.7	-4.8	83.7	8	Higher
Students With Disabilities	NPC*	4	*	—	72.7	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	YES	All Students	YES
		Student Groups	YES 2 of 2

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Table C16: MSA 5 2024 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPC**	26	96.2	+3.8**	86.7	9.5	Higher**
AA/Black	—	0	—	—	79.1	—	—
Am Indian	—	0	—	—	80.1	—	—
Asian	—	0	—	—	92.2	—	—
Filipino	NPC*	1	*	—	95.2	—	—
Hispanic or Latino	NPC**	24	95.8	+5.2**	85.3	10.3	Higher**
Pacific Islander	—	0	—	—	83.1	—	—
Two or More	—	0	—	—	88.3	—	—
White	NPC*	1	*	—	89.2	—	—
English Learners	NPC*	8	*	—	77.9	—	—
Foster Youth	—	0	—	—	65.7	—	—
Homeless Youth	NPC*	3	*	—	75.7	—	—
LTEL	NPC*	1	*	—	80.8	—	—
Socioeconomically Disadvantaged	NPC**	26	96.2	+4.5**	84.4	11.8	Higher**
Students With Disabilities	NPC*	2	*	—	74.4	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	N/A	All Students	N/A
		Student Groups	N/A

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C17: MSA 5 2025 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPC**	19	94.7	-1.4**	87.8	6.9	Higher**
AA/Black	—	0	—	—	82.6	—	—
Am Indian	—	0	—	—	80.6	—	—
Asian	NPC*	1	*	—	92.6	—	—
Filipino	—	0	—	—	95.4	—	—
Hispanic or Latino	NPC**	17	94.1	-1.7**	86.9	7.2	Higher**
Pacific Islander	—	0	—	—	87.2	—	—
Two or More	—	0	—	—	87.9	—	—
White	NPC*	1	*	—	89.0	—	—
English Learners	NPC*	11	90.9	—	79.7	—	—
Foster Youth	—	0	—	—	68.5	—	—
Homeless Youth	—	0	—	—	77.1	—	—
LTEL	NPC*	7	*	—	84.0	—	—
Socioeconomically Disadvantaged	NPC**	18	100	+3.8**	86.2	13.8	Higher**
Students With Disabilities	NPC*	3	*	—	77.1	—	—

Are All Students and the majority of the numerically significant student groups performing above the state average?	N/A	All Students	N/A
		Student Groups	N/A

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 12-18-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C18: MSA 5 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	120	30.8	+0.5	24.3	6.5	Higher
AA/Black	NPC*	2	—	—	36.4	—	—
Am Indian	NPC*	1	—	—	36.1	—	—
Asian	NPC*	2	—	—	10.1	—	—
Filipino	NPC*	4	—	—	13.8	—	—
Hispanic or Latino	Orange	101	29.7	-1.9	28.4	1.3	Higher
Pacific Islander	—	0	—	—	37.6	—	—
Two or More	NPC*	1	*	—	21.6	—	—
White	—	9	—	—	18.5	—	—
English Learners	Red	43	44.2	+8.0	26.3	17.9	Higher
Foster Youth	NPC*	0	*	—	33.6	—	—
Homeless Youth	NPC*	1	*	—	38.7	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	Orange	110	31.8	-0.7	29.9	1.9	Higher
Students With Disabilities	NCP**	15	20.0**	0**	33.1	0.2	Lower**

Are All Students and the majority of the numerically significant student groups performing below the state average?	NO	All Students	NO
		Student Groups	NO 0 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C19: MSA 5 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	111	26.1	-4.7	18.6	7.5	Higher
AA/Black	NPC*	2	*	—	31.3	—	—
Am Indian	NPC*	2	*	—	30.6	—	—
Asian	NPC*	3	*	—	7.5	—	—
Filipino	NPC*	2	*	—	9.6	—	—
Hispanic or Latino	Orange	95	24.2	-5.5	21.7	2.5	Higher
Pacific Islander	—	0	—	—	32.6	—	—
Two or More	—	0	—	—	16.2	—	—
White	NPC*	7	*	—	13.5	—	—
English Learners	Orange	41	36.6	-7.6	20.1	16.5	Higher
Foster Youth	NPC*	1	*	—	30.5	—	—
Homeless Youth	NPC*	5	*	—	32.7	—	—
LTEL	NPC**	12	58.3	8.3**	23.9	34.4	Higher**
Socioeconomically Disadvantaged	Orange	96	26	-5.8	23.4	2.6	Higher
Students With Disabilities	NPC**	22	31.8	11.8**	26.3	5.5	Higher**

Are All Students and the majority of the numerically significant student groups performing below the state average?	NO	All Students	NO
		Student Groups	NO 0 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C20: MSA 5 2025 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	106	24.5	-1.6	17.1	7.4	Higher
AA/Black	NPC*	6	*	—	29.8	—	—
Am Indian	—	0	—	—	28.9	—	—
Asian	NPC*	2	*	—	6.7	—	—
Filipino	NPC*	1	*	—	8.4	—	—
Hispanic or Latino	Red	86	25.6	1.4	20.1	5.5	Higher
Pacific Islander	—	0	—	—	31	—	—
Two or More	—	0	—	—	14.9	—	—
White	NPC**	11	27.3	—	12.2	—	—
English Learners	Orange	36	27.8	-8.8	18.1	9.7	Higher
Foster Youth	NPC*	1	*	—	30.6	—	—
Homeless Youth	NPC*	8	*	—	30.7	—	—
LTEL	NPC**	12	33.3	-25.0**	22.5	10.8	Higher**
Socioeconomically Disadvantaged	Red	90	26.7	0.6	21.7	5	Higher
Students With Disabilities	NPC**	26	34.6	+2.8**	24.9	9.7	Higher**

Are All Students and the majority of the numerically significant student groups performing below the state average?	NO	All Students	NO
		Student Groups	NO 0 of 3

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 12-17-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C21: MSA 5 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	256	2.3	+2.0	3.5	-1.2	Lower
AA/Black	NPC*	3	*	—	8.8	—	—
Am Indian	NPC*	1	*	—	7.4	—	—
Asian	NPC*	5	*	—	1.1	—	—
Filipino	NPC*	7	*	—	1.3	—	—
Hispanic or Latino	Yellow	225	2.2	+1.8	3.8	-1.6	Lower
Pacific Islander	—	0	—	—	4.9	—	—
Two or More	NPC*	1	*	—	3.3	—	—
White	NPC**	14	0	+.0	2.9	-2.9	Lower**
English Learners	Orange	89	6.7	+5.7	3.7	3	Higher
Foster Youth	—	0	—	—	13.6	—	—
Homeless Youth	NPC*	5	*	—	6.5	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Yellow	232	2.2	+1.7	4.5	-2.3	Lower
Students With Disabilities	Blue	38	0	+.0	5.9	-5.9	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 3 of 4

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Table C22: MSA 5 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	239	1.3	-1.1	3.2	-1.9	Lower
AA/Black	NPC*	2	*	—	8.4	—	—
Am Indian	NPC*	2	*	—	7	—	—
Asian	NPC*	4	*	—	1	—	—
Filipino	NPC*	5	*	—	1.2	—	—
Hispanic or Latino	Blue	215	0.9	-1.3	3.4	-2.5	Lower
Pacific Islander	—	0	—	—	4.4	—	—
Two or More	NPC*	1	*	—	3	—	—
White	NPC*	10	*	—	2.6	—	—
English Learners	Green	80	1.3	-5.5	3.4	-2.1	Lower
Foster Youth	NPC*	1	*	—	13.2	—	—
Homeless Youth	NPC*	8	*	—	5.7	—	—
LTEL	NPC**	26	0	-3.0**	8.1	-8.1	Lower**
Socioeconomically Disadvantaged	Green	212	1.4	-.7	4	-2.6	Lower
Students With Disabilities	Orange	39	5.1	+5.1	5.4	-0.3	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25

Staff Findings on the Renewal for Magnolia Science Academy 5

Table C23: MSA 5 2025 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	245	2.4	+1.2	2.9	-0.5	Lower
AA/Black	NPC*	6	*	—	7.7	—	—
Am Indian	NPC*	2	*	—	6.1	—	—
Asian	NPC*	10	*	—	1	—	—
Filipino	NPC*	5	*	—	1.1	—	—
Hispanic or Latino	Orange	199	3	+2.1	3	0	Equal
Pacific Islander	—	0	—	—	4.2	—	—
Two or More	NPC*	1	*	—	2.8	—	—
White	NPC**	22	0	—	2.4	-2.4	Lower**
English Learners	Green	71	1.4	+.2	3.2	-1.8	Lower
Foster Youth	NPC*	1	*	—	13	—	—
Homeless Youth	NPC*	10	*	—	5.1	—	—
LTEL	NPC**	26	0	+0.0**	7	-7	Lower**
Socioeconomically Disadvantaged	Orange	209	2.9	+1.5	3.6	-0.7	Lower
Students With Disabilities	Orange	49	6.1	+1.0	5	1.1	Higher

Are All Students and the majority of the numerically significant student groups performing below the state average?	YES	All Students	YES
		Student Groups	YES 3 of 4

Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 12-17-25

Table C24: MSA 5 Local Indicators

	2023	2024	2025
Local Indicators			
Basics: teachers, Instructional Materials, Facilities	**Standard Met**	**Standard Met**	**Standard Met**
Implementation of Academic Standards	**Standard Met**	**Standard Met**	**Standard Met**
Parent & Family Engagement	**Standard Met**	**Standard Met**	**Standard Met**
Local Climate Survey	**Standard Met**	**Standard Met**	**Standard Met**
Access to a Broad Course of Study	**Standard Met**	**Standard Met**	**Standard Met**

Source: https://www.caschooldashboard.org/

Staff Findings on the Renewal for Magnolia Science Academy 5

MSA 5 Charter School - Verified Data

Table Legend for All NWEA MAP Tables
Tables are a Summary of the NWEA MAP Reports
Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ - 0.2
Red cell indicates student group has not met the minimum requirement for one year's growth, CGI ≤ - 0.2
* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.
** less than 50% of eligible grade levels for that student group have valid data
"—" No data available
N/A indicates test does not apply to student group.
"^" – NWEA does not provide CGI scores for Language Usage in grade 12, but the school still administered the test.
Data reflects grade levels with ten or more students in that student group.

Table C25: MSA-5 NWEA MAP Reading, Language and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
Hispanic or Latino	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
English Learners	2 of 2*	4 of 4*	—		2 of 3*	3 of 3*	—
Socioeconomically Disadvantaged	6 of 6	6 of 6	6 of 6		5 of 6	6 of 6	6 of 6
Participation Rate Met	YES	YES	YES		YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?							
All Students	Yes	Yes	Yes		Yes	Yes	Yes
Student Groups	Yes (2 of 2)	Yes (3 of 3)	Yes (2 of 2)		Yes (3 of 3)	Yes (3 of 3)	Yes (2 of 2)
Both	Yes	Yes	Yes		Yes	Yes	Yes

Table C26: MSA-5 NWEA MAP Reading and Math All Students

Grade Level	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.29	1.64	0.84		0.43	0.44	0.85
7	-0.01	1.81	1.00		0.84	1.18	0.06
8	0.80	1.62	0.89		0.39	1.31	1.52
9	0.61	1.82	1.67		-0.09	2.17	0.96
10	0.49	1.21	1.52		-0.31	0.79	0.01
11	1.15	1.95	1.57		1.18	3.30	1.01

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Staff Findings on the Renewal for Magnolia Science Academy 5

Table C27: MSA-5 NWEA MAP Reading and Math Hispanic Students

Grade Level	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.34	1.64	0.59		0.51	0.44	0.62
7	-0.44	1.93	1.00		1.09	1.18	0.06
8	0.88	1.62	0.80		0.27	1.35	1.45
9	0.61	1.77	1.61		-0.09	2.02	1.03
10	0.53	1.21	1.55		-0.34	0.79	0.01
11	1.22	1.61	1.64		1.26	3.01	0.95

Table C28: MSA-5 NWEA MAP Reading and Math English Learners

Grade Level	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	2.04	1.84	—		0.84	1.14	—
7	—	1.70	—		—	0.66	—
8	1.14	3.00	—		0.39	0.84	—
9	—	—	—		—	—	—
10	—	0.30	—		-0.51	0.91	—
11	—	—	—		—	—	—

Table C29: MSA-5 NWEA MAP Reading and Math Socioeconomically Disadvantaged Students

Grade Level	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.29	1.82	0.96		0.49	0.46	0.84
7	0.03	1.64	1.06		0.74	1.13	0.22
8	0.67	1.61	0.89		0.34	1.41	1.63
9	0.60	1.97	1.59		-0.17	2.34	1.21
10	0.55	1.18	1.62		-0.31	0.95	-0.01
11	1.13	2.06	1.61		1.09	3.35	1.21

Los Angeles County Office of Education
Attachment E: Charter School Closure Procedures Checklist*

Closure Procedures: A charter school may close voluntarily, or through non-renewal or revocation. The procedures for charter school closure are guid California Education Code (*EC*) sections 47604.32, 47605, 47605.6, and 47607 as well as the California Code of Regulations, Title 5 (5 CCR), sections 119 11962.1. A charter school that is closing must designate a responsible entity to conduct closure activities and identify how these activities will be funde procedures outlined below are based on Charter School Closures (Revised July 14, 2023 – which is subject to change and this checklist may be adjusted t itself with the state's guidance) as posted on the California Department of Education website (https://www.cde.ca.gov/sp/ch/csclosurerules.asp). Referen "Charter School" apply to the charter school's nonprofit corporation and/or governing board.

**The procedures presented below are not meant to be all inclusive but are suggestions that represent best practices and compliance with LACOE and requirements. Check with your Legal and Financial Consultants to ensure that all closing procedures are met and completed in accordance with the CDE, Cor Law, your Charter Petition, and any other requirements.*

General Information	
School Name	
CDS Code	
State Charter Number	
Type of Closure	
Date of Board Resolution Approving Closure Action	
Anticipated/Actual School Closure Date	
Grade Levels Served	

Charter School Designee	
Name & Title of Designee	
Phone Number (active after closure)	
Email Address (active after closure)	
Charter Board Member Designee	
Phone Number (active after closure)	
Email Address (active after closure)	

Student Records Designee & Location at Charter School	
Name of Designee & Title	
Phone Number	
Email Address	
Last Day for Students/Educ. Rights Holders to Request Records from School	

Los Angeles County Office of Education
Attachment E: Charter School Closure Procedures Checklist*

Item	Description	Due Date/To Whom	Responsible Party	Completion Date
Invoking Closure Procedure				
1	When revocation, non-renewal, or appeal proceedings have been exhausted, LACOE shall provide the Charter School with written notification by certified mail/courier service, of the closure action. In the case of voluntary surrender of a charter, the Charter School Board shall, **within three (3) business days** of the decision to close, provide LACOE Charter School Office (CSO) with written notification by registered mail that closure procedures have been invoked. In both instances, the dated notice shall be referred to as the "Closure Action." The Closure Action date is (Date completed: 0/0/2025) The Charter School shall post, in public view at each site and on the school's website, a copy of the Closure Action upon receipt/issuance whether it originates with LACOE or the Charter School.	Due to LACOE CSO by 0/0/2025	LACOE CSO Charter School Charter School	0/0/2025 Date of Post 0/0/2025
2	At all times, the Charter School shall grant LACOE CSO, Business Advisory Services (BAS), and any other LACOE departments/units immediate access to, inspection of, and the ability to copy school records, including, but not limited to, financial and attendance records, upon LACOE's request.	Ongoing	Charter School	Ongoing
Immediate Actions				
3	LACOE CSO shall, upon Closure Action, immediately notify the California Department of Education (CDE). The notice will include (but not be limited to): • Charter School name, charter number, CDS Code • Reason for closure (revocation, non-renewal, other) • Effective date of closure • Description of the circumstances (reason) for the closure • Location of student and personnel records	LACOE CSO will send out by 0/0/2025	LACOE CSO	0/0/2025
4	The Charter School shall **within two (2) business days** of the Closure Action, provide LACOE CSO the location of all student and business records. No student or business	Due to LACOE	Charter School	0/0/2025

Los Angeles County Office of Education
Attachment E: Charter School Closure Procedures Checklist*

	records shall be disposed of, moved, or duplicated without the express written consent of the LACOE CSO, except that student records may be copied for students' families or for the purpose of sending them to a receiving school. A record must be kept of all files copied and/or sent; the record must be provided to LACOE. The Charter School shall immediately ensure that all student and business records are organized, current, accurate, and maintained in a secure location.	CSO by 0/0/2025		
5	The Charter School shall, **within two (2) business days** of the Closure Action, provide LACOE CSO with the name, address, and contact information of the individual designated as the primary contact for all closeout activities of the school, and the charter board-approved resolution appointing this person as the primary contact. LACOE's single point contact is [**COORDINATOR NAME**]. [She/He] can be reached via email at [**EMAIL ADDRESS**] and by phone at **562-922-8806**.	Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025

6	The Charter School primary contact and a member of the Charter School's governing board shall meet with the LACOE Superintendent or designee **within five (5) business days** of the Closure Action to review the orderly closing of the Charter School. At this meeting:
	
	• The Charter School shall provide LACOE CSO with a complete and accurate roster of all students enrolled in the Charter School including:
	  ○ Student names
	  ○ Parent(s)/guardian(s) names, addresses, phone numbers
	  ○ Grade levels and grades completed
	  ○ Each student's district of residence
	
	LACOE CSO will determine the date and time when LACOE CSO will retrieve all pupil cumulative records, including, but not limited to, specific information on completed courses, credit or grade levels, report cards, Individualized Education Programs (IEPs), discipline records, and immunization records. High school charter schools will include verification of all UC/CSU approved courses, as well as all curriculum and standard syllabi, instructional materials, and one textbook for each subject.
	
	The date of this meeting shall be referred to as the "Closure Meeting." The Closure Meeting date is 0/0/2025.
		Due to LACOE CSO by 0/0/2025	Charter School	0/0/2025

Students, Families, and other Educational Partners

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7	The Charter School shall, **within five (5) business days** of the Closure Action, submit to LACOE CSO for approval a draft of a notification letter* to parent(s)/guardian(s). The letter shall include: • Reason for closure • Date of closure • Process for the transfer of student records • Current list of local public and Charter Schools • Name(s) and contact information of the Charter School personnel to whom inquiries may be made • The manner in which parent(s)/guardian(s) may obtain copies of pupils' cumulative records, including but not limited to, specific information on completed courses, credits or grade level, report cards, IEPs, discipline records, immunization records • List of public schools in the districts of residence of Charter School students *Upon LACOE's CSO approval, the Charter School shall mail the letter to parent(s)/guardian(s) **within three (3) business days**. The Charter School shall ensure that the letter is translated, if applicable	Due to LACOE CSO 0/0/2025 Mailed to Parent(s)/ Guardian(s) within 3 days of LACOE approval	Charter School	0/0/2025
8	The Charter School shall, **within five (5) business days** of the Closure Action, draft a notification letter* to the districts of residence for all its students and submit to LACOE CSO for approval; the letter will include the date of closure and the Charter School personnel to whom requests for records can be made. *Upon approval by LACOE, the Charter School will mail the letter to the districts within **three (3) business days**.	Due to LACOE CSO 0/0/2025 Mailed to Districts within 3 days of LACOE approval	Charter School	0/0/2025
9	The Charter School, if a Local Education Agency (LEA) in a Special Education Local Plan Area (SELPA), shall **within five (5) business days** of the Closure Action, notify the SELPA of the Closure Action and complete all documentation necessary to comply with requirements of the SELPA for transferring and storing copies of student records. The Charter School shall provide LACOE CSO with a copy of the notification.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025

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	• If the last date of instruction is ten (10) or more days from the Closure Action, the Charter School must mail parent(s)/guardian(s) copies of their child's current IEP within five (5) business days of the last date of instruction. • If the last date of instruction is less than ten (10) days from the Closure Action, the Charter School shall mail copies of all student IEPs to the SELPA within 10 days of the Closure Action.			
10	The Charter School shall, within **five (5) business days** of the Closure Action, notify all contractors (e.g., charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure. The Charter School shall terminate all existing leases, service agreements, and other contracts as part of the school's closeout process. Leases, service agreements and contracts should be terminated in a cost-effective manner in order to minimize expenses. LACOE CSO shall be copied on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025
11	The Charter School shall, within **five (5) business days** of the Closure Action, provide written notification to the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or other retirement benefit administration systems, and follow their procedures for dissolving contracts and reporting. LACOE CSO shall be copied on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025
12	The Charter School shall, within **five (5) business days** of the Closure Action, notify all faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes. LACOE CSO shall be copied on all correspondence.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025
13	The Charter School shall notify the CDE CALPADS office **within fourteen (14) days** of the closure action and comply with any requirements of that office. The Charter School shall provide LACOE CSO a copy of this notification.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025
14	The Charter School shall respond **within seven (7) days** to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placements available.	Ongoing	Charter School and LACOE CSO	Ongoing
15	LACOE CSO shall respond promptly to inquiries from students, their families, Charter School faculty and staff, the community/public, and the media.		LACOE CSO	

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16	Provided that LACOE CSO has possession of pupil records, LACOE CSO shall, **within five (5) business days**, respond to parent(s)/guardian(s) written requests for a copy of their child's cumulative file, ensuring that the documents are given to the parent(s)/guardian(s) identified as having legal custody/guardianship of the student with regard to educational placement.		LACOE CSO	
17	LACOE CSO shall, **within ten (10) business days**, respond to requests for the transfer of students' cumulative files to other public or private schools in which students enroll.		LACOE CSO	
18	If the Charter School continues instruction to the end of the current academic year, it shall issue report cards **within five (5) business days** of the last date of instruction.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025
Enrollment and Attendance				
19	The Charter School shall, **within fourteen (14) days of the Closure Action**, submit to LACOE CSO an updated list of students (names, addresses, and phone numbers) in each grade level and the classes that they completed. The list shall identify each student's district of residence and include a notation of where the student's records have been transferred.	Due to LACOE CSO 0/0/2024	Charter School	0/0/2025
20	20a. The Charter School shall, **within five (5) business days** of the last date of instruction, submit an enrollment update to the CDE California School Information Services (CSIS) Program and provide a copy to LACOE CSO. 20b. The Charter School shall, **within twenty (20) business days** of the last date of instruction, provide LACOE's Accounting and Budget Development (ABD), Pupil Attendance & Accounting unit (PAAC) with the final monthly student attendance registers (signed by teachers and certified by the designated administrator); all teacher contemporaneous records (daily class lists/rosters); and all absence logs, sign-in/out sheets and other supporting documentation for attendance accounting. 20c. The Charter School shall provide closing State Attendance Report (SAR) with original signatures as well as the electronic file on a flash drive either hand-delivered or certified/return receipt mail to LACOE ABD, Pupil Attendance & Accounting unit, **within ten (10) business days** of the above.	Due to CDE and copy to LACOE CSO 0/0/2024 Due to LACOE ABD/PAAC 0/0/2025 Due to LACOE ABD/PAAC 0/0/2025	Charter School Charter School Charter School	0/0/2025 0/0/2025 0/0/2025

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Ongoing Activities				
21	The Charter School must maintain the same insurance coverage for the period following the dissolution and winding up of the corporation or entity.	Ongoing	Charter School	
22	The Charter School shall continue to protect assets against misappropriation, theft, and deterioration. Insurance coverage must be maintained until assets are properly disposed of in accordance with the distribution plan. All materials/inventory purchased with federal dollars and subject to federal restrictions must be disposed of in accordance with applicable federal law. No assets may be liquidated, disposed of, moved, or transferred in accordance with this proposed plan until LACOE has been notified and the final closure audit has been concluded.	Ongoing	Charter School	
23	The Charter School shall, **within ten (10) business days** of the Closure Action, in writing notify LACOE CSO of all pending lawsuits or legal claims to which the school is a party. The Charter School shall immediately notify LACOE CSO if litigation or claims are filed thereafter until the school is formally dissolved. LACOE BAS shall be copied on all correspondences.	Due to CSO 0/0/2025	Charter School	0/0/2025
Finance and Business Closing Procedures				
24	The Charter School shall, **within ten (10) business days** of the Closure Action, produce for LACOE BAS a comprehensive list of copies of all existing leases, service agreements, and other contracts. LACOE BAS shall be copied on all correspondences with identified contractors.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
25	The Charter School shall, **within ten (10) business days** of the Closure Action, notify all funding sources (including charitable partners) of the school's closure. LACOE BAS shall be copied on all correspondences.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025

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26	The Charter School shall, **within ten (10) business days** of the Closure Action, prepare and submit to LACOE BAS a comprehensive inventory of all assets.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
27	The Charter School shall, **within ten (10) business days** of the Closure Action, provide the LACOE BAS with a closeout budget that includes the following: 27a. A description of current and outstanding projected payroll and payroll benefits commitments through closure, including a list of each employee and their job duties. 27b. A projection of the funds necessary to complete all administrative closure-related tasks. 27c. Prepare and submit to LACOE BAS a comprehensive list of all creditors and debtors.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
28	The Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants to the granting agency **within twenty (20) business days** from the last date of instruction. Federal grants must be closed out, including filing the required Final Expenditure Report and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education. LACOE BAS shall be copied on all correspondence.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
29	The Charter School shall, **within twenty (20) business days** of the Closure Action and monthly until dissolution, submit to LACOE BAS monthly accounts payable along with detailed payment schedules. The Charter School will submit any required year-end financial reports (i.e., Unaudited Actuals, Audit Report) to the CDE and LACOE BAS in the form and time frame required.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
30	The Charter School shall, **within twenty (20) business days** from the Closure Action, prepare and submit to LACOE BAS a proposed plan and timeline for the disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with the law, payment of any and all liabilities and the disbursement of any remaining assets of the school and liquidation of assets to pay off any and all outstanding liabilities.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025

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31	The Charter School shall arrange for a final closure audit **no more than 120 calendar days** from the last date of instruction; the cost of the audit will be considered a liability of the Charter School. This audit may coincide with the regular required annual audit. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office. The independent auditor will conduct a final audit of the Charter School, including but not limited to the following task(s): • An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value. • An accounting of the liabilities, including accounts payable and any reductions in apportionments due to audit findings or other investigations, loans, and unpaid staff compensation. • An assessment of the disposition of net assets, including all unrestricted and restricted funds received by or due to the Charter School. • Verification of school's comprehensive list of creditors and debtors • Provide LACOE BAS with a copy of the audit contract **within ten (10) business days** upon execution.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
32	The Charter School shall, **within ten (10) business days** following the audit report issuance date, submit a corrective action plan with an implementation timeline to address all audit findings and submit the plan to LACOE BAS.	Due to LACOE BAS 0/0/2025	Charter School	0/0/2025
33	On the dissolution date, the Charter School shall perform **all** of the following on behalf of the faculty and staff: • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines; • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63); • Make final federal tax payments (employee taxes, etc.); • File the final withholding tax return (Treasury Form 941 and State Form DE6); • File the final return with the IRS (Form 990 and Schedule). The Charter School will submit any required year-end financial reports to the CDE and LACOE BAS in the form and time frame required and provide copies of all items above to the LACOE BAS **within twenty (20) business days** of the dissolution date.	Due to LACOE BAS 0/0/2025 Ongoing	Charter School	0/0/2025
Faculty and Staff				

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34	The Charter School shall, **within thirty (30) calendar days** of the Closure Action, submit to LACOE CSO a written accounting of all its current and former faculty and staff with verification of each individual's dates of employment with the Charter School up to, and including, the individual's last day of service. Copies of the verification shall include verification letters, personnel files for all employees and documentation of sick leave balances as of the end of employment. The Charter School shall provide LACOE CSO with a copy of letters and an Excel spreadsheet containing all pertinent information.	Due to LACOE CSO 0/0/2025	Charter School	0/0/2025

Coversheet

Approval of 2026-27 School Calendars for Magnolia Science Academy-5

Section: III. Consent Items
Item: B. Approval of 2026-27 School Calendars for Magnolia Science Academy-5
Purpose: Vote
Submitted by:
Related Material:
Approval of 2026-27 School Calendars for Magnolia Science Academy-5 Report Final.pdf

Agenda Item:	III B: Consent Item
Date:	May 21, 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 2026-27 School Calendars for Magnolia Science Academy-5 and Magnolia Science Academy-Santa Ana

Action Proposed:

Staff recommends and moves that the Board approve the 2026-27 School Calendar for MSA-5.

Purpose:

To share the 2026–27 MSA-5 school calendar with educational partners and begin planning for the upcoming school year as early as possible.

Background:

The Board previously approved the 2026–27 academic calendars for all MPS schools. Since that time, additional operational, enrollment, and facility-related factors have emerged for MSA-5, necessitating a revised calendar for its first year of operation. Accordingly, staff is presenting a proposed 2026–27 school calendar specific to MSA-5.

MAGNOLIA PUBLIC SCHOOLS

2026-27

	Pink: Holidays & Breaks	LA	LA
	Green: Important Dates	**MSA-1-4,6-8**	**MSA-5**
JUL	Independence Day	7/3 (Fri)	7/3 (Fri)
AUG	**First Day of Instruction**	**8/11 (Tue)**	**8/18 (Tue)**
SEP	Labor Day	9/7 (Mon)	9/7 (Mon)
OCT	Staff P.D. Day (Pupil Free Day)	10/9 (Fri)	10/9 (Fri)
NOV	Veterans Day	11/11 (Wed)	11/11 (Wed)
NOV	Thanksgiving Break	11/23-11/27	11/23-11/27
DEC	**Last Day of First Semester**	**12/18 (Fri)**	**12/18 (Fri)**
DEC	Winter Break	12/21-1/8	12/21-1/1
JAN	Staff P.D. Day (Pupil Free Day)	1/11 (Mon)	1/4 (Mon)
JAN	**First Day of Second Semester**	**1/12 (Tue)**	**1/5 (Tue)**
JAN	M. L. King Day	1/18 (Mon)	1/18 (Mon)
FEB	Presidents' Day	2/15 (Mon)	2/15 (Mon)
MAR	Staff P.D. Day (Pupil Free Day)	3/12 (Fri)	3/12 (Fri)
MAR	Farmworkers Day	3/31 (Wed)	3/31 (Wed)
APR	Spring Break	3/22-3/26	3/22-3/26
MAY	Memorial Day	5/31 (Mon)	5/31 (Mon)
JUN	**Last Day of Instruction**	**6/4 (Fri)**	**6/4 (Fri)**
JUN	Juneteenth	6/18 (Fri)	6/18 (Fri)
	# of Instructional Days:	180	180
	# of Staff P.D. (Pupil Free) Days:	3	3

Analysis:

The proposed MSA-5 calendar closely aligns with the calendars of other MPS schools in Los Angeles, with two key differences:

- The school year will begin one week later, and
- Winter break will be two weeks instead of three to ensure the required number of instructional days is met.

The later start date is intended to provide the school team with sufficient time to transition into the new facility and ensure strong academic and operational readiness.

Families will be informed of the calendar as early as possible and will receive multiple reminders to support planning and minimize disruption.

Impact:

This revised calendar maintains strong alignment with other MPS school calendars while allowing adequate time for a smooth and well-prepared transition to the new MSA-5 facility.

Budget Implications:
N/A

Committee Recommendations:
N/A

Exhibits:
1. 2026-27 MPS Academic Calendar

2026-27 MPS ACADEMIC CALENDAR

	Pink: Holidays & Breaks	LA	LA	SD	OC	OC	OC	OC
	Green: Important Dates	**MSA-1-4,6-8**	**MSA-5**	**MSA-San Diego**	**MSA-Santa Ana**	**MSA-OC-Anaheim**	**MSA-OC-PYL**	**MSA-OC-Irvine**
JUL	Independence Day	7/3 (Fri)	7/3 (Fri)	7/3 (Fri)	7/3 (Fri)	7/3 (Fri)	7/3 (Fri)	7/3 (Fri)
AUG	**First Day of Instruction**	**8/11 (Tue)**	**8/18 (Tue)**	**8/10 (Mon)**	**8/10 (Mon)**	**8/10 (Mon)**	**8/12 (Wed)**	**8/18 (Tue)**
SEP	Labor Day	9/7 (Mon)	9/7 (Mon)	9/7 (Mon)	9/7 (Mon)	9/7 (Mon)	9/7 (Mon)	9/7 (Mon)
OCT	Staff P.D. Day (Pupil Free Day)	10/9 (Fri)	10/9 (Fri)	10/12(off),10/9(PD)	10/9 (Fri)	10/9 (Fri)	10/9 (Fri)	10/9 (Fri)
NOV	Veterans Day	11/11 (Wed)	11/11 (Wed)	11/11 (Wed)	11/11 (Wed)	11/11 (Wed)	11/11 (Wed)	11/11 (Wed)
NOV	Thanksgiving Break	11/23-11/27	11/23-11/27	11/23-11/27	11/23-11/27	11/23-11/27	11/23-11/27	11/23-11/27
DEC	**Last Day of First Semester**	**12/18 (Fri)**	**12/18 (Fri)**	**12/18 (Fri)**	**12/18 (Fri)**	**12/18 (Fri)**	**12/18 (Fri)**	**12/18 (Fri)**
DEC	Winter Break	12/21-1/8	12/21-1/1	12/21-1/1	12/21-1/8	12/21-1/8	12/21-1/1	12/21-1/1
JAN	Staff P.D. Day (Pupil Free Day)	1/11 (Mon)	1/4 (Mon)	1/4 (Mon)	1/11 (Mon)	1/11 (Mon)	1/4 (Mon)	1/4 (Mon)
JAN	**First Day of Second Semester**	**1/12 (Tue)**	**1/5 (Tue)**	**1/5 (Tue)**	**1/12 (Tue)**	**1/12 (Tue)**	**1/5 (Tue)**	**1/5 (Tue)**
JAN	M. L. King Day	1/18 (Mon)	1/18 (Mon)	1/18 (Mon)	1/18 (Mon)	1/18 (Mon)	1/18 (Mon)	1/18 (Mon)
FEB	Presidents' Day	2/15 (Mon)	2/15 (Mon)	2/12-2/15	2/12-2/15	2/12-2/15	2/12-2/15	2/12-2/15
MAR	Staff P.D. Day (Pupil Free Day)	3/12 (Fri)	3/12 (Fri)	3/12(PD),3/8(off)	3/12 (Fri)	3/12 (Fri)	3/12 (Fri)	3/12 (Fri)
MAR	Farmworkers Day	3/31 (Wed)	3/31 (Wed)	-	3/31 (Wed)	3/31 (Wed)	-	-
APR	Spring Break	3/22-3/26	3/22-3/26	3/29-4/2	4/5-4/9	3/22-3/26	3/29-4/2	3/29-4/2
MAY	Memorial Day	5/31 (Mon)	5/31 (Mon)	5/31 (Mon)	5/31 (Mon)	5/31 (Mon)	5/31 (Mon)	5/31 (Mon)
JUN	**Last Day of Instruction**	**6/4 (Fri)**	**6/4 (Fri)**	**5/28 (Fri)**	**6/4 (Fri)**	**6/4 (Fri)**	**5/28 (Fri)**	**6/4 (Fri)**
JUN	Juneteenth	6/18 (Fri)	6/18 (Fri)	6/18 (Fri)	6/18 (Fri)	6/18 (Fri)	6/18 (Fri)	6/18 (Fri)
	# of Instructional Days:	180	180	180	180	180	180	180
	# of Staff P.D. (Pupil Free) Days:	3	3	3	3	3	3	3

Coversheet

Enrollment and Strategy Update

Section:	IV. Information/Discussion Items
Item:	A. Enrollment and Strategy Update
Purpose:	Discuss
Submitted by:	
Related Material:	Enrollment and Strategy Update Report Final.pdf

Agenda Item:	IV A: Information/Discussion Item
Date:	May 21, 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:	May 2026 Enrollment Update

Action Proposed:

N/A

Purpose:

The purpose of this report is to update the MPS Board and community on the ongoing enrollment process toward meeting the 2026-27 Target Enrollment Goals across the Network.

Background:

During the month of April 2026, Magnolia Public Schools (MPS) Family Success Coordinators (FSC) led the Re-Enrollment Campaign at the school sites, supported by cross-department collaboration and school leader support.

The chart below illustrates the response rate by re- enrollment intentions among current enrolled families. The purpose is to track the potential response to the student persistence rate for the upcoming school year. The information collected is critical to understanding one of the two factors used to determine the schools' enrollment health.

Student Persistence (Returning students) + New Enrolled Students = 2026-27 Total Enrollment

The majority of responses support student persistence at rates above the historical rates previously presented to the board. For example, for MSA 1, all families complete the Re-Enrollment survey, and of the 624 families who did, 591 stated they were committed to returning in the upcoming school year. 33 families have indicated they will not be returning, in part due to sports programs offered at another school. As of the conclusion of the re-enrollment campaign, 94.71% percent of families indicated they will return for the upcoming school year. At

a cautiously optimistic analysis, 591 returning students plus 95 enrollment applications completed in the pipeline equals 686 enrolled students as of 5.14.26 for the upcoming 2026-27 school year.

Analysis:

At this phase in the enrollment cycle, in addition to the converted applications. We need to keep a pulse on the returning student body. Our current enrollment numbers, compared to census day across all school sites, are favorable, despite slight fluctuations as some students leave our community for a variety of reasons, most commonly due to the cost of living and family dynamics. We continue to see students enrolling for the current school year. Staff continues to promote to families who are interested in a grade level for the new school year, for example, 7th grade can already enroll their child this school year if space is available.

As we continue to reflect on the enrollment infrastructure improvements, we are closely tracking the active applications in the enrollment funnel rather than the overall count of submitted applications, which can be misleading. For example, previously we might see 134 applications in the submitted applications pipeline and realize that after removing the canceled, rescinded, withdrawn, and declined applications, we only have 105 active applications in the pipeline, with 73 of those already converted. We have 33 applications left to convert, which means we need more applications in the pipeline before we exhaust all prospective families in the enrollment process.

Based on current enrollment progress at each school, we will focus on collective network efforts to increase enrollment through the First Day of School (FDOS). Depending on each school's current status, the focus will be multi-layered to support both recruitment and student persistence efforts.

Timeline (Dates)	Staff Lead (MOCHA Framework)	Activities & Cadence	Expected Outcomes
May to June (May 25-June 17)	☐ Principal & Family Success Coordinator (FSC) (Owner) ☐ Community School Coordinator (CSC) (Helper) ☐ Office Manager ☐ Summer School Staff	• Outreach events in the community (1X) • Canvass w/ community partners, proximity to school, and social media reach (1- Cross Promotion opportunity scheduled for June) • Connect with the Parks & Recs, Schedule tabling opportunities during summer camps & Youth Sports events	• Meet & Greet w/ families that are not familiar with the school program • Generate X amount of leads, reflecting weekly target goals
June 17-July 2nd	☐ Principal & Family Success Coordinator (FSC) (Owner) ☐ Community School Coordinator (CSC) (Helper) ☐ Office Manager ☐ Summer School Staff	• Field recruitment twice a week at parks & recs events, evenings, and weekends • Street Teams for high need schools with support from FSC and Home Office Staff (Saturday, June 13th, and each Saturday in June until July)	• Generate X amount of leads, reflecting weekly target goals • Convert Leads to Applications and RCs
July 2nd-August 17th	☐ Principal & Family Success Coordinator (FSC)	• Cross Promotion of Summer Events and visible engagement with the community, i.e., Concerts in the Park	• Generate X amount of leads, reflecting weekly target goals

	(Owner) ☐ Community School Coordinator (CSC) (Helper) ☐ Office Manager ☐ School Staff	• Prepare to offer a virtual experience for families out of town or depending on local activity in the community • Orientation and Welcoming new and returning families	• Action plan down the stretch, Conversion & No Show planning • Preparing to launch the new Enrollment Cycle with a formalized Word of Mouth Campaign

Thalia Velazquez, Director of Branding and Communications, will share some of the most impactful media stories that have contributed to building awareness of our network throughout the year. She will also share some stories we have on the horizon as an opportunity for enrollment and recruitment strategy. Buzzworthy stories highlight partnerships for specific school sites.

Re-Enrollment Campaign Results [05/08/2026]

School Site	2025-26 Enrollment Goal	Available Seats based on target goal	Potential 2026-2027 Enrollments (STUDENT PERSISTENCE)	Re-Enrollment Campaign [Spring 2026]				
			05/14/26	NOT RETURNING	NO REPLY	EXPECTED TO RETURN	Completion Rate 05.08.2026	Expected to Return Response Rate
MSA 1	717	32	624	33	0	591	100.00%	94.71%
MSA 2	518	65	410	53	29	328	92.93%	86.09%
MSA 3	435	58	379	34	14	276	81.79%	89.03%
MSA 4	145	25	93	20	0	73	100.00%	78.49%
MSA 5	230	33	174	22	0	152	100.00%	87.36%
MSA 6	160	0	107	9	0	98	100.00%	91.59%
MSA 7	295	22	221	13	2	206	99.10%	94.06%
MSA Bell	410	19	246	3	27	215	88.62%	98.62%
MSA San Diego	474	5	313	11	0	302	100.00%	96.49%
MSA Santa Ana	596	6	540	46	0	493	99.81%	91.47%
MSA-OC-Anaheim	100	20	69	0	10	59	85.51%	100.00%
MSA-OC-PYL	40	34	6	0	1	5	83.33%	100.00%
Totals	**4080**	**285**	**3182**	**244**	**83**	**2798**	**95.60%**	**91.98%**

2025-26 Intent to Return Counts [5.30.25]

FSCs Provided "Intent to Return" response counts							
INFINITE CAMPUS Enrollments	SITE NAME (Click to jump to site)	NOT RETURNING Counts collected from Intent to Return form	NO FORM/NO REPLY Missing a response from families.	EXPECTED TO RETURN ONLY Include "Intent to Return" form responses.	SCHOOLMINT PENDING APPLICATIONS	TARGET ENROLLMENTS 2025-2026	PHYSICAL CAPACITY 2025-2026
5/30/2025	*DO NOT ENTER DATA HERE - DO NOT CHANGE FORMULAS*				11/22/2024	Revised 6/2/2025	TBD
731	MSA 1	33	116	484	89	767	0
509	MSA 2	48	24	381	57	518	595
402	MSA 3	20	4	319	32	435	0
135	MSA 4	0	6	97	23	145	210
202	MSA 5	6	2	176	22	230	260
127	MSA 6	0	0	89	41	160	144
264	MSA 7	6	0	208	41	295	271
378	MSA Bell	2	2	241	50	410	510
450	MSA San Diego	1	0	315	169	474	480
521	MSA Santa Ana	7	72	406	22	545	608
0	MSA-OC-PYL	0	0	0	38	0	0
0	MSA-OC-Anaheim	0	0	0	17	0	0
3719	TOTALS	123	226	2716	546	3979	3078

Retention Data shared with the Board September 11, 2025

	2021-22: (Spring 2021 to Fall 2021)	2022-23: (Spring 2022 to Fall 2022)	2023-24: (Spring 2023 to Fall 2023)	2024-25: (Spring 2024 to Fall 2024)	2025-26: (Spring 2025 to Fall 2025) *Raw data not finalized
MSA-1	94%	87%	84%	86%	85%
MSA-2	90%	83%	86%	81%	80%
MSA-3	81%	79%	85%	84%	80%
MSA-4	97%	92%	89%	89%	78%
MSA-5	75%	85%	83%	84%	84%
MSA-6	68%	96%	91%	90%	89%
MSA-7	88%	88%	96%	92%	93%
MSA-8	96%	92%	94%	94%	91%
MSA-SD	87%	91%	89%	89%	93%
MSA-SA	86%	90%	89%	89%	93%
MSA-OC	N/A	N/A	N/A	N/A	N/A
MPS	87%	87%	88%	87%	87%*

MPS Enrollment Dashboard Active Applications and Registrations Complete [5.14.2026]

- **Look at Column M and Column N**

A	L	M	N	O
School Site	Applications In Progress on SchoolMint (Submitted+ Offered+Accepted+in-progress, RC + Does not include Canceled)	Active Applications on SchoolMint (Minus Canceled, Declined, Rescinded & Withdrawn Applications)	Registrations Complete on Schoolmint 2026-27	Active Apps to RCs on SchoolMint Conversion Rate (Column N/M)
	5/14/2026	5/14/2026	5/14/2026	5/14/2026
MSA 1	197	154	95	61.69%
MSA 2	134	105	73	69.52%
MSA 3	78	70	46	65.71%
MSA 4	94	64	28	43.75%
MSA 5	327	282	169	59.93%
MSA 6	53	38	33	86.84%
MSA 7	125	90	80	88.89%
MSA Bell	139	109	89	81.65%
MSA San Diego	394	292	216	73.97%
MSA Santa Ana	243	190	128	67.37%
MSA-OC-Anaheim	57	39	31	79.49%
MSA-OC-PYL	9	4	4	100.00%
Totals	**1850**	**1437**	**992**	**69.03%**

Y/Y Comparison for Enrollment Funnel [5.14.26 & 5.16.25]

A	S	T	U	V	W
School Site	Applications on SchoolMint 2026-27 5/14/2026	Applications This Time, Previous Year 2025-26 Source 5/16/2025	Registrations Complete on Schoolmint 2026-27 5/14/2026	Registrations Completed (RC) this time last year Source 5/16/2025	Conversion Rate App to RC 2026-27 5/14/2026
MSA 1	197	149	95	88	48.22%
MSA 2	132	87	73	68	55.30%
MSA 3	78	78	46	63	58.97%
MSA 4	88	68	28	20	31.82%
MSA 5	325	50	169	31	52.00%
MSA 6	53	65	33	51	62.26%
MSA 7	125	89	80	56	64.00%
MSA Bell	135	133	89	118	65.93%
MSA San Diego	394	228	216	202	54.82%
MSA Santa Ana	240	131	128	76	53.33%
MSA-OC-Anaheim	57		31		54.39%
MSA-OC-PYL	9	N/A	4	N/A	44.44%
Totals	**1833**	**1078**	**992**	**773**	**54.12%**

Impact:
Our strategy as we approach the 11th month of the enrollment cycle will be focused on continued recruitment efforts, including summer activities, with an emphasis on leveraging authentic family engagement activities from whole family workshops, to viewing parties for the upcoming FIFA World Cup Soccer games where many of our students families and the surrounding community will be cheering on their favorite team and also continuing to partner with community based organizations that support the vision of our schools. The twelve-month cycle allows us to continue connecting with families, understanding that a healthy school budget is based on the number of students we serve and how well we serve them, and to continue promoting a strong academic and student-centered program.

Budget Implications:
N/A

Exhibit:
- Board: Media Highlights May 2026 Slide Deck



MAGNOLIA PUBLIC SCHOOLS

Media Story Highlights

May 2026

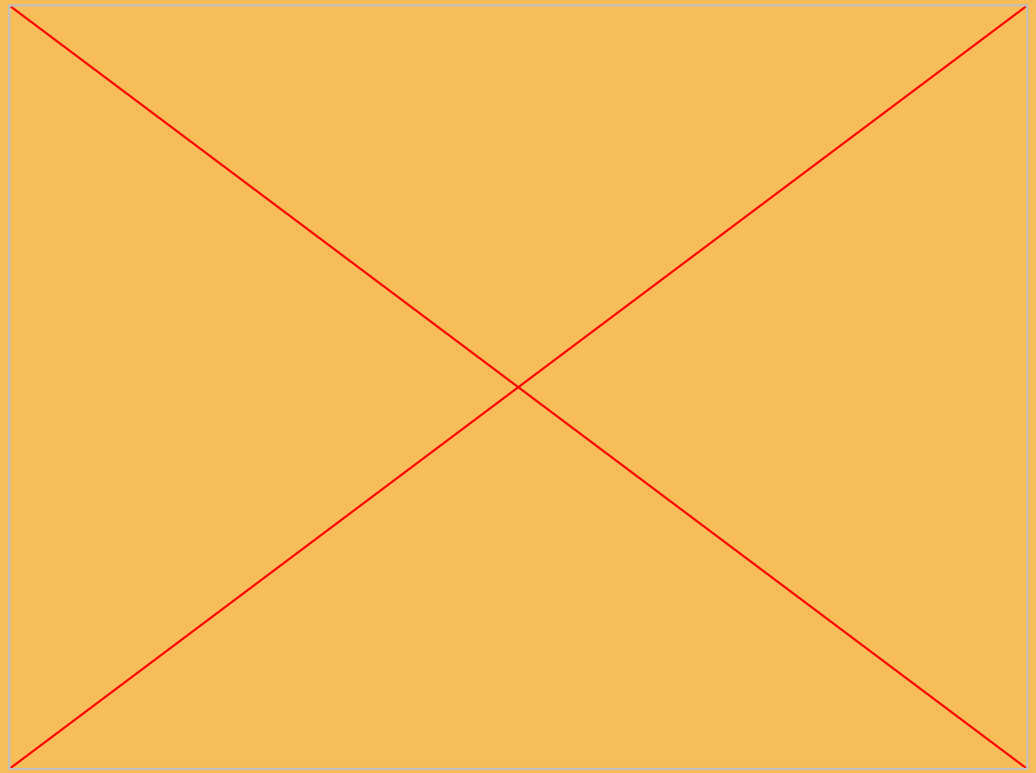
MSA-Santa Ana German Math Competition

Univision



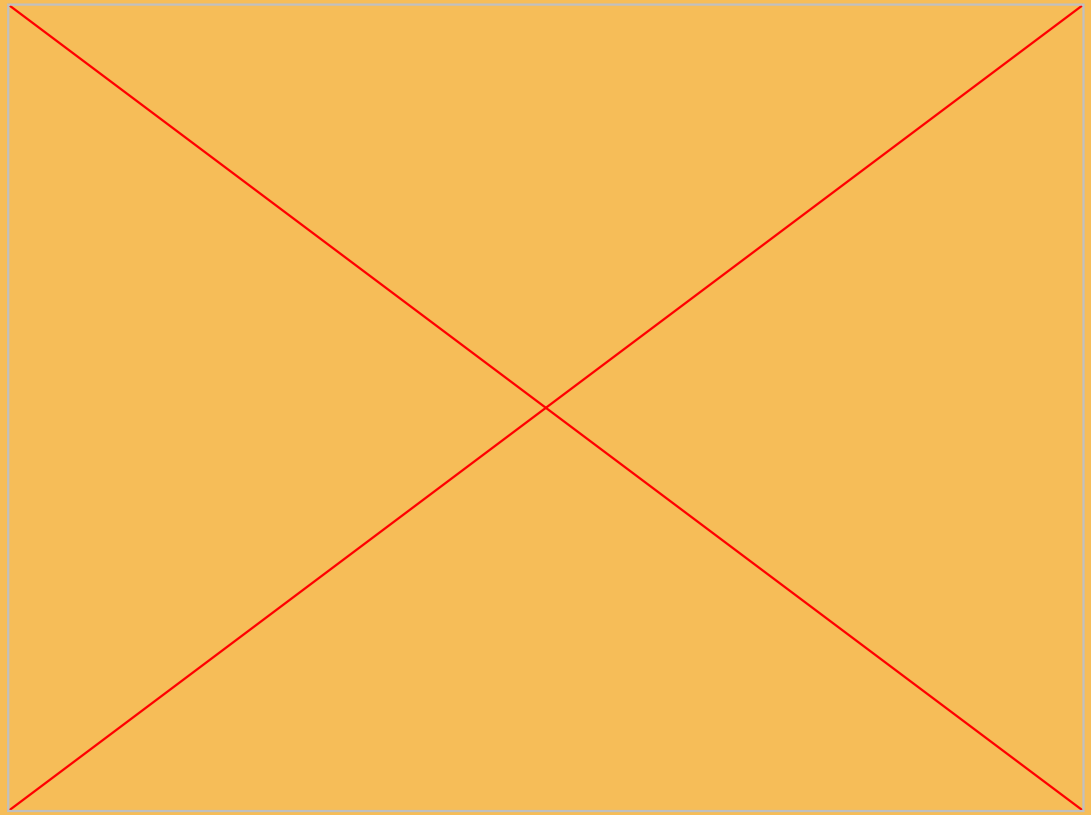
MSA-Santa Ana German Math Competition

ABC 7



MSA-Santa Ana German Math Competition

CBS News Los Angeles



Buzzworthy Stories

MSA-1
LA Kings Partnership

MSA-5
Commons App

MSA-Santa Ana
Robotics & Rocket Launch

Why These Stories Matter

- They build credibility and trust
- Showcase real student success
- Extend our reach
- Reinforce brand identity
- Help strengthen word-of-mouth

*Media stories work because they **combine reach, credibility, and storytelling** in a way that paid marketing simply can't replicate.*

Coversheet

Average Daily Attendance (ADA) Update

Section: IV. Information/Discussion Items
Item: B. Average Daily Attendance (ADA) Update
Purpose: Discuss
Submitted by:
Related Material: May ADA update Board Cover Page_2026.pdf

Agenda Item:	IV B: Information/Discussion Item
Date:	May 21, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer Meagan Wittek, Director of Student Services
RE:	Average Daily Attendance (ADA) Update

Action Proposed:

Non-Applicable. This item is for information only.

Purpose:

The purpose of this report is to provide the Board of Directors with the May update on organizational Average Daily Attendance (ADA), with a specific focus on the official 2025–26 P-2 ADA data.

Background:

Magnolia Public Schools continues to implement consistent weekly ADA monitoring across all school sites. School leaders review attendance data regularly, submit reflections, and implement targeted interventions aligned to the MPS Attendance Improvement & Incentive Plan.

The May update provides an important checkpoint because P-2 ADA is a key measure for both instructional continuity and fiscal planning. While monthly ADA trends help monitor short-term movement, P-2 provides a more stable systemwide indicator of attendance performance and year-over-year progress.

Analysis:

School Name	2024-25 P-1	2024-25 P-2	2024-25 Annual ADA	Target ADA	Cumulative ADA as of Apr 26	Distance from Target ADA	Apr 20-24	2025-26 P-2	25-26 vs 24-25 P-2	School Name
MSA-1	93.06%	92.39%	92.07%	94.06%	93.34%	▼ -0.72%	94.80%	93.63%	▲ 1.24%	MSA-1
MSA-2	93.94%	93.26%	93.33%	94.26%	94.12%	▼ -0.14%	94.74%	94.22%	▲ 0.96%	MSA-2
MSA-3	93.12%	91.83%	91.93%	93.48%	92.59%	▼ -0.89%	91.03%	92.82%	▲ 0.99%	MSA-3
MSA-4	93.04%	91.41%	91.19%	93%	91.22%	▼ -1.78%	91.60%	92.19%	▲ 0.78%	MSA-4
MSA-5	92.39%	92.01%	92.09%	93.01%	93.45%	▲ 0.44%	92.90%	93.91%	▲ 1.90%	MSA-5
MSA-6	95.81%	94.67%	94.61%	96%	94.63%	▼ -1.37%	93.88%	95.10%	▲ 0.43%	MSA-6
MSA-7	93.94%	93.05%	92.70%	95%	93.42%	▼ -1.58%	93.19%	93.57%	▲ 0.52%	MSA-7
MSA-8	93.85%	92.48%	91.99%	94%	93.70%	▼ -0.30%	95.00%	94.14%	▲ 1.66%	MSA-8
MSA-SA	95.30%	94.74%	94.61%	95%	94.60%	▼ -0.40%	95.45%	94.94%	▲ 0.20%	MSA-SA
MSA-SD	95.30%	94.58%	94.46%	95.50%	95.43%	▼ -0.07%	94.67%	95.53%	▲ 0.95%	MSA-SD
MSA-OC	-	-	-	94.15%	93.75%	▼ -0.40%	95.00%	93.85%	NA	MSA-OC
MPS	93.95%	93.12%	93.09%	94.15%	93.86%	▼ -0.29%	94.17%	94.14%	▲ 1.02%	MPS

The updated data reflects a positive year-over-year improvement in P-2 ADA across Magnolia Public Schools. Our organization's 2025–26 P-2 ADA stands at **94.14%**, compared to **93.12%** in 2024–25, representing an overall increase of **+1.02 percentage points**. This is a meaningful systemwide improvement and indicates that attendance strategies implemented throughout the year have contributed to stronger cumulative attendance outcomes.

MPS is now performing very close to its target ADA of **94.15%**. The current 2025–26 P-2 ADA of **94.14%** places the organization only **0.01 percentage points below the target**, demonstrating that we have nearly reached our organizational attendance goal.

At the school level, all continuing sites with comparable year-over-year data showed improvement from 2024–25 P-2 to 2025–26 P-2. This is an important indicator that attendance improvement has been broad-based rather than isolated to only a few campuses.

Several schools demonstrated especially strong year-over-year growth:

- **MSA-5** increased by **+1.90 percentage points**, moving from 92.01% to 93.91%.
- **MSA-8** increased by **+1.66 percentage points**, moving from 92.48% to 94.14%.
- **MSA-1** increased by **+1.24 percentage points**, moving from 92.39% to 93.63%.

- **MSA-3** increased by **+0.99 percentage points**, moving from 91.83% to 92.82%.
- **MSA-2** increased by **+0.96 percentage points**, moving from 93.26% to 94.22%.
- **MSA-SD** increased by **+0.95 percentage points**, moving from 94.58% to 95.53%.

MSA-SD continues to demonstrate strong attendance performance, with a 2025–26 P-2 ADA of **95.53%**, exceeding its target ADA of **95.50%**. MSA-5 also exceeded its target, with cumulative ADA as of April 26 at **93.45%**, compared to its target of **93.01%**.

At the same time, some sites continue to show larger gaps from target and will require focused attention. The largest gaps from target as of April 26 are:

- **MSA-4:** -1.78 percentage points
- **MSA-7:** -1.58 percentage points
- **MSA-6:** -1.37 percentage points
- **MSA-3:** -0.89 percentage points
- **MSA-1:** -0.72 percentage points

Although these schools remain below their targets, it is important to note that they still showed year-over-year P-2 improvement. This suggests that attendance efforts are having an impact, but additional targeted strategies are needed to accelerate progress and close remaining gaps.

Overall, the May P-2 data presents a stronger and more encouraging picture than earlier monthly snapshots. The key takeaways are:

1. **MPS achieved significant year-over-year P-2 growth**, improving by **+1.02 percentage points** overall.
2. **The organization is nearly at its target**, with 2025–26 P-2 ADA at **94.14%** compared to the target of **94.15%**.
3. **All comparable schools improved year-over-year**, showing broad implementation impact.
4. **MSA-5, MSA-8, MSA-1, MSA-3, MSA-2, and MSA-SD** showed especially notable gains.
5. **MSA-4, MSA-6, and MSA-7** remain priority sites for continued attendance intervention and support based on their annual goals.

Impact:

The 2025–26 P-2 ADA results demonstrate that Magnolia Public Schools' systemwide attention to attendance is producing measurable improvement. The overall increase of **+1.02 percentage points** compared to last year's P-2 period reflects stronger attendance patterns across the organization and supports the effectiveness of consistent monitoring, site-level reflection, and targeted interventions.

Improved attendance directly supports student learning. Higher ADA increases instructional continuity, strengthens student engagement, and reduces the risk of chronic absenteeism. The fact that all comparable schools demonstrated year-over-year improvement suggests that the organization is building stronger attendance habits and more consistent systems across campuses.

In addition, the **effective utilization of Attendance Recovery Saturdays** contributed meaningfully to the organization's P-2 outcomes. Based on the P-2 attendance data, MPS recovered a total of **10.51 ADA** through attendance recovery efforts. Several schools benefited notably from this strategy, including **MSA-1 (2.46 ADA recovered)**, **MSA-SA (2.08)**, **MSA-8 (1.79)**, and **MSA-5 (1.03)**. These recovery efforts helped improve overall attendance totals and supported schools in strengthening their final P-2 ADA rates.

Budget Implications:

There are no immediate budget implications associated with this informational update. However, ADA remains a critical driver of Magnolia Public Schools' Local Control Funding Formula revenue.

The improvement in 2025–26 P-2 ADA is a positive indicator for the organization's fiscal outlook. Since MPS increased from **93.12% P-2 ADA in 2024–25** to **94.14% P-2 ADA in 2025–26**, this improvement may positively impact attendance-based funding when compared with the prior year.

Coversheet

2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Section: IV. Information/Discussion Items
Item: C. 2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material:
2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP Report Final.pdf

Agenda Item:	IV C: Informational/Discussion Item
Date:	May 21, 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:	2025-26 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Action Proposed:

N/A

Purpose:

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

Background:

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

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

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

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

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

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

Analysis:

Please see the attached reports on MPS' 2025-26 educational partners survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys.

Impact:

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

Budget Implications:
N/A.

Committee Recommendations:
N/A

Exhibits:

1. 2025–26 MPS Educational Partners Survey Results & Reflections (Slide Deck)
2. 2025–26 MPS Average Approval Rates by Survey Question (Students, Families, and Staff)
3. 2025–26 MPS Educational Partners Survey Reflections by School

MAGNOLIA PUBLIC SCHOOLS

2025-26 MPS Educational Partners Survey Results & Reflections

Home Office
May 2026

2026 Survey Results & Reflections

Agenda

1. Which Survey Platforms Does MPS Use for Ed Partner Surveys? What Do the Questions Look Like?
2. What Are the Participation Rates on the Surveys?
3. What Are the Average Approval Rates on the Surveys?
4. Would Our Educational Partners Recommend MPS to Others?
5. How Does MPS Make Use of Survey Results?
6. Sample Survey Reflection: MSA-OC
7. What Are the Key MPS-Wide Reflections on Survey Results, Free Responses, and Insights?

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2026 Survey Results & Reflections

1. Which Survey Platforms Does MPS Use for Ed Partner Surveys?

What Do the Questions Look Like?

2026 Survey Results & Reflections

Student and Family Survey Platform & Questions

PLATFORM

PANORAMA EDUCATION

kelvin education

SURVEY TOPICS

Topic 1: Climate of Support for Academic Learning

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms

Topic 3: Safety

Topic 4: Sense of Belonging (School Connectedness)

AVERAGE APPROVAL rates are based on our students' and families' responses to *ALL* questions on the survey.
(Titled "Overall" in Kelvin)

OVERALL SATISFACTION QUESTION

- *Students:* Overall, I am satisfied and would recommend this school to other students.
- *Families:* Overall, I am satisfied and would recommend this school to other parents.

OPEN-ENDED QUESTIONS

1) WHAT DO YOU LIKE **BEST** ABOUT YOUR SCHOOL?

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

OVERALL SATISFACTION rates are based on our students' and families' response to a ***SINGLE*** question on the survey: "**Overall, I am satisfied and would recommend this school to other students/parents."**

2026 Survey Results & Reflections

Staff Survey Platform & Questions

PLATFORM

PANORAMA EDUCATION

Great Place To Work.

SURVEY TOPICS THE TRUST INDEX MODEL



Also includes

Topic 1: Climate of Support for Academic Learning
Topic 2: Clear Expectations, Fair Enforcement
Topic 3: Safe and Respectful School Environment
Topic 4: Sense of Belonging

Why Great Place To Work (GPTW)?

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

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

(Titled "Average of All Statements" in GPTW)

OPEN-ENDED QUESTIONS

1) WHAT DO YOU LIKE **BEST** ABOUT YOUR SCHOOL?

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

OVERALL SATISFACTION QUESTION

- *Staff:* Taking everything into account, I would say this is a great place to work.

OVERALL SATISFACTION rate is based on our staff's response to a ***SINGLE*** question on the survey: **"Taking everything into account, I would say this is a great place to work."**

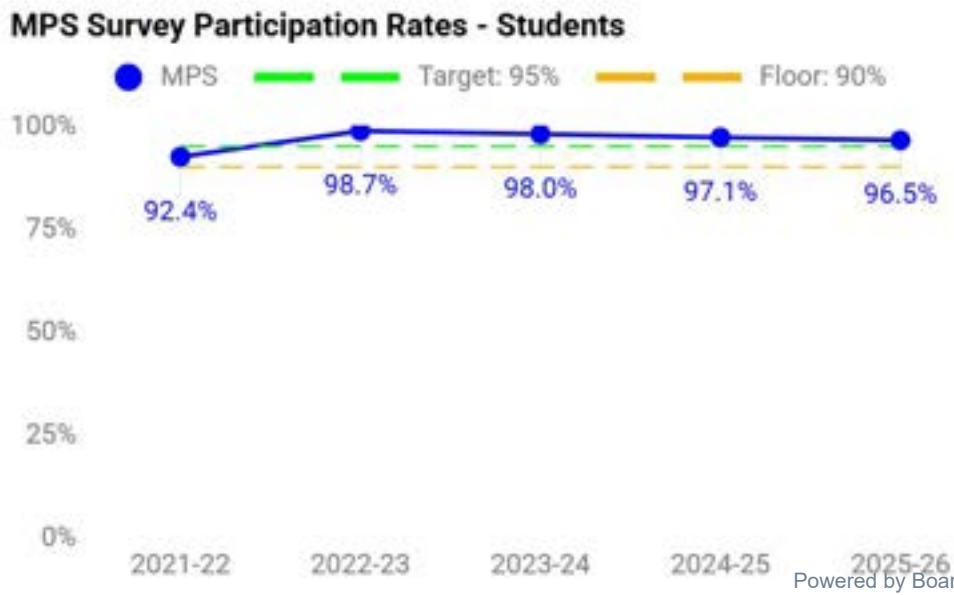
2026 Survey Results & Reflections

2. What Are the Participation Rates on the Surveys?

Survey Participation Rates - Students

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

Students: Target: ≥ 95% Actual: **96.5%** ✓ **(MET)**



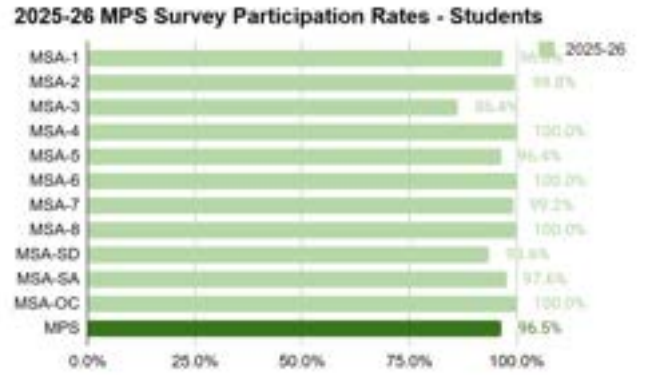
In 2026, MPS achieved 96.5% participation

↓ **0.6 pts from last year**

Survey Participation Rates - Students

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

Students: Target: ≥ 95% Actual: 96.5% ✓ (MET)



Survey Participation Rates: 2025-26 vs. 2024-25

	Students				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	96.8%	96.1%	0.7%	95.0%	Yes
MSA-2	99.8%	99.2%	0.6%	95.0%	Yes
MSA-3	86.4%	96.8%	-10.4%	95.0%	No
MSA-4	100.0%	100.0%	0.0%	95.0%	Yes
MSA-5	96.4%	99.5%	-3.1%	95.0%	Yes
MSA-6	100.0%	100.0%	0.0%	95.0%	Yes
MSA-7	99.2%	100.0%	-0.8%	95.0%	Yes
MSA-8	100.0%	96.3%	3.7%	95.0%	Yes
MSA-SD	93.6%	94.5%	-0.9%	95.0%	No
MSA-SA	97.6%	96.7%	0.9%	95.0%	Yes
MSA-OC	100.0%	N/A	N/A	95.0%	Yes
MPS	96.5%	97.1%	-0.6%	95.0%	

9 of 11
schools achieved
95%+
participation

2025-26 Survey Participation Rates

	Students		
MSA-1	96.8%	655	677
MSA-2	99.8%	450	451
MSA-3	86.4%	311	360
MSA-4	100.0%	115	115
MSA-5	96.4%	186	193
MSA-6	100.0%	155	155
MSA-7	99.2%	126	127
MSA-8	100.0%	389	389
MSA-SD	93.6%	437	467
MSA-SA	97.6%	451	462
MSA-OC	100.0%	35	35
MPS	**96.5%**	3,310	3,431

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Survey Participation Rates - Families

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

Students: Target: ≥ 75% Actual: **72.1%** ✓ **(PARTIALLY MET)**



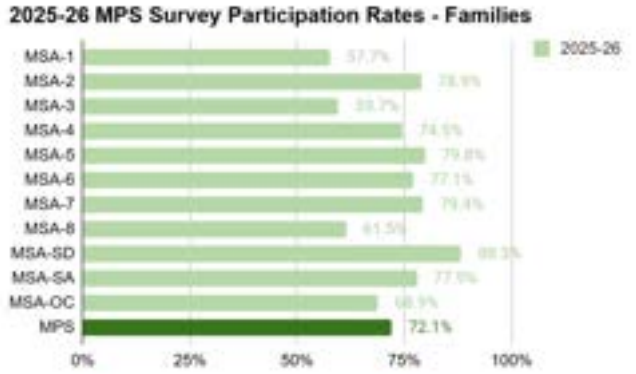
In 2026, MPS achieved 72.1% participation

↑**17.4 pts from last year**

Survey Participation Rates - Families

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

Students: Target: ≥ 75% Actual: **72.1%** √ **(PARTIALLY MET)**



Survey Participation Rates: 2025-26 vs. 2024-25

	Families				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	57.7%	42.7%	15.0%	75.0%	No
MSA-2	78.9%	30.4%	48.5%	75.0%	Yes
MSA-3	59.7%	40.5%	19.2%	75.0%	No
MSA-4	74.5%	94.1%	-19.6%	75.0%	No
MSA-5	79.8%	74.6%	5.2%	75.0%	Yes
MSA-6	77.1%	94.9%	-17.8%	75.0%	Yes
MSA-7	79.4%	71.4%	8.0%	75.0%	Yes
MSA-8	61.5%	41.8%	19.7%	75.0%	No
MSA-SD	88.3%	65.1%	23.2%	75.0%	Yes
MSA-SA	77.9%	71.5%	6.4%	75.0%	Yes
MSA-OC	68.9%	N/A	N/A	75.0%	No
MPS	72.1%	54.7%	17.4%	75.0%	

6 of 11 schools achieved 75%+ participation

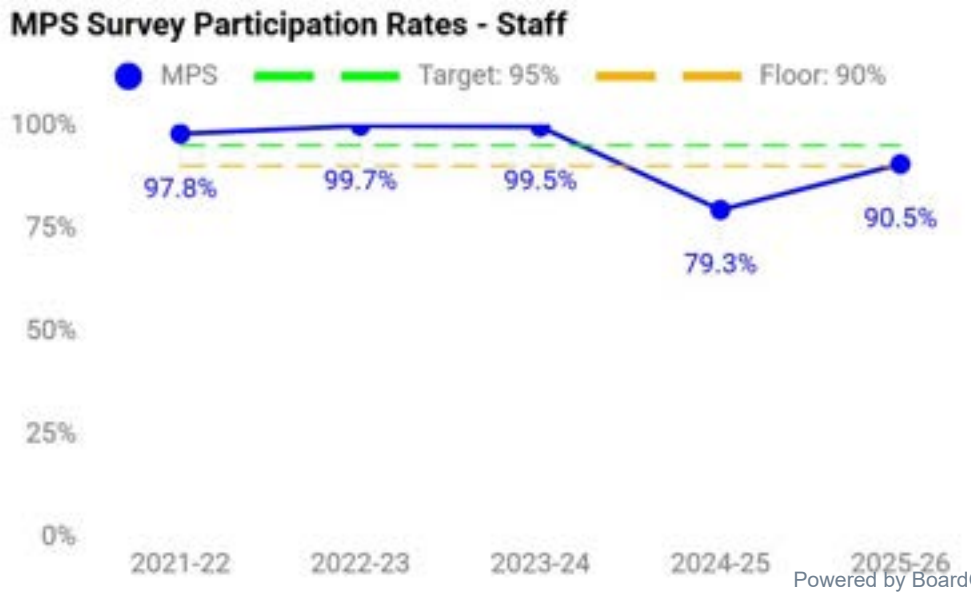
2025-26 Survey Participation Rates

	Families		
MSA-1	57.7%	318	551
MSA-2	78.9%	302	383
MSA-3	59.7%	176	295
MSA-4	74.5%	76	102
MSA-5	79.8%	130	163
MSA-6	77.1%	108	140
MSA-7	79.4%	150	189
MSA-8	61.5%	222	361
MSA-SD	88.3%	384	435
MSA-SA	77.9%	320	411
MSA-OC	68.9%	42	61
MPS	**72.1%**	2,228	3,091

Survey Participation Rates - Staff

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

Students: Target: ≥ 95% Actual: **90.5%** √ **(PARTIALLY MET)**



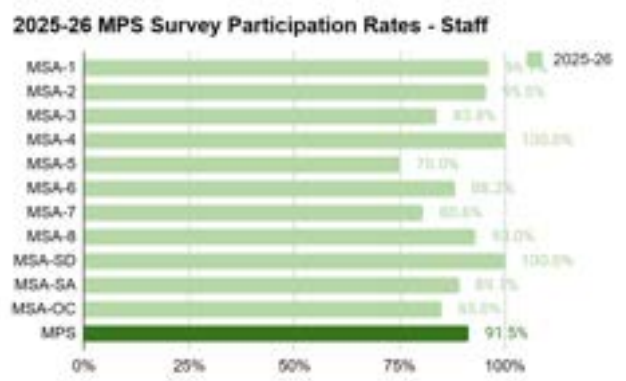
In 2026, MPS achieved 90.5% participation

↑**11.2 pts from last year**

Survey Participation Rates - Staff

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

Students: Target: ≥ 95% Actual: **90.5%** √ **(PARTIALLY MET)**



Survey Participation Rates: 2025-26 vs. 2024-25					
	Staff				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	96.1%	88.0%	8.1%	95.0%	Yes
MSA-2	95.5%	70.4%	25.1%	95.0%	Yes
MSA-3	83.8%	60.5%	23.3%	95.0%	No
MSA-4	100.0%	94.1%	5.9%	95.0%	Yes
MSA-5	75.0%	93.8%	-18.8%	95.0%	No
MSA-6	88.2%	68.8%	19.4%	95.0%	No
MSA-7	80.6%	72.5%	8.1%	95.0%	No
MSA-8	93.0%	84.4%	8.6%	95.0%	No
MSA-SD	100.0%	91.7%	8.3%	95.0%	Yes
MSA-SA	89.1%	73.4%	15.7%	95.0%	No
MSA-OC	85.0%	N/A	N/A	95.0%	No
MPS	90.5%	79.3%	11.2%	95.0%	

4 of 11
schools achieved
95%+
participation

2025-26 Survey Participation Rates			
	Staff		
MSA-1	96.1%	74	77
MSA-2	95.5%	42	44
MSA-3	83.8%	31	37
MSA-4	100.0%	16	16
MSA-5	75.0%	21	28
MSA-6	88.2%	15	17
MSA-7	80.6%	29	36
MSA-8	93.0%	40	43
MSA-SD	100.0%	37	37
MSA-SA	89.1%	57	64
MSA-OC-ANA	80.0%	12	15
MSA-OC-PYL	100.0%	5	5
MPS	90.5%	379	419

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2026 Survey Results & Reflections

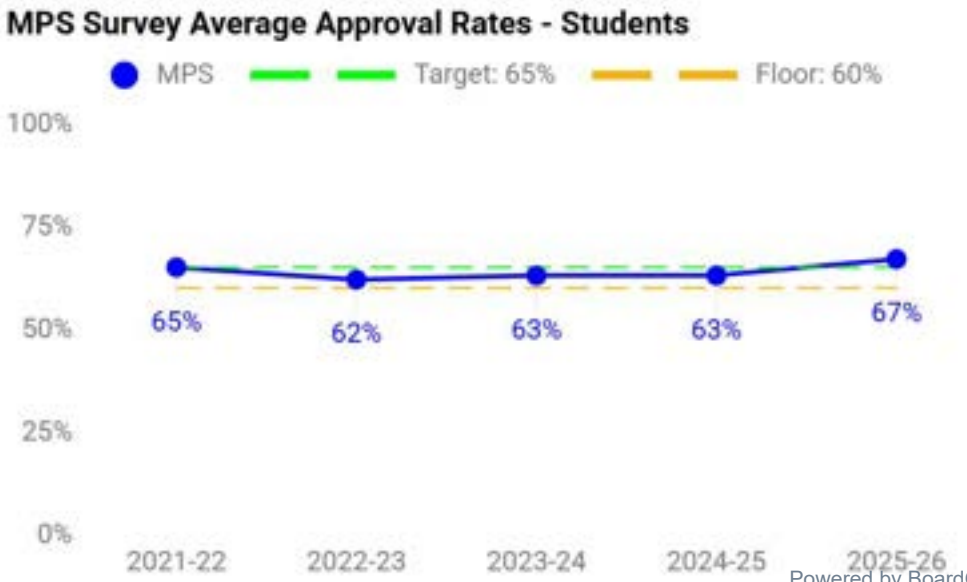
3. What Are the Average Approval Rates on the Surveys?

Survey Average Approval Rates - Students

LCAP Metric:
School experience survey "average approval rates" by students

Students: Target: ≥ 65% Actual: **67%** ✓ **(MET)**

AVERAGE APPROVAL rates are based on our students' responses to *ALL* questions on the survey.
(Titled "Overall" in Kelvin)



In 2026, MPS achieved 67% average approval

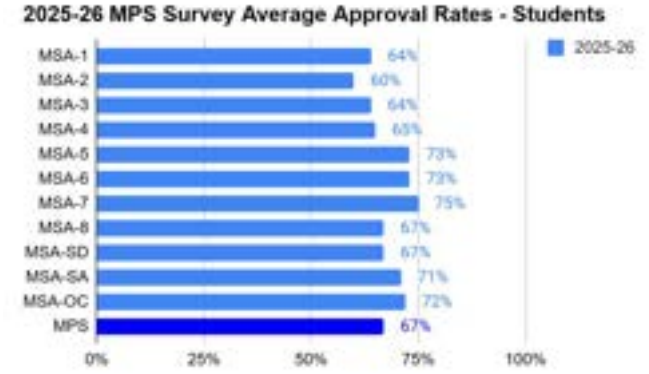
↑4 pts from last year

Survey Average Approval Rates - Students

LCAP Metric:
School experience survey "average approval rates" by students

Students: Target: ≥ 65% Actual: **67%** ✓ (MET)





AVERAGE APPROVAL Rates: 2025-26 vs. 2024-25					
	Students				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	64%	54%	10%	65%	No
MSA-2	60%	62%	-2%	65%	No
MSA-3	64%	62%	2%	65%	No
MSA-4	65%	70%	-5%	65%	Yes
MSA-5	73%	65%	8%	65%	Yes
MSA-6	73%	74%	-1%	65%	Yes
MSA-7	75%	68%	7%	65%	Yes
MSA-8	67%	58%	9%	65%	Yes
MSA-SD	67%	66%	1%	65%	Yes
MSA-SA	71%	72%	-1%	65%	Yes
MSA-OC	72%		N/A	65%	Yes
AVERAGE	67%	63%	4%	65%	

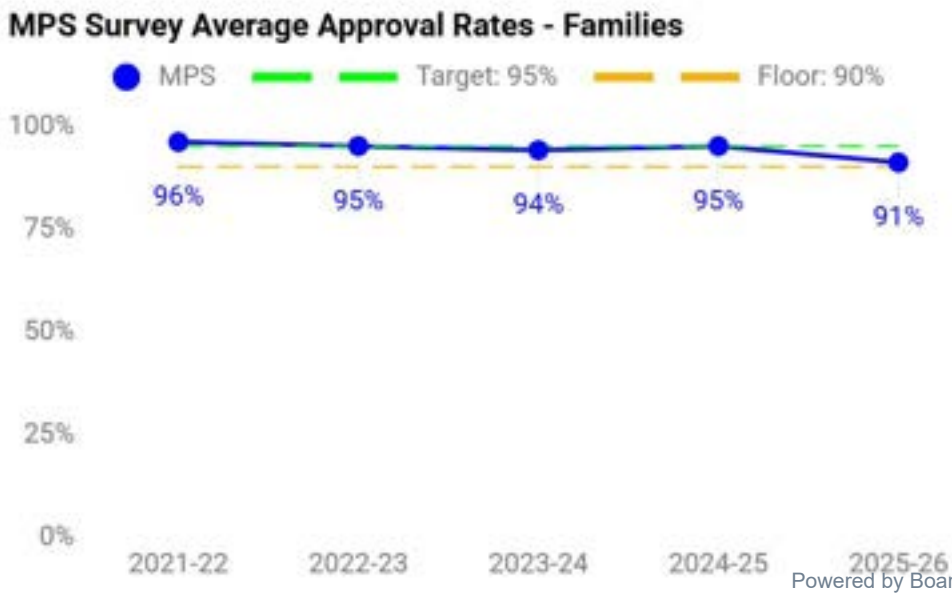
8 of 11
schools achieved
65%+
average approval

Survey Average Approval Rates - Families

LCAP Metric:
School experience survey "average approval rates" by families

Families: Target: ≥ 95% Actual: **91%** √ **(PARTIALLY MET)**

AVERAGE APPROVAL rates are based on our families' responses to *ALL* questions on the survey.
(Titled "Overall" in Kelvin)



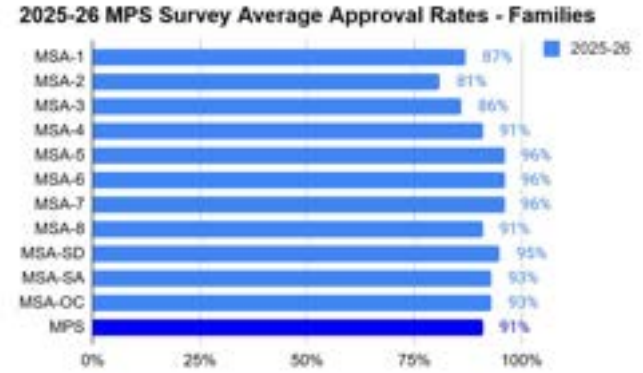
In 2026, MPS achieved 91% average approval

↓4 pts from last year

Survey Average Approval Rates - Families

LCAP Metric:
School experience survey "average approval rates" by families

Families: Target: ≥ 95% Actual: **91%** √ **(PARTIALLY MET)**



AVERAGE APPROVAL Rates: 2025-26 vs. 2024-25					
	Families				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	87%	91%	-4%	95%	No
MSA-2	81%	90%	-9%	95%	No
MSA-3	86%	97%	-11%	95%	No
MSA-4	91%	98%	-7%	95%	No
MSA-5	96%	96%	0%	95%	Yes
MSA-6	96%	99%	-3%	95%	Yes
MSA-7	96%	97%	-1%	95%	Yes
MSA-8	91%	94%	-3%	95%	No
MSA-SD	95%	96%	-1%	95%	Yes
MSA-SA	93%	97%	-4%	95%	No
MSA-OC	93%	N/A	N/A	95%	No
MPS	91%	95%	-4%	95%	

4 of 11
schools achieved
95%+
average approval

Survey Average Approval Rates - Staff

LCAP Metric:
School experience survey "average approval rates" by staff

Staff: Target: ≥ 80% Actual: 64% × (NOT MET)

AVERAGE APPROVAL rates are based on our staff's responses to *ALL* questions on the survey.
(Titled "Average of All Statements" in GPTW)



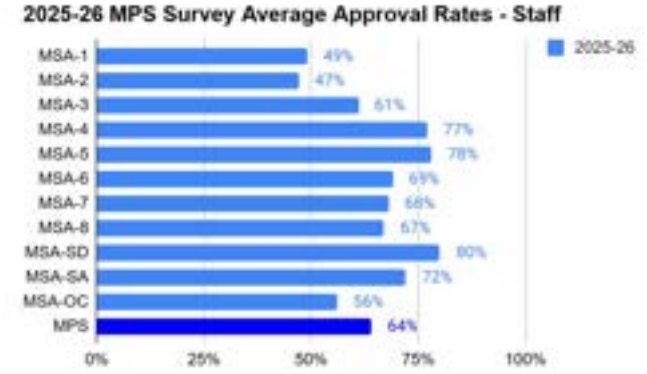
In 2026, MPS achieved 64% average approval

↑6 pts from last year

Survey Average Approval Rates - Staff

LCAP Metric:
School experience survey "average approval rates" by staff

Staff: Target: ≥ 80% Actual: 64% × (NOT MET)



AVERAGE APPROVAL Rates: 2025-26 vs. 2024-25					
	Staff				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	49%	53%	-4%	80%	No
MSA-2	47%	59%	-12%	80%	No
MSA-3	61%	49%	12%	80%	No
MSA-4	77%	84%	-7%	80%	No
MSA-5	78%	61%	17%	80%	No
MSA-6	69%	80%	-11%	80%	No
MSA-7	68%	75%	-7%	80%	No
MSA-8	67%	61%	6%	80%	No
MSA-SD	80%	82%	-2%	80%	Yes
MSA-SA	72%	81%	-9%	80%	No
MSA-OC	56%	N/A	N/A	80%	No
MPS	64%	58%	6%	80%	

1 of 11
schools achieved
80%+
average approval

2026 Survey Results & Reflections

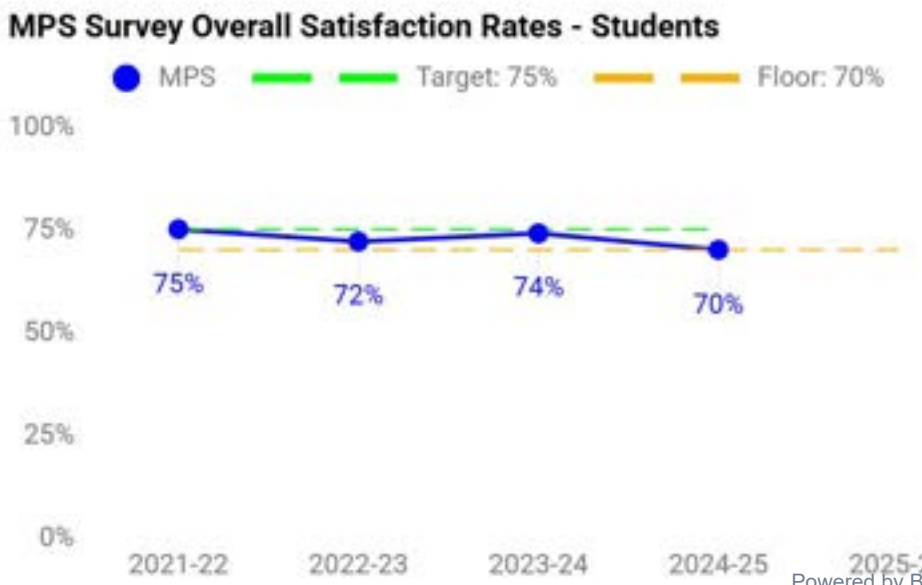
4. Would Our Educational Partners Recommend MPS to Others?

Survey Overall Satisfaction Rates - Students

LCAP Metric:
School experience survey "overall satisfaction rates" by students

Students: Target: ≥ 75% Actual: **70%** √ **(PARTIALLY MET)**

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



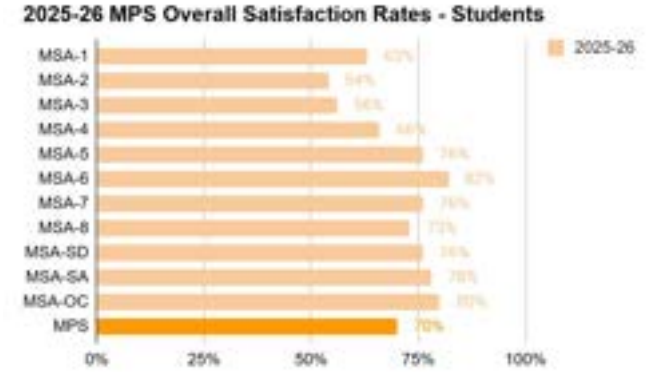
In 2026, MPS achieved 70% overall satisfaction

↓4 pts from last year

Survey Average Approval Rates - Students

LCAP Metric:
School experience survey "overall satisfaction rates" by students

Students: Target: ≥ 75% Actual: 70% √ (PARTIALLY MET)



OVERALL SATISFACTION Rates: 2025-26 vs. 2024-25					
	Students				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	63%	65%	-2%	75%	No
MSA-2	54%	74%	-20%	75%	No
MSA-3	56%	66%	-10%	75%	No
MSA-4	66%	82%	-16%	75%	No
MSA-5	76%	76%	0%	75%	Yes
MSA-6	82%	82%	0%	75%	Yes
MSA-7	76%	85%	-9%	75%	Yes
MSA-8	73%	60%	13%	75%	No
MSA-SD	76%	77%	-1%	75%	Yes
MSA-SA	78%	82%	-4%	75%	Yes
MSA-OC	80%	N/A	N/A	75%	Yes
AVERAGE	70%	74%	-4%	75%	

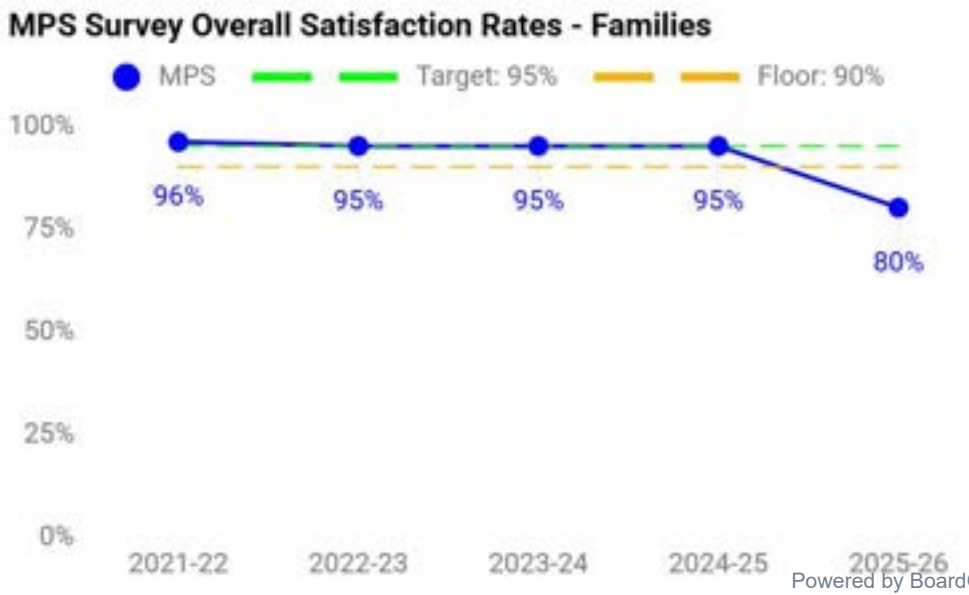
6 of 11
schools achieved
75%+
overall satisfaction

Survey Overall Satisfaction Rates - Families

LCAP Metric:
School experience survey "overall satisfaction rates" by families

Families: Target: ≥ 95% Actual: **80%** × **(NOT MET)**

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



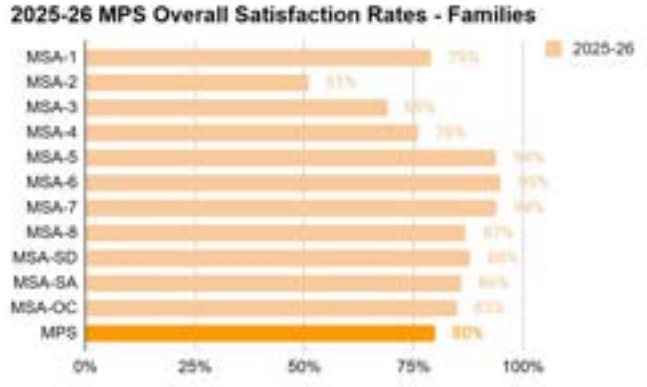
In 2026, MPS achieved 80% overall satisfaction

↓**15 pts from last year**

Survey Average Approval Rates - Families

LCAP Metric:
School experience survey "overall satisfaction rates" by families

Families: Target: ≥ 95% Actual: **80%** × (NOT MET)



OVERALL SATISFACTION Rates: 2025-26 vs. 2024-25					
	Families				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	79%	89%	-10%	95%	No
MSA-2	51%	93%	-42%	95%	No
MSA-3	69%	98%	-29%	95%	No
MSA-4	76%	97%	-21%	95%	No
MSA-5	94%	95%	-1%	95%	No
MSA-6	95%	99%	-4%	95%	Yes
MSA-7	94%	99%	-5%	95%	No
MSA-8	87%	90%	-3%	95%	No
MSA-SD	88%	97%	-9%	95%	No
MSA-SA	86%	97%	-11%	95%	No
MSA-OC	85%	N/A	N/A	95%	No
MPS	80%	95%	-15%	95%	

1 of 11
schools achieved
95%+
overall satisfaction

Survey Overall Satisfaction Rates - Staff

LCAP Metric:
School experience survey "overall satisfaction rates" by staff

Staff: Target: ≥ 85% Actual: 60% × (NOT MET)

OVERALL SATISFACTION rates are based on our staff's response to a ***SINGLE*** question on the survey: **"Taking everything into account, I would say this is a great place to work."**





In 2026, MPS achieved 60% overall satisfaction

↓2 pts from last year

Survey Average Approval Rates - Staff

LCAP Metric:
School experience survey "overall satisfaction rates" by staff

Staff: Target: ≥ 85% Actual: 60% × (NOT MET)



OVERALL SATISFACTION Rates: 2025-26 vs. 2024-25

	Staff				
	2025-26	2024-25	Change	2025-26 LCAP Target	Met?
MSA-1	48%	48%	0%	85%	No
MSA-2	38%	49%	-11%	85%	No
MSA-3	53%	36%	17%	85%	No
MSA-4	69%	81%	-12%	85%	No
MSA-5	82%	53%	29%	85%	No
MSA-6	47%	64%	-17%	85%	No
MSA-7	48%	68%	-20%	85%	No
MSA-8	68%	58%	10%	85%	No
MSA-SD	83%	88%	-5%	85%	No
MSA-SA	77%	91%	-14%	85%	No
MSA-OC	47%	N/A	N/A	85%	No
MPS	60%	62%	-2%	85%	

0 of 11
schools achieved
85%+
overall satisfaction

2026 Survey Results & Reflections

5. How Does MPS Make Use of Survey Results?

2026 Survey Results & Reflections

How Does MPS Make Use of Survey Results?

Reflection and LCAP Development Overview

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

2026 Survey Results & Reflections

6. Sample Survey Reflection: MSA-OC

2026 Survey Results & Reflections

MSA-OC Educational Partners Survey Reflections - 2025-26

GLOWS

Students: High Engagement in STEAM & Strong Teacher Relationships

- Students highlighted strong **positive relationships with teachers**, including specific praise for staff (e.g., “I have a good teacher / Ms. Sohn”).
- Students expressed enjoyment of **STEAM learning**, including science, math, and hands-on activities in the STEAM lab.
- Daily experiences such as **recess, lunch, and social interactions** contribute to overall student satisfaction.
- Students value structured support like **Power Hour** to complete their work.
- The STEAM program is a key strength, with plans to expand into **robotics and coding**.
- Continued focus on **retaining high-performing teachers** to sustain student success and engagement.

Families: Strong Satisfaction with Growth, Communication, and Culture

- Families value strong **academic growth and increased student engagement**.
- Students feel **welcomed and encouraged to participate** in clubs and activities.
- Staff are recognized for their **professionalism, kindness, and support**.
- The **after-school program** is highly appreciated by families.
- Families highlight the benefits of **small class sizes and a family-like environment**.
- **Clear and consistent communication** between staff and parents is a key strength.
- Continued commitment to **maintaining small class sizes (25:1; TK 10:1)** and fostering connection through **Coffee with Admin**.

GLOWS

Staff: Collaborative, Mission-Driven STEAM Culture

- Staff value strong **collaboration across departments** and support teams.
- The **STEAM-centered approach** is a key driver of engagement and purpose.
- Emphasis on **individualized student success and visible growth** is highly appreciated.
- The school’s **mission-driven culture and community engagement** create a positive work environment.
- Opportunities for **daily collaboration** with teachers and support staff (e.g., mental health, psychologists, paraprofessionals) are a strength.
- Continued commitment to **Professional Learning Communities (PLCs)** through regular collaboration, including Wednesday PDs.

GROWS

Students:

- Identified a need for **additional playground and play equipment**.
- Emphasis on providing **age-appropriate options**, particularly for older students.
- Plan to **partner with the home office** to secure appropriate equipment.

Families:

- Families expressed a desire for **more STEAM-focused clubs**.
- Plan to create a **pre-approved list of STEAM-aligned clubs** for teachers to lead.
- Identified gap: clubs were previously **teacher-created without consistent alignment** to the organization’s mission and values.

Staff:

- Staff identified a need for **more competitive compensation** compared to neighboring districts.
- Concerns were raised about **workload expectations exceeding those of nearby schools**.
- Staff expressed a need for **site-specific roles**, including a dedicated **student recruitment and enrollment coordinator**.
- Plan to partner with **People & Culture** to develop and share a **transparent, competitive salary scale**.
- Plan to collaborate with the **Impact team** to strengthen enrollment and support **site-based staffing needs**.

2026 Survey Results & Reflections

MSA-OC Educational Partners Survey Reflections - 2025-26

NEXT STEPS

Grow Area #1:

- We will focus on STEAM focused activities in our clubs and programs per student feedback

SMART Goal Components:

- Admin team will meet to generate a list of STEAM approved clubs by July 23, 2026. Next, admin will look into scope and sequence and curricular materials to ensure all teachers have what they need to be set up for success. The goal is to have 80% of all clubs be STEAM centered. Adjustments on clubs and programs will be made based on attendance to clubs and programs and student feedback throughout the year.

Grow Area #2:

- We will ensure our scholars have age related play equipment and activities during their recess

SMART Goal Components:

- MSA-OC will implement a survey at the beginning of the year to gather feedback on specific play equipment that scholars are interested in. Next, we will work with Mustafa and our office manager to order the necessary play equipment. Our goal is to ensure scholars are actively engaging in social and physical play during their recess. Throughout the year, we will track progress by observational data to see which play equipment are scholars MOST engaged in and administer a feedback survey each quarter to adjust as necessary.

2026 Survey Results & Reflections

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

Students



2026 Survey Results & Reflections

Survey Topics & Questions - Elementary Students

	All students 260 (99%)
Overall	76
Experience	66
Safety	67
Knowledge	78
Belonging	80
Climate	86

Highest rated:



Lowest rated:



2026 Survey Results & Reflections

Survey Topics & Questions - Secondary Students

	All students 3050 (96%)
Overall	66
Experience	42
Safety	58
Knowledge	66
Belonging	72
Climate	78

Highest rated:



Lowest rated:



Top Comments & Common Themes - Students



GLOWS (SUCCESSES)	GROWS (IDENTIFIED NEEDS) & NEXT STEPS
Elementary Students: ▪ **Friends & Social Connections:** Students consistently identified friendships and social connection as the most important part of school. ▪ **Teachers & Supportive Staff:** Students frequently mentioned adults being what they like best about their school with comments such as “staff are kind”, “they help me with my work”, and “teachers are nice”. ▪ **Play, Recess, and Physical Activity:** Students emphasized opportunities to play as what they value most about their school. Secondary Students: ▪ **Friends & Social Connections:** Students consistently identify peer relationships as the strongest positive aspect of their school experience. ▪ **Activities, Sports, and Opportunities:** Students mentioned engagement opportunities, such as, “sports”, “activities”, “clubs” and “field trips / programs (robotics, AP, etc.) as the highlight of their school ▪ **Teachers & Supportive Staff:** Students frequently highlighted teachers and staff as the best part of school stating they are supportive and caring and provide academic help.	Elementary Students: ▪ **Food Quality & Lunch:** Students most frequently mentioned the school food as what to improve. They want improved taste, variety, and overall better quality of school food. ▪ **More Activities, Clubs, and Events:** Students want more extracurricular options, more fun events and school activities, and increased opportunities for engagement. ▪ **School Climate & Staff:** Students referenced concerns with both peer behavior and adult relationships. They are asking for more support, consistency and attention to behavior. Secondary Students: ▪ **Food Quality & Lunch:** Students clearly want higher quality, more variety, and more appealing meal options. There was repeated dissatisfaction with taste and variety. ▪ **School Climate, Fairness, & Staff Interactions:** Students raised several concerns about treatment and fairness highlighting a need for consistent rules, no favoritism, to be more fair, and better behavior expectations. ▪ **Schedule, Break Time & Student Time:** Students frequently mentioned time structure as something needing improvement asking for more lunch and break time, shorter periods and schedule changes.

2026 Survey Results & Reflections

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

Families



2026 Survey Results & Reflections

Survey Topics & Questions - Families

	All family members 2721 (73%)
Overall	91
Experience	80
Knowledge	88
Safety	89
Climate	91
Belonging	93

Highest rated:



Lowest rated:



Top Comments & Common Themes - Families

Glows:

- Families reported a strong sense of belonging, with 95% sharing that their child's background and identity are valued at the school. This reflects the Community Schools Framework commitment to creating inclusive, culturally responsive, and relationship-centered school environments where students and families feel seen, respected, and connected.
- Positive relationships between families and staff continue to be a major strength, as 94% of families indicated that school staff treats them with respect and is helpful in supporting their needs.
- Family engagement and communication are strong areas of success, with more than 90% of families reporting they feel welcome to participate at the school, that staff welcomes their suggestions, responds to their needs in a timely manner, and takes their concerns seriously.
- Our community expressed confidence in the school's learning environment, student support systems, and safety practices. Results showed that 92% believe the school has high expectations for all students, 90% reported high-quality instruction, 92% shared that the school clearly communicates discipline expectations, and 90% indicated their child feels safe on school grounds.

Grows:

- While overall belonging rates were highly positive, "School staff takes my concerns seriously" received a 91% favorable rating, suggesting an opportunity to strengthen trust, responsiveness, and follow-through with families when serious concerns are raised. Family comments highlighted concerns regarding administrative accountability and the handling of student incidents, indicating a need for more transparent communication and restorative response systems.
- Safety in the neighborhood surrounding the school received the lowest favorable response across all survey areas at 87%, highlighting the need to strengthen schoolwide and community-based safety efforts. Family feedback also expressed concerns about escalating violence and fear among students, emphasizing the importance of visible safety measures, student support systems, and stronger partnerships to ensure students feel secure both on and around campus.
- Although 90% of families reported that their child feels safe on school grounds, survey comments identified urgent concerns regarding physical altercations and inconsistent responses to student misconduct. This suggests an opportunity to improve campus climate systems, crisis response protocols, supervision, and accountability measures to ensure all students feel protected and supported.
- Discipline practices emerged as a significant growth area, with "At this school, discipline is fair" receiving the lowest favorable response at 84%. Family feedback indicated concerns that serious incidents were not addressed consistently or appropriately, demonstrating a need to strengthen equitable discipline practices, restorative approaches, and communication with families regarding how behavioral incidents are investigated and resolved.

Powered by BoardOnTrack

In the words of our families

What do you like best about your school?	What is one suggestion you would like to offer to improve your school?
• *La atención personalizada que le dan a mi hija* • *I like that the school goes from Pre-k to 12th* • *I like the small class groups for teachers have better chance to connect with each an every students and Dual enrollment.* • *The community approach in my child's education* • *Small school so students don't fall through the cracks. Teachers communicate with us directly.* • *Magnolia science Academy cares about their students and offers all the necessary tools and support my child needs.* • *La amabilidad y respeto hacia los padres de familia, sus respuesta siempre es bien certera a las inquietudes de los padres* • *I value that all teachers and sta! knows every student and family. It feels like a family.* • *This has been the most inclusive school by sta! and students that my son has ever attended.*	• *Tomar medidas más estrictas contra el bullying* • *The amount of texts that are being pushed through to my phone are borderline insane way way above and beyond any expectation for communication from the school to the point where it's all white noise and ignored* • *Listen to the students and address students' concerns regarding bullying* • *More STEM and hands-on learning opportunities Increasing project-based learning, science labs, or technology programs could further enrich the strong academic curriculum.* • *Offer/ Allow entrepreneurial opportunities to learners. Teach them about business and competition within businesses. Life skills.* • *Uniform policy should be enforced on all students evenly.*

Powered by BoardOnTrack

2026 Survey Results & Reflections

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

Staff



Magnolia Public Schools All Staff Experience Results April 2026



Agenda

- Introduction of Great Place to Work
- All Staff High Level Results
- Results by Subgroups
- Open Ended Questions + Comments
- Bright Spots & Opportunities
- School Spotlight
- What's Next? | From Insight to Action

Introduction of Great Place to Work

MAGNOLIA PUBLIC SCHOOLS

Why Survey Staff?

- To make MPS a better workplace for everyone, every day
- To offer a consistent, anonymous space for your voice to be heard
- To gather insights that drive real change and improvement across our network

Why Great Place To Work (GPTW)?

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



Methodology

Overall Design



34 custom statements chosen by MPS

2 open-ended questions

Categories in which 5 or more people responded are reported to protect confidentiality

Distributions



Window: 3/2/25 – 3/30/25

91% response rate

416 responses, 458 eligible

Benchmarks



2026 100 Best Nonprofits

2025 GPTW MPS Survey

65% or higher qualifies for certification.

Scale



Survey measures consistency of employee experience: “Almost always untrue” to “Almost always true”

Scores are presented in % positive:
“Often true” or “Almost always true”
*Shades of blue and grey indicate consistency scale selection made:

The Great Place To Work Effect

Great Place To Work.

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Great Place To Work.

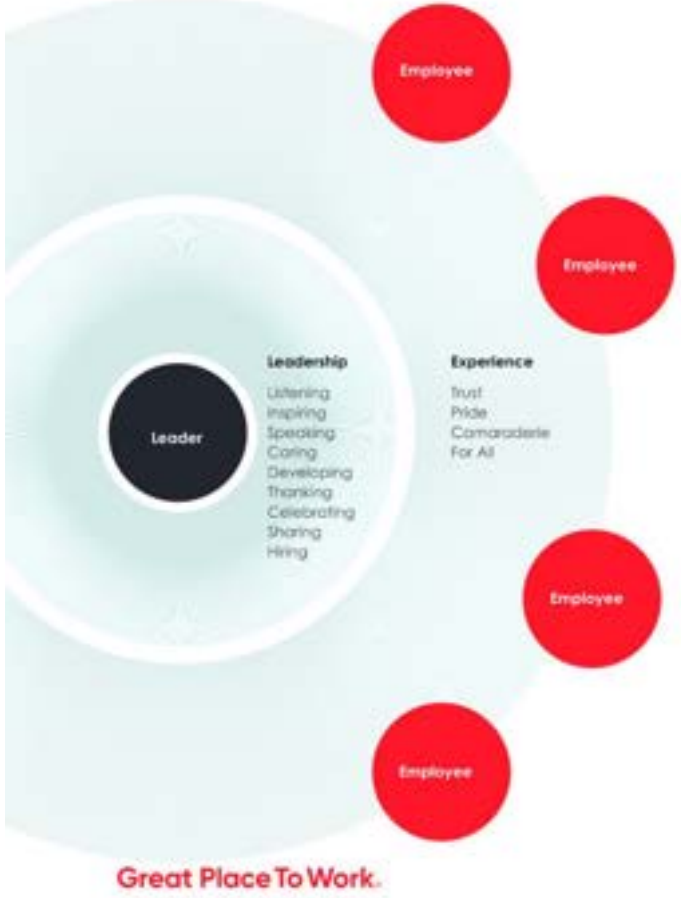


Great starts with leadership.

Through our platform and benchmarking, organizations gain insight into the key drivers of employee experience and the 9 behaviors that enable their leaders to be highly effective in building trust with employees throughout their organizations.

Great Place To Work.

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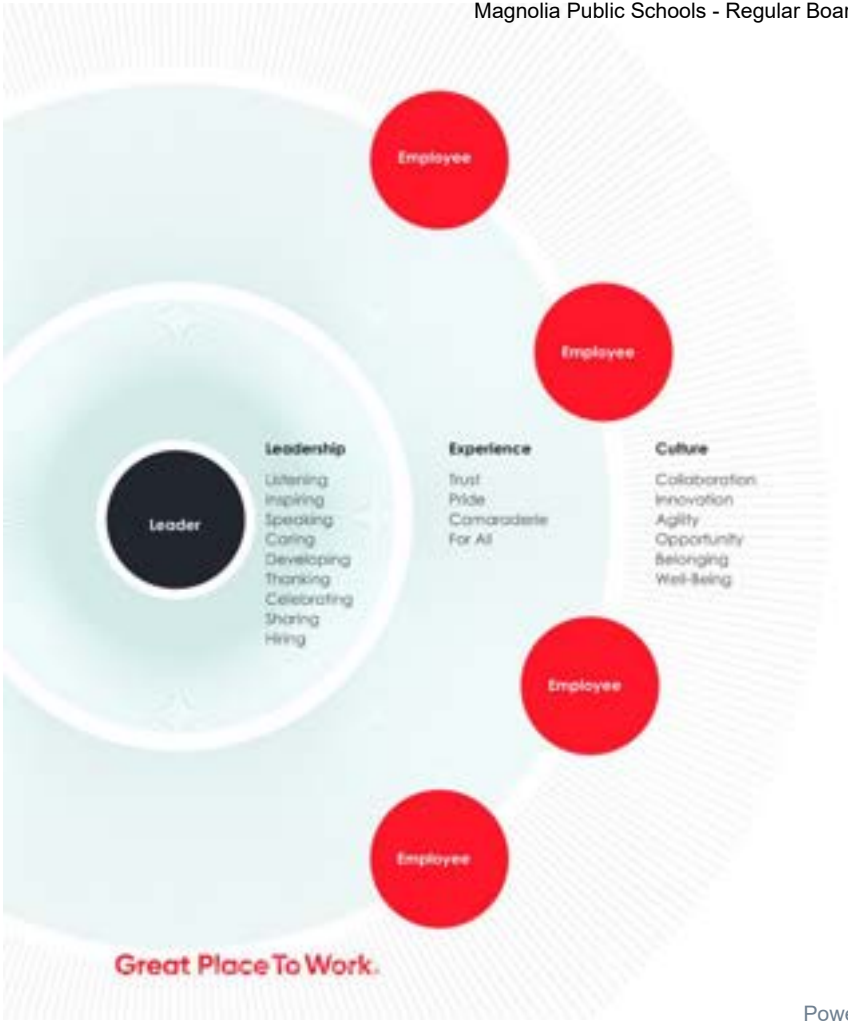


Great Place To Work.

Leaders shape experience.

When leaders focus on fostering trust, pride, and camaraderie for all, the employee experience becomes a catalyst for thriving company culture and business growth.

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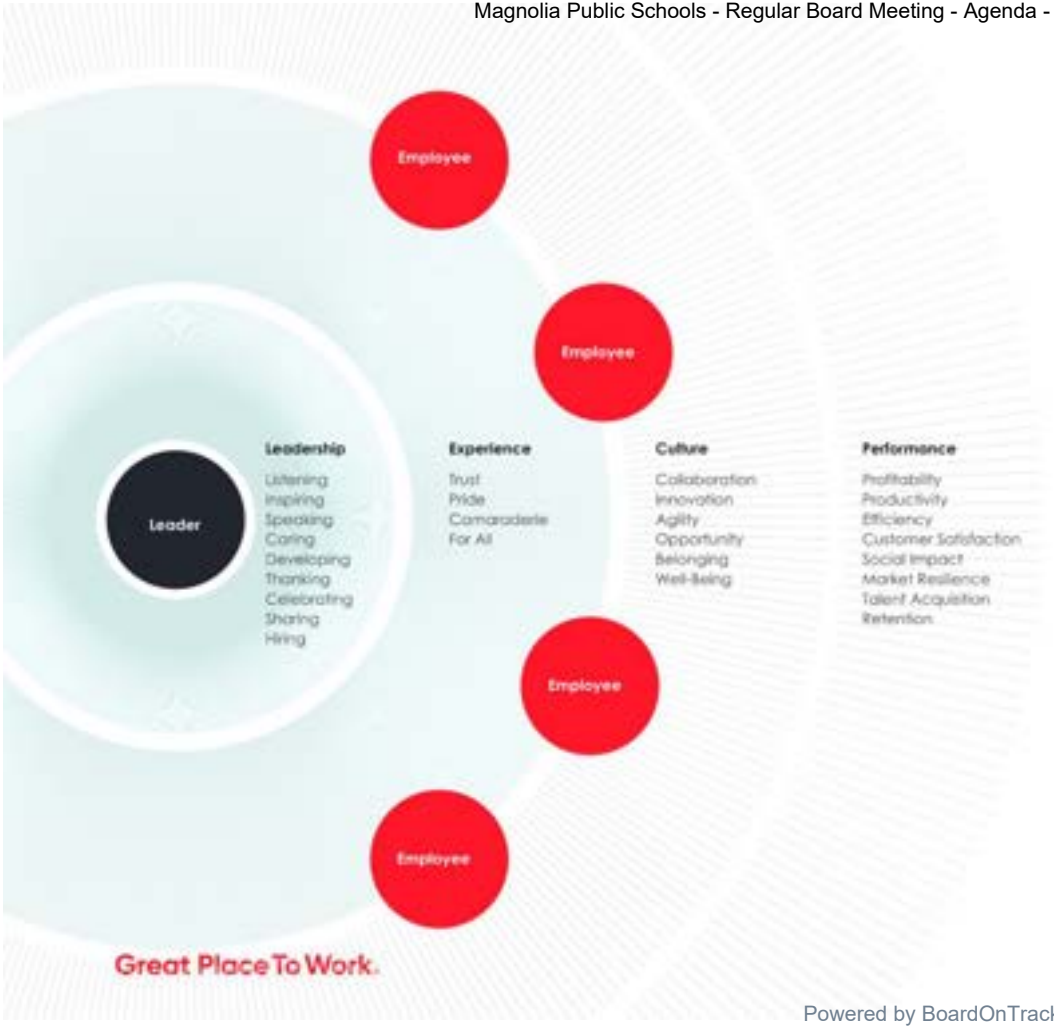


Great Place To Work.

Experience shapes culture.

By continually measuring and improving their employee experience, organizations turn culture into a competitive advantage, with increased collaboration, innovation, agility, belonging, and employee well-being.

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Great Place To Work.

Culture drives performance.

Companies that cultivate great cultures outperform the market and competition on nearly every business metric, regardless of size, industry, or geography.

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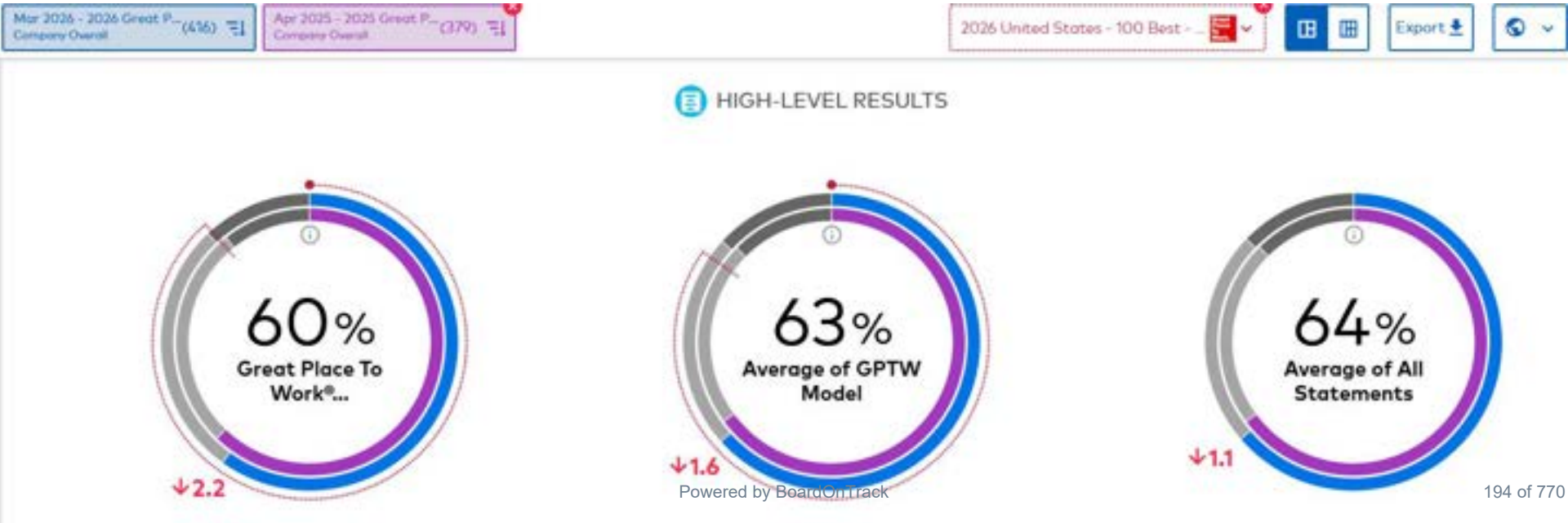
High Level Org-Wide Results

Where We Landed — and What the Data Is Teaching Us

MPS did **not meet the 65% Trust Index threshold** required for Great Place To Work certification this year.

This result comes during a year of significant organization-wide work, including academic model codification, financial modeling, compensation planning, and broader systems-building across the network.

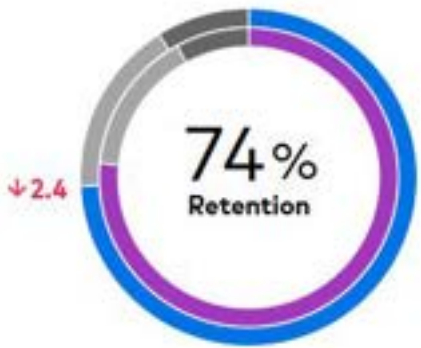
While our overall result shows we have important work ahead, the school-level data also shows a clear opportunity: campuses with focused priorities and intentional follow-through saw meaningful year-over-year gains, in some cases increasing by nearly **20+ percentage points**.

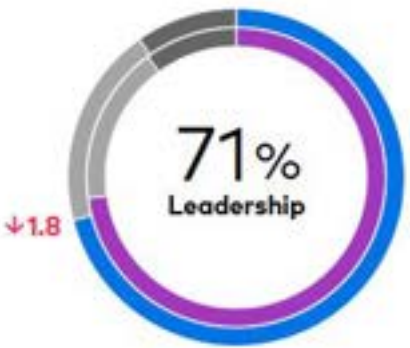


GPTW Top Scored Areas of Focus









GPTW Bottom Scored Area of Focus













Starred statements indicate items that were also included in the 2025 GPTW survey, allowing us to compare year-over-year trends.

Results by Subgroups

Heatmap: 34 Areas of Focus + Age

2025



2026 results show variation across age groups, suggesting that staff experience is not felt equally and may require more targeted listening and support by age/career stage.

2026



Heatmap: 34 Areas of Focus + Location

2025



Heatmap: 34 Areas of Focus + Location

2026



Schools with clear, intentional site-based initiatives saw stronger gains, showing that focused action can meaningfully improve staff experience.

Heatmap: 34 Areas of Focus + LGBTQ+

2025



LGBTQ+ staff responses indicate a different experience across several areas of focus, highlighting an opportunity to deepen belonging, inclusion, and consistency in staff experience.

2026



Heatmap: 34 Areas of Focus + Managerial Level

2025



Managerial-level results show differences in experience between leaders and non-managers, reinforcing the importance of consistent communication, support, and follow-through at every level of the organization.

2026



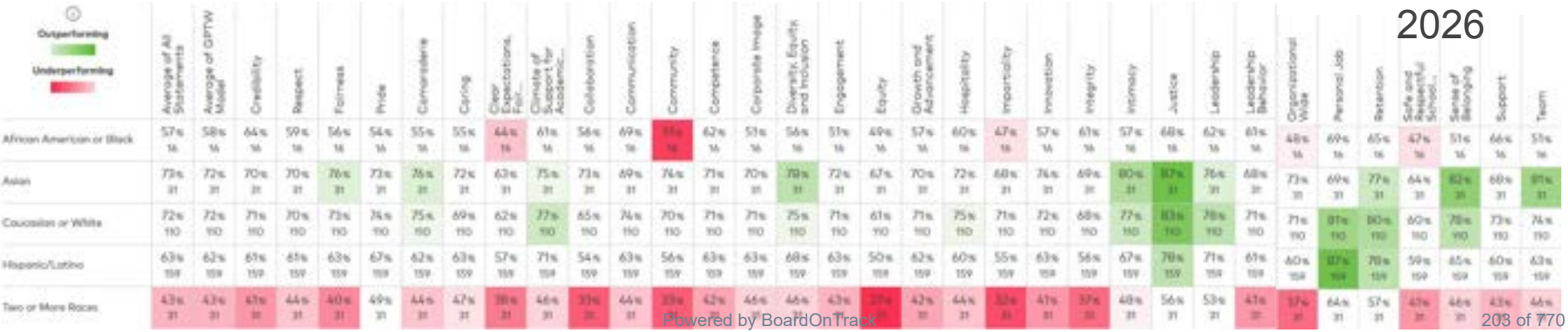
Heatmap: 34 Areas of Focus + Race

2025



Race-based results show that African American/Black staff report a less positive experience across several areas of focus, highlighting the need for targeted listening, stronger belonging, and more consistent inclusive practices.

2026



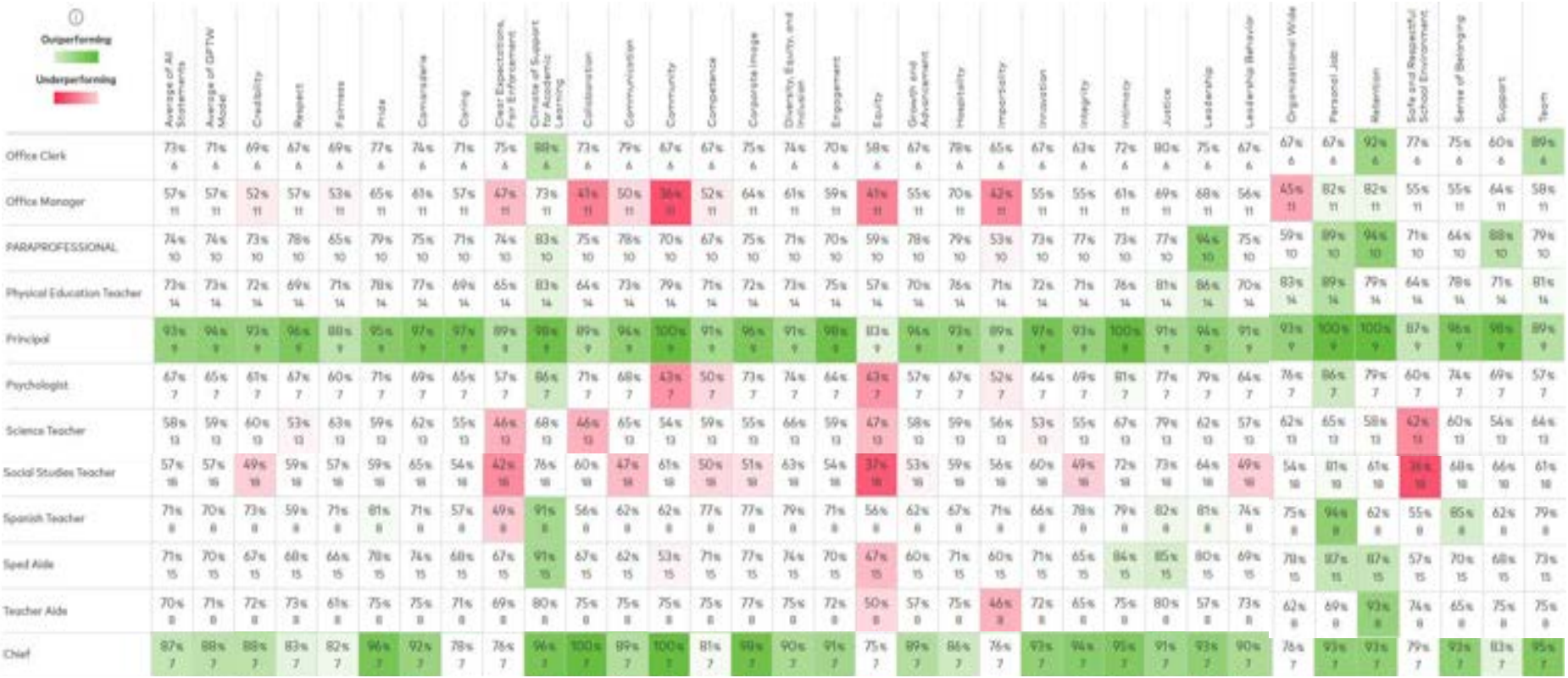
Heatmap: 34 Areas of Focus + Title

2025



Continued…Heatmap: 34 Areas of Focus + Title

2025



Heatmap: 34 Areas of Focus + Title

2026



Title-based results show that staff experience varies across many roles, with some teams showing stronger results and others signaling a need for deeper listening, clearer role support, and more consistent follow-through.

Continued…Heatmap: 34 Areas of Focus + Title

2026



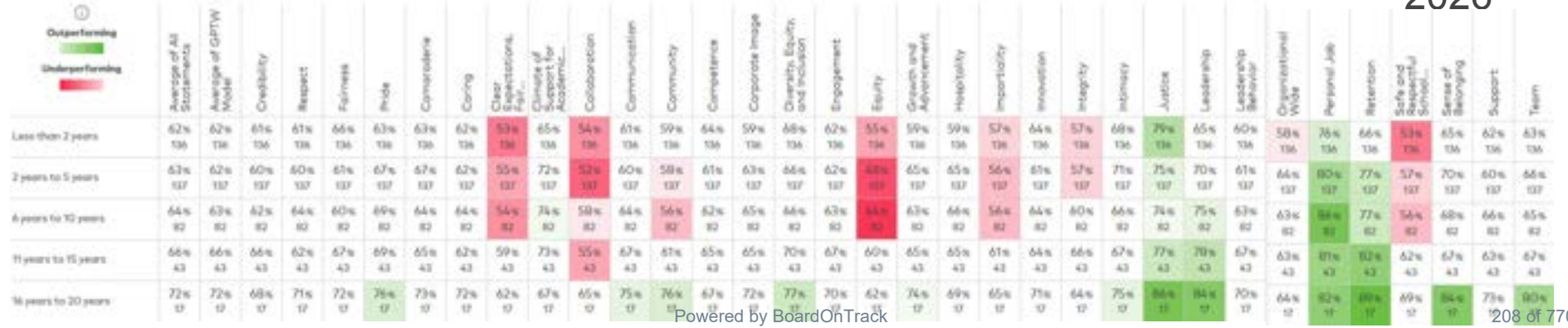
Heatmap: 34 Areas of Focus + Tenure

2025



The tenure heatmap shows that staff experience changes over time, pointing to opportunities to strengthen onboarding, retention, and long-term engagement.

2026



Open Ended Questions + Comments

Is there anything unique or unusual about this company that makes it a great place to work?

(149 comments)

Theme	#	Representative Comment
👫 Community, Family Feel & Supportive Relationships	30	"Staff members make it feel like a family."
🎓 Student-Centered Mission & Purpose	20	"It feels special to work alongside colleagues that… truly value our students and community."
👥 Collaboration, Teamwork & Peer Support	18	"The community of families and the coworkers I have make it an enjoyable and supportive place to work."
👔 Supportive Leadership & Administrative Care	16	"The principal maintains a strong presence on campus and is actively involved…"
🏫 Small School Environment & Strong Connections	14	"My school site is small which makes it great… I get to know my students, families, and other staff members."
🌱 Growth, Opportunity & Innovation	12	"Magnolia will pour into your development when they see potential in you…"
💼 Benefits, Time Off & Retention Supports	10	"Benefits, beyond grateful for the benefits that are offered for not only myself but my family as well."
🌎 Diversity, Community School & Family Engagement	8	"It is a Community School… looking for opportunities and resources for our families and students."

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

Theme	#	Representative Comment
💵 Compensation, Pay Equity & Benefits	34	"Our payscale needs to be competitive with our local district…"
👔 Leadership, Accountability & Trust	32	"Strengthen leadership in a way that promotes transparency, accountability, and a true team-oriented culture."
👩‍🏫 Student Behavior, Discipline & Safety	31	"We need to take student discipline issues more seriously… there is little to no follow through."
⏱️ Workload, Staffing & Work-Life Balance	26	"The pace is fast and expectations are high… balancing many competing priorities at once."
🗣️ Communication, Transparency & Staff Voice	24	"Increasing transparency and consistency in administrative communication."
🛠️ Systems, Structure & Operational Clarity	20	"Streamline operations so there are easy pathways for support in the moment."

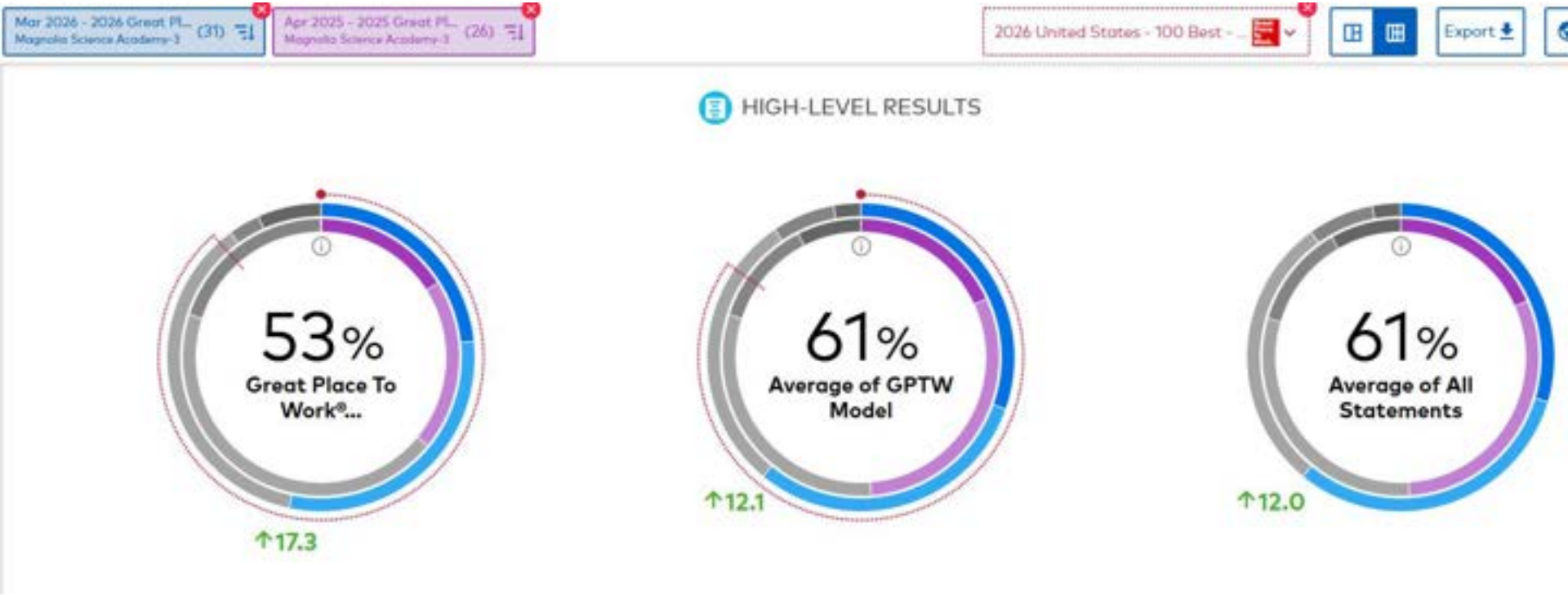
If you could change one thing about this company to make it a better place to work, what would it be?

Theme	#	Representative Comment
🏢 Home Office & School Site Alignment	18	“The disconnect from home office to school sites…”
🏫 Facilities, Resources & Infrastructure	17	“Providing adequate support, making schools desirable places for families, and ensuring educators have the resources necessary…”
🤝 Team Culture, Respect & Inclusion	16	“I’d focus on better teamwork across departments and giving people more recognition for their efforts.”
📈 Professional Growth, Onboarding & Development	13	“The current training provided to new hires could be improved…”
🌱 Stability, Growth & Change Management	10	“Stability, consistency, and predictability.”

Bright Spots + Opportunities

Bright Spots	Opportunities
Staff remain deeply connected to students and mission. Staff comments consistently name students, families, and community impact as core reasons MPS is meaningful work.	**Compensation and pay equity remain the clearest staff concern.** Comments repeatedly call for more competitive pay, stronger compensation structures, and recognition for additional responsibilities.
Strong community and family feel continue to be a major strength. Staff describe close relationships, supportive peers, and school communities that feel like family.	**Leadership consistency, trust, and accountability need focused attention.** Staff want clearer expectations, more visible leadership, stronger follow-through, and consistent accountability across roles.
Some school sites show that focused action works. Location-level results show that campuses with intentional initiatives and clear priorities saw meaningful gains.	**Student behavior, discipline, and safety systems are a major leverage area.** Staff are asking for clearer expectations, consistent consequences, and more support managing student behavior.
Supportive leadership exists across the network and can be learned from. Staff named examples of principals and administrators who are visible, responsive, and supportive.	**Staff workload and sustainability need to be addressed.** Feedback points to competing priorities, limited planning time, staffing strain, and the need to protect time for core work.
Benefits, growth opportunities, and flexibility are valued. Staff continue to name benefits, development opportunities, floating holidays, and growth pathways as positives.	**Home Office and school-site alignment needs strengthening.** Staff want more practical support, clearer communication, and greater inclusion of site perspectives in decision-making.

MSA-3 Spotlight: Intentional Leadership Driving Culture & Growth



MSA-3 demonstrated the impact of intentional, mission-aligned leadership by prioritizing culture, staff experience, and collaboration throughout the year. Through focused efforts led by the principal and leadership team, the school created stronger alignment, trust, and engagement across campus — resulting in meaningful growth across multiple GPTW indicators and helping move the needle schoolwide.

GPTW Top Scored Areas of Focus









GPTW Bottom Scored Area of Focus

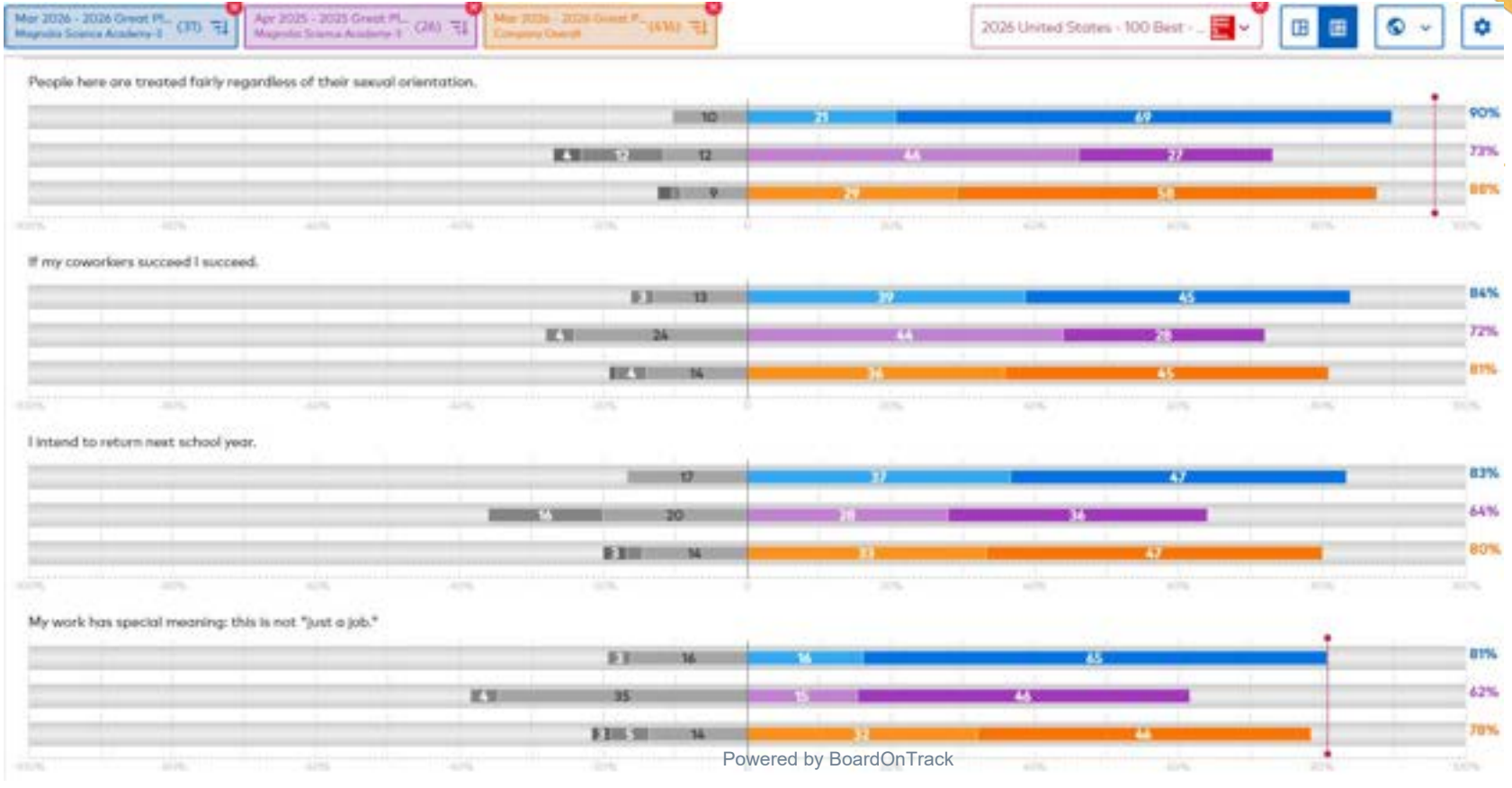








Top Statements



MSA-3: Top & Bottom Three Scored Areas of Focus

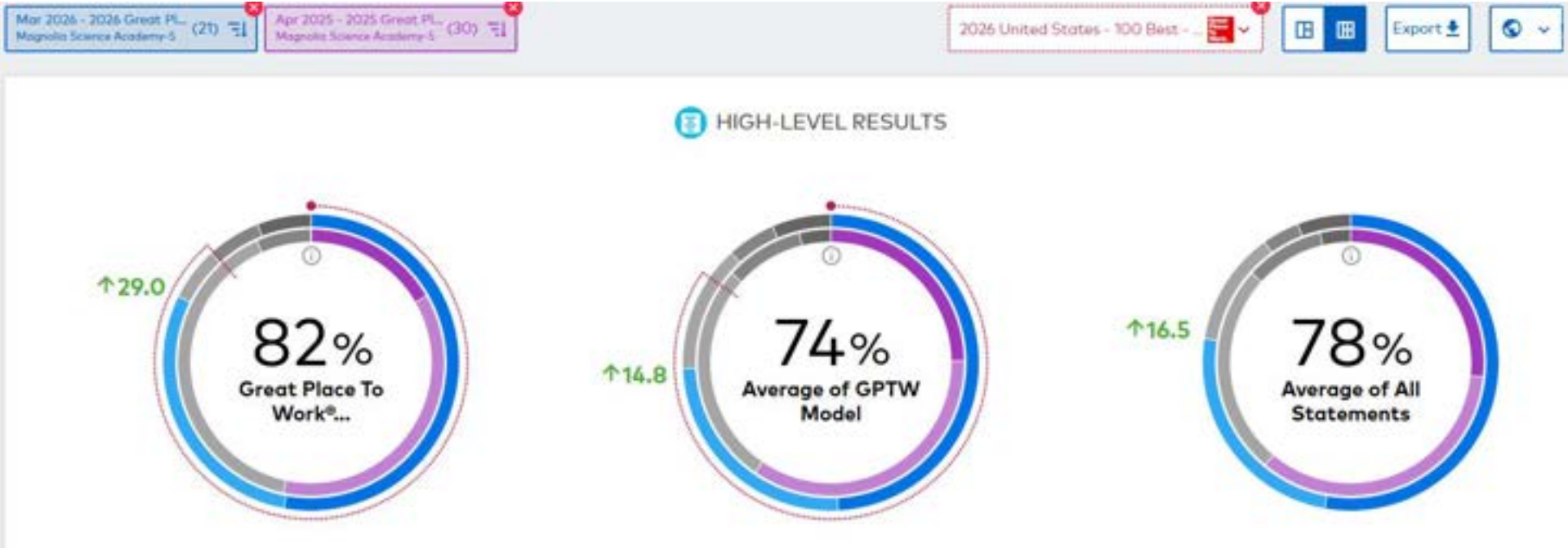
Top Three

- Personal Job 81%
- Justice 79%
- Retention 77%

Bottom Three

- Safe & Respectful School Environment 49%
- Clear Expectations, Fair Enforcement 50%
- Community 52%

MSA-5 Spotlight: Raising Expectations Through Accountability & Support



MSA-5's progress was rooted in strong, intentional leadership — an area that also surfaced as a key strength within the data. Throughout the year, the principal consistently revisited GPTW feedback, using the data to anchor decisions, guide conversations, and drive schoolwide improvement efforts. In partnership with the Director of Student Services, the school focused on raising expectations for students through clear systems, consistent accountability, and fair enforcement practices. These intentional efforts helped strengthen campus culture, address discipline challenges proactively, and contributed to positive movement across multiple GPTW indicators.

88%

GPTW Top Scored Areas of Focus









GPTW Bottom Scored Area of Focus









Top Statements



MSA-5: Top & Bottom Three Scored Areas of Focus

Top Three

- Climate of Support for Academic Learning 92%
- Clear Expectations, Fair Enforcement 87%
- Leadership 85%

Bottom Three

- Community 62%
- Equity 64%
- Impartiality 66%

What’s Next? | From Insight to Action

GPTW Data Reflection & Action Planning Process

The data reviewed represents a snapshot of our employee experience. Gathering this data (and the process of asking) is an important first step to continuing to make Magnolia Public Schools a Great Place to Work for everyone everyday.

Data Review	School Reflection	Leadership Collaboration	Staff Engagement	Action Planning
C-Team reviewed organization-wide GPTW results to identify key themes, strengths, and opportunities.	Principals analyzed school-level data and reflected on trends and staff feedback within their campus context.	School leaders met with admin teams to make meaning of the data together and begin discussing areas of focus.	Schools are sharing results with staff and creating space for collaborative reflection and discussion.	Schools are developing initiatives and next steps aimed at strengthening culture and improving staff experience collectively.

Thank you!

Questions

2026 Spring Educational Partner Survey - Primary

#1 • Mar 2, '26 - Mar 26, '26

What we asked...

All questions that were included on this Pulse.

Question	Favorable	Comparison
Do adults at school make sure students know and understand the rules? 254 Responses • 5 Comments	91%	-
Do your teachers give you a chance to share your ideas and participate in class? 255 Responses • 12 Comments	87%	-
Does your school do things to help students feel safe? 256 Responses • 8 Comments	86%	-
Do adults at school encourage you to work hard so you can be successful? 256 Responses • 9 Comments	85%	-
Do adults at school treat students with respect? 257 Responses • 8 Comments	83%	-
Do other kids at this school ever tease you about the way you talk? 254 Responses • 5 Comments	81%	-
Do you feel connected to your		

classmates and teachers at school? 258 Responses • 11 Comments	80%	-
Do other kids steal or damage your things, like your clothing or your books? 255 Responses • 8 Comments	77%	-
Do you feel welcome and happy when you are at school? 257 Responses • 11 Comments	74%	-
Do other kids at this school ever tease you about what your body looks like? 254 Responses • 7 Comments	70%	-
On a scale from 0 to 5, how likely are you to recommend this school to a friend or family member? (0 = Not at all likely | 5 = Extremely likely) 108 Responses • 2 Comments	66%	-
When students break the same rule, do they get the same consequence? 256 Responses • 14 Comments	59%	-
Have other students hurt you on purpose at school (like hitting, pushing, or kicking)? 254 Responses • 11 Comments	40%	-
What do you like best about your school? 239 Comments	N/A	-
What is one suggestion you would like to offer to improve your school? 223 Comments	N/A	-

Questions

2026 Spring Educational Partner Survey - Secondary

#1 • Mar 2, '26 - Mar 26, '26

What we asked...

All questions that were included on this Pulse.

Question	Favorable	Comparison
Teachers give students a chance to share their ideas and participate in class 2986 Responses • 21 Comments	83%	-
Adults at my school make sure students know and understand the rules. 2998 Responses • 21 Comments	81%	-
Adults at this school encourage me to work hard so I can succeed in college or in the career path I choose. 2954 Responses • 24 Comments	78%	-
This school is a supportive and inviting place for students to learn. 2985 Responses • 20 Comments	75%	-
Does your school do things to help students feel safe? 2994 Responses • 18 Comments	75%	-
My school does things to help students feel safe. 2996 Responses • 19 Comments	73%	-

I feel connected to people at this school. 2990 Responses • 34 Comments	72%	-
I feel included and happy at this school. 2986 Responses • 28 Comments	70%	-
Adults at this school treat all students with respect. 2995 Responses • 28 Comments	69%	-
During this school year, has anyone made sexual jokes, comments, or gestures toward you? 2997 Responses • 30 Comments	60%	-
During this school year, has anyone stolen or deliberately damaged your belongings, like your phone, clothes, or books? 3000 Responses • 23 Comments	60%	-
During this school year, have you been afraid that someone might beat you up at school? 2991 Responses • 28 Comments	59%	-
When students violate the same rule, do they receive the same consequence? 2973 Responses • 45 Comments	58%	-
Students treat teachers with respect. 2997 Responses • 27 Comments	55%	-
During this school year, has anyone made fun of you because of how you look or the way you talk? 2998 Responses • 22 Comments	48%	-

During this school year, has anyone spread mean rumors or lies about you? 2992 Responses • 33 Comments	46%	-
On a scale from 0 to 5, how likely are you to recommend this school to a friend or family member? (0 = Not at all likely | 5 = Extremely likely) 1675 Responses • 11 Comments	42%	-
What do you like best about your school? 2715 Comments	N/A	-
What is one suggestion you would like to offer to improve your school? 2630 Comments	N/A	-

Questions

2026 Spring Educational Partner Survey - Parents

#1 • Mar 2, '26 - Apr 10, '26

What we asked...

All questions that were included on this Pulse.

Question	Favorable	Comparison
My child's background (race, ethnicity, religion, economic status) is valued at this school. 3198 Responses • 12 Comments	95%	-
School staff treats me with respect. 3249 Responses • 23 Comments	94%	-
School staff is helpful. 3245 Responses • 10 Comments	94%	-
I feel welcome to participate at this school. 3242 Responses • 8 Comments	93%	-
This school has high expectations for all students. 3228 Responses • 15 Comments	92%	-
This school clearly informs students what would happen if they break school rules. 3237 Responses • 23 Comments	92%	-
School staff welcomes my suggestions. 3205 Responses • 9 Comments	92%	-

School staff responds to my needs in a timely manner. 3221 Responses • 12 Comments	92% 	-
School staff takes my concerns seriously. 3232 Responses • 22 Comments	91% 	-
This school provides high quality instruction to my child. 3188 Responses • 39 Comments	90% 	-
My child is safe on school grounds. 3242 Responses • 43 Comments	90% 	-
My child is safe in the neighborhood around the school. 3237 Responses • 16 Comments	87% 	-
At this school, discipline is fair. 3205 Responses • 33 Comments	84% 	-
On a scale from 0 to 5, how likely are you to recommend this school to a friend or family member? (0 = Not at all likely | 5 = Extremely likely) 2205 Responses • 11 Comments	80% 	-
How many years has your child been at this school? 3249 Responses • 5 Comments	N/A	-
What do you like best about your school? 1695 Comments	N/A	-
What is one suggestion you would like to offer to improve your school? 1555 Comments	N/A	-

Magnolia Public Schools - Overall and Home Office
2026 Great Place To Work® Trust Index© Survey
March 2, 2026 - March 30, 2026
2026 Great Place to Work Excel

		Overall (March 2026)	MERF (Home Office)
	Number of Responses:	***416***	37
	I am given the resources and equipment to do my job.	**68%**	73%
	This is a physically safe place to work.	**78%**	92%
	Everyone has an opportunity to get special recognition.	**57%**	62%
	People here are willing to give extra to get the job done.	**60%**	64%
	You can count on people to cooperate.	**59%**	58%
	Management makes its expectations clear.	**59%**	62%
	I can ask management any reasonable question and get a straight answer.	**62%**	62%
	I am offered training or development to further myself professionally.	**63%**	51%
	Management shows appreciation for good work and extra effort.	**58%**	70%
	People here are paid fairly for the work they do.	**38%**	50%
	My work has special meaning: this is not "just a job."	**78%**	73%
	When people change jobs or work units, they are made to feel right at home.	**61%**	69%
	Management is approachable, easy to talk with.	**71%**	69%
	Management recognizes honest mistakes as part of doing business.	**66%**	61%
	Management genuinely seeks and responds to suggestions and ideas.	**59%**	65%
	When I look at what we accomplish, I feel a sense of pride.	**76%**	81%
	I feel I receive a fair share of the profits made by this organization.	**37%**	56%
	Management keeps me informed about important issues and changes.	**58%**	59%
	Management has a clear view of where the organization is going and how to get there.	**55%**	42%
	Management trusts people to do a good job without watching over their shoulders.	**70%**	81%
	Management involves people in decisions that affect their jobs or work environment.	**52%**	47%
	Managers avoid playing favorites.	**57%**	64%
	I feel good about the ways we contribute to the community.	**82%**	86%
	Management does a good job of assigning and coordinating people.	**54%**	50%

Statements	People here are given a lot of responsibility.	**82%**	89%
	This is a psychologically and emotionally healthy place to work.	**48%**	50%
	People here are treated fairly regardless of their age.	**76%**	75%
	Promotions go to those who best deserve them.	**53%**	44%
	People look forward to coming to work here.	**50%**	56%
	I can be myself around here.	**71%**	67%
	Management delivers on its promises.	**52%**	44%
	People here are treated fairly regardless of their race.	**79%**	67%
	People care about each other here.	**68%**	70%
	Management's actions match its words.	**56%**	58%
	Our facilities contribute to a good working environment.	**50%**	53%
	People here are treated fairly regardless of their gender.	**79%**	69%
	I'm proud to tell others I work here.	**67%**	77%
	People celebrate special events around here.	**68%**	78%
	I believe management would lay people off only as a last resort.	**67%**	63%
	People avoid politicking and backstabbing as ways to get things done.	**63%**	71%
	People are encouraged to balance their work life and their personal life.	**59%**	57%
	People here are treated fairly regardless of their sexual orientation.	**88%**	89%
	Management is competent at running the business.	**61%**	58%
	If I am unfairly treated, I believe I'll be given a fair shake if I appeal.	**64%**	54%
	We have special and unique benefits here.	**58%**	79%
	Management is honest and ethical in its business practices.	**65%**	67%
	Management shows a sincere interest in me as a person, not just an employee.	**64%**	61%
	I want to work here for a long time.	**64%**	64%
	I am treated as a full member here regardless of my position.	**72%**	69%
	I am able to take time off from work when I think it's necessary.	**82%**	86%
	I feel I make a difference here.	**82%**	84%
	When you join the company, you are made to feel welcome.	**75%**	80%
	This is a fun place to work.	**55%**	47%
	Management hires people who fit in well here.	**56%**	58%
	I would strongly endorse my company to friends and family as a great place to work.	**55%**	54%

	Our customers would rate the service we deliver as "excellent."	**58%**	58%
	Our executives fully embody the best characteristics of our company.	**54%**	56%
	We celebrate people who try new and better ways of doing things, regardless of the outcor	**60%**	50%
	People here quickly adapt to changes needed for our organization's success.	**60%**	57%
	There is a "family" or "team" feeling here.	**55%**	62%
	It is easy to collaborate with members from different teams or departments.	**59%**	56%
	I know how my work contributes to the company's success.	**82%**	92%
	If my coworkers succeed I succeed.	**81%**	86%
	We're all in this together.	**69%**	58%
	I am given the appropriate information and training to do my job well.	**63%**	53%
	We openly share feedback to help us get better.	**62%**	56%
	I trust management to do the right thing.	**60%**	58%
	Open and honest feedback is a natural part of our work.	**64%**	61%
	This school is a supportive and inviting place for students to learn.	**72%**	75%
	This school sets high academic standards for all students.	**66%**	59%
	This school supports all students in achieving academic success.	**71%**	63%
	This school delivers instruction in ways that are relevant and engaging for students.	**70%**	62%
	This school encourages all students to enroll in rigorous coursework.	**71%**	62%
	People at this school support and treat each other with respect.	**68%**	70%
	This school is a supportive and inviting place for staff to work.	**64%**	63%
	I am valued for the strengths, experiences, and background I bring to my school.	**72%**	79%
	This school clearly communicates rules and behavioral expectations to students.	**62%**	58%
	Students understand how they are expected to behave.	**57%**	58%
	The school’s rules are fair and consistently applied.	**54%**	65%
	This school effectively manages student discipline and behavior.	**46%**	50%
	This school effectively prevents and addresses bullying and violence.	**58%**	58%
	This school minimizes disruptive behavior.	**46%**	58%
	Adults at this school treat all students with fairness and respect.	**71%**	69%
	Students at this school show respect for staff.	**44%**	62%
	There are opportunities for me to advance at my school/network.	**58%**	59%
	In the last six months, someone at work has talked to me about my progress.	**59%**	55%

	This last year, I have had opportunities at work to learn and grow.	**72%**	76%
	I intend to return next school year.	**80%**	86%
	I see myself working at this school/network in three years.	**68%**	71%
	I believe our organization values and prioritizes diversity in hiring and promotions.	**70%**	68%
	I see positive changes in my organization's DEI efforts over time.	**67%**	64%
	This school effectively prevents and addresses bullying, violence, and disruptive behavior.	**55%**	65%
	This school fosters an inclusive and respectful environment for all students.	**71%**	73%
	Taking everything into account, I would say this is a great place to work.	**60%**	59%
Climate of Support for Academic Learning (TOPIC 1)	This school is a supportive and inviting place for students to learn.	**72%**	75%
	This school supports all students in achieving academic success.	**71%**	63%
	This school encourages all students to enroll in rigorous coursework.	**71%**	62%
	This school delivers instruction in ways that are relevant and engaging for students.	**70%**	62%
	This school sets high academic standards for all students.	**66%**	59%
	Climate of Support for Academic Learning Average	**70%**	64%
Clear Expectations, Fair Enforcement (TOPIC 2)	Adults at this school treat all students with fairness and respect.	**71%**	69%
	This school clearly communicates rules and behavioral expectations to students.	**62%**	58%
	This school effectively prevents and addresses bullying and violence.	**58%**	58%
	Students understand how they are expected to behave.	**57%**	58%
	The school's rules are fair and consistently applied.	**54%**	65%
	This school minimizes disruptive behavior.	**46%**	58%
	This school effectively manages student discipline and behavior.	**46%**	50%
	Students at this school show respect for staff.	**44%**	62%
	Clear Expectations, Fair Enforcement Average	**55%**	60%
Safe and Respectful School Environment (TOPIC 3)	This school fosters an inclusive and respectful environment for all students.	**71%**	73%
	This school effectively prevents and addresses bullying, violence, and disruptive behavior.	**55%**	65%
	Students at this school show respect for staff.	**44%**	62%
	Safe and Respectful School Environment Average	**56%**	67%

Sense of Belonging (TOPIC 4)	If my coworkers succeed I succeed.	**81%**	86%
	I am valued for the strengths, experiences, and background I bring to my school.	**72%**	79%
	We're all in this together.	**69%**	58%
	People at this school support and treat each other with respect.	**68%**	70%
	This school is a supportive and inviting place for staff to work.	**64%**	63%
	There is a "family" or "team" feeling here.	**55%**	62%
	Sense of Belonging Average	**68%**	69%
	People here are treated fairly regardless of their sexual orientation.	**88%**	89%
	I feel I make a difference here.	**82%**	84%
	People here are given a lot of responsibility.	**82%**	89%
	I know how my work contributes to the company's success.	**82%**	92%
	I feel good about the ways we contribute to the community.	**82%**	86%
	I am able to take time off from work when I think it's necessary.	**82%**	86%
	If my coworkers succeed I succeed.	**81%**	86%
	I intend to return next school year.	**80%**	86%
	People here are treated fairly regardless of their race.	**79%**	67%
	People here are treated fairly regardless of their gender.	**79%**	69%
	This is a physically safe place to work.	**78%**	92%
	My work has special meaning: this is not "just a job."	**78%**	73%
	When I look at what we accomplish, I feel a sense of pride.	**76%**	81%
	People here are treated fairly regardless of their age.	**76%**	75%
	When you join the company, you are made to feel welcome.	**75%**	80%
	I am treated as a full member here regardless of my position.	**72%**	69%
	This school is a supportive and inviting place for students to learn.	**72%**	75%
	I am valued for the strengths, experiences, and background I bring to my school.	**72%**	79%
	This last year, I have had opportunities at work to learn and grow.	**72%**	76%
	I can be myself around here.	**71%**	67%
	This school supports all students in achieving academic success.	**71%**	63%
	This school encourages all students to enroll in rigorous coursework.	**71%**	62%
	Adults at this school treat all students with fairness and respect.	**71%**	69%

	This school fosters an inclusive and respectful environment for all students.	**71%**	73%
	Management is approachable, easy to talk with.	**71%**	69%
	This school delivers instruction in ways that are relevant and engaging for students.	**70%**	62%
	I believe our organization values and prioritizes diversity in hiring and promotions.	**70%**	68%
	Management trusts people to do a good job without watching over their shoulders.	**70%**	81%
	We're all in this together.	**69%**	58%
	People celebrate special events around here.	**68%**	78%
	People at this school support and treat each other with respect.	**68%**	70%
	I see myself working at this school/network in three years.	**68%**	71%
	I am given the resources and equipment to do my job.	**68%**	73%
	People care about each other here.	**68%**	70%
	I see positive changes in my organization’s DEI efforts over time.	**67%**	64%
	I believe management would lay people off only as a last resort.	**67%**	63%
	I'm proud to tell others I work here.	**67%**	77%
	This school sets high academic standards for all students.	**66%**	59%
	Management recognizes honest mistakes as part of doing business.	**66%**	61%
	Management is honest and ethical in its business practices.	**65%**	67%
	Open and honest feedback is a natural part of our work.	**64%**	61%
	This school is a supportive and inviting place for staff to work.	**64%**	63%
	Management shows a sincere interest in me as a person, not just an employee.	**64%**	61%
	If I am unfairly treated, I believe I'll be given a fair shake if I appeal.	**64%**	54%
	I want to work here for a long time.	**64%**	64%
	I am given the appropriate information and training to do my job well.	**63%**	53%
	I am offered training or development to further myself professionally.	**63%**	51%
	People avoid politicking and backstabbing as ways to get things done.	**63%**	71%
	I can ask management any reasonable question and get a straight answer.	**62%**	62%
	We openly share feedback to help us get better.	**62%**	56%
	This school clearly communicates rules and behavioral expectations to students.	**62%**	58%
	Management is competent at running the business.	**61%**	58%
	When people change jobs or work units, they are made to feel right at home.	**61%**	69%
	We celebrate people who try new and better ways of doing things, regardless of the outcor	**60%**	50%

	I trust management to do the right thing.	**60%**	58%
	People here quickly adapt to changes needed for our organization's success.	**60%**	57%
	Taking everything into account, I would say this is a great place to work.	**60%**	59%
	People here are willing to give extra to get the job done.	**60%**	64%
	Management genuinely seeks and responds to suggestions and ideas.	**59%**	65%
	In the last six months, someone at work has talked to me about my progress.	**59%**	55%
	It is easy to collaborate with members from different teams or departments.	**59%**	56%
	You can count on people to cooperate.	**59%**	58%
	People are encouraged to balance their work life and their personal life.	**59%**	57%
	Management makes its expectations clear.	**59%**	62%
	This school effectively prevents and addresses bullying and violence.	**58%**	58%
	There are opportunities for me to advance at my school/network.	**58%**	59%
	Our customers would rate the service we deliver as "excellent."	**58%**	58%
	We have special and unique benefits here.	**58%**	79%
	Management keeps me informed about important issues and changes.	**58%**	59%
	Management shows appreciation for good work and extra effort.	**58%**	70%
	Everyone has an opportunity to get special recognition.	**57%**	62%
	Students understand how they are expected to behave.	**57%**	58%
	Managers avoid playing favorites.	**57%**	64%
	Management's actions match its words.	**56%**	58%
	Management hires people who fit in well here.	**56%**	58%
	This is a fun place to work.	**55%**	47%
	This school effectively prevents and addresses bullying, violence, and disruptive behavior.	**55%**	65%
	There is a "family" or "team" feeling here.	**55%**	62%
	Management has a clear view of where the organization is going and how to get there.	**55%**	42%
	I would strongly endorse my company to friends and family as a great place to work.	**55%**	54%
	Management does a good job of assigning and coordinating people.	**54%**	50%
	The school’s rules are fair and consistently applied.	**54%**	65%
	Our executives fully embody the best characteristics of our company.	**54%**	56%
	Promotions go to those who best deserve them.	**53%**	44%
	Management involves people in decisions that affect their jobs or work environment.	**52%**	47%

	Management delivers on its promises.	**52%**	44%
	Our facilities contribute to a good working environment.	**50%**	53%
	People look forward to coming to work here.	**50%**	56%
	This is a psychologically and emotionally healthy place to work.	**48%**	50%
	This school effectively manages student discipline and behavior.	**46%**	50%
	This school minimizes disruptive behavior.	**46%**	58%
	Students at this school show respect for staff.	**44%**	62%
	People here are paid fairly for the work they do.	**38%**	50%
Average of All Statements	I feel I receive a fair share of the profits made by this organization.	**37%**	56%
	Average of All Statements Average	**64%**	65%

MAGNOLIA SCIENCE ACADEMY - 1

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

Annual educational partner experience survey:

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	96.8%	57.7%	96.1%
Spring 2025 Survey Participation Rates:	96.1%	42.7%	88.0%
Change since Spring 2025: *(percentage points)*	+0.7	+15.0	+8.1
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

Overall positive participation rate with student, family, and staff surveys. There was a 0.7% increase for students, 15.0% for family, and 8.1% for staff survey rate. .

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	63%	79%	48%
Spring 2025 Overall Satisfaction Rates:	65%	89%	48%
Change since Spring 2025: *(percentage points)*	-2	-10	0
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

There was a decline in satisfaction in all categories. One of the contributing factors is because of the layoffs and restructuring for the second semester. This affected students, staff, and parents' overall morale and satisfaction. Student overall satisfaction of 63% was based on a 61% response from students as opposed to the 96.8% from the original survey that was given out at the beginning of the survey window. (the one question that was sent after the main survey). 13% of students from this one question strongly agreed with it being favorable and 50% agreed with it being satisfied with the school.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	76%	+ 15
Knowledge and Fairness of Discipline, Rules and Norms	63%	+ 14
Safety	59%	- 3
Sense of Belonging (School Connectedness)	69%	+ 30

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	91%	- 4
Knowledge and Fairness of Discipline, Rules and Norms	86%	-4
Safety	79%	- 1
Sense of Belonging (School Connectedness)	90%	- 4

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	56%	-12
Knowledge and Fairness of Discipline, Rules and Norms	42%	0
Safety	43%	+6
Sense of Belonging (School Connectedness)	57%	+4

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	64%	87%	49%
Spring 2025 Average Approval Rates:	54%	91%	53%
Change since Spring 2025: *(percentage points)*	+10	-4	-4
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
There was an average increase of 10% of the student approval rating. Climate of Support for Academic Learning had an increase of 15%, Knowledge and Fairness of Discipline, Rules and Norms increased by 14%, and Sense of Belonging (School Connectedness) increased by 30%. The only drop was in the area of safety by 3% of a negative change. There has been more activities implemented for students during lunch, staff professional development "Capturing Kids Hearts", a more robust PBIS store, in which it is more accessible during lunch.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

The stakeholder survey results reflect meaningful progress in several key areas that directly impact student experience. The overall 10% increase in student approval rating suggests that recent efforts are being noticed and appreciated. In particular, the gains in Climate of Support for Academic Learning (+15%) and Knowledge and Fairness of Discipline, Rules and Norms (+14%) indicate that students are experiencing clearer expectations and stronger academic support systems. Most notably, the 30% increase in Sense of Belonging highlights a significant shift in how connected students feel to the school community—an encouraging sign that relationship-building and inclusive practices are making a real difference.

Overall, the data points to positive momentum, especially in fostering connection and support. Moving forward, the focus will be on sustaining these gains while intentionally addressing safety to ensure all students feel secure as well as supported. We will continue to implement PBIS and organize events such as monthly assemblies, perfect attendance pizza parties, spirit weeks, field trips etc. In addition, staff will be trained during summer in-service.

Reflections: Identified Needs

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

Areas of Greatest Need

1. Staff Survey – Approval remains a primary concern, with a low overall approval rate of 49% (-4% change). Specific areas of decline include:
    - Climate of Support for Academic Learning: 56% favorable (-12 points).
    - Knowledge and Fairness of Discipline: 42% favorable (0% change). Despite some improvements in belonging, these figures reflect a professional environment where staff do not feel sufficiently supported in their academic roles or in the management of student behavior.
2. Safety Perceptions (All Groups) Safety remains the lowest-rated topic across the board, showing a lack of confidence in the school’s current environment:
    - Staff Safety: 43% favorable (though up 6 points, it remains the lowest score).
    - Student Safety: 59% favorable (-3 points).
    - Family Safety: 79% favorable (-1 point). The persistent low scores from staff and the decrease in student confidence indicate that current safety protocols or campus culture issues need a comprehensive review.
3. Student Discipline and Fairness. While students showed a +14% increase in their perception of the Knowledge and Fairness of Discipline (reaching 63%), the staff approval for the same topic is stagnant at

42%. This discrepancy suggests a significant gap between how students perceive rules and how staff feel empowered (or supported) to enforce them.

4. Family Engagement and Participation. While family approval for support remains high at 91%, overall family participation (57.7%) missed the 75% target. Additionally, family approval across all categories saw a slight decline (-3% overall), suggesting a need to re-engage parents and guardians more effectively to prevent further erosion of trust.

Equity Gaps

While the student Sense of Belonging saw a massive 30-point surge to 69%, the lower approval rates for Safety (59%) and Discipline (63%) suggest that the school environment is not yet perceived as universally secure or fair. These gaps may disproportionately affect specific student subgroups who feel less physically or emotionally safe on campus.

Steps Being Taken to Address Identified Needs

- Rebuilding Staff Climate and Trust:
    - Launch Staff Focus Groups to identify the specific root causes behind the 12-point drop in academic support climate.
    - Implement transparent decision-making processes to ensure staff feel included in school-wide shifts.
- Comprehensive Safety Overhaul:
    - Conduct a Safety Committee Review to distinguish between facility concerns and relational safety (bullying/conflict).
    - Increase the visibility of safety protocols and provide regular, transparent updates to families.
- Aligning Discipline Practices:
    - Provide restorative practice training for staff to address the 42% approval rate and align staff/student expectations.
    - Audit the consistency of rule enforcement to ensure staff feel supported by administration.
- Targeted Family Outreach:
    - Develop a Family Engagement Task Force to reach the 75% participation goal for the next cycle.
    - Create "Safety Town Halls" to specifically address the concerns that led to the slight decline in family safety ratings.

Free-Response Findings:

Along with the questions on the Kelvin and GPTW survey instruments, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about

your school? What is one suggestion you would like to offer to improve your school?

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Based on the free responses to this question, our school community is happy to have dedicated teachers and caring staff at MSA-1. They appreciate MSA-1's academic support (tutoring, Saturday school) and college preparation programs (dual enrollment, AP courses, college field trips and workshops). In addition, we are proud of seeing an improvement with our school culture and sense of belonging. Our parents, students and staff also commended our communication and community partnership. Our goal is to maintain those strengths next year and we will continue providing strong academic programs, student support system, PBIS, weekly communication with school community, monthly student assemblies and in-person parent meetings and workshops.
WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
Our student survey points to better school breakfast and lunch, more field trips and more spirit weeks. They want to see a variety of food options, 3-4 field trips and have more free dress days. Our parent survey suggestions are; More extracurricular activities More supervision and security in the alley and around the school Limiting technology use for students Welcoming and kind communication by the office staff

Improving school food

NEXT STEPS

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

Based on the structure provided in the example, here is the SMART breakdown for our priority areas: Communication & Discipline and School Climate (Food & Facilities).

Grow Area 1: Communication & Discipline

Enhance communication with families and strengthen discipline practices and supervision to ensure fairness and consistency across the school.

SMART Goal Components (Internal facing)

- **Specific:** Develop a standardized discipline communication protocol and a provide regular community communication to policy updates.
- **Measurable:** achieve 100% participation in staff training on new supervision protocols and a 10% increase in "Fairness of Discipline" favorability on the next survey.
- **Attainable:** Utilize existing communication platforms (ParentSquare/Newsletter) and dedicate professional development time to discipline consistency.
- **Relevant:** Clearer communication and consistent supervision directly address partner feedback regarding transparency and safety.
- **Time-bound:** Implement the new communication cycle by August 2026 and monitor progress through May 2027.

Survey Reflection Statement-Next Steps By May 2027, the school will improve perceptions of fairness and consistency by implementing a regular community communication to policy updates and conducting quarterly staff audits of supervision practices, resulting in a 10% increase in positive survey responses regarding school rules.

Grow Area 2: School Climate (Food & Facilities)

Improve food quality and school facilities while creating device-balanced experiences to foster a stronger sense of belonging.

SMART Goal Components (Internal facing)

- **Specific:** Form a food vendor committee to vet new meals, conduct a facility walk-through to identify two high-priority upgrades, and launch "Device-Free" social zones.
- **Measurable:** Identify three meals that have positive feedback and three that do not to suggest replacing with new options and complete two facility improvement projects (e.g., student lounge or cafeteria upgrades).
- **Attainable:** Partner with the MPS facilities & finance teams for budgeting and use student leadership feedback to drive facility priorities.
- **Relevant:** Upgrading the physical environment and food quality is a direct response to student requests

for a more inviting campus.

- **Time-bound:** Complete vendor transitions and facility upgrades by the end of the 2026-27 first semester.

Survey Reflection Statement-Next Steps By May 2027, the school will increase student satisfaction with campus life by transitioning to a higher-quality food vendor and completing at least two facility modernization projects, aiming for a 10% increase in the "Sense of Belonging" favorability score.

MAGNOLIA SCIENCE ACADEMY - 2

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

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- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	99.8%	78.9%	95.5%
Spring 2025 Survey Participation Rates:	99.2%	30.4%	70.4%
Change since Spring 2025: *(percentage points)*	+0.6	+48.5	+25.1
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

The Spring 2026 survey participation rates show a massive improvement in engagement across all groups compared to the previous year. Most notably, MSA-2 successfully met or exceeded all of its participation targets for the current cycle.

Key Changes:

- **Families:** This group saw the most dramatic growth, jumping 48.5 percentage points from a low of 30.4% in 2025 to 78.9% in 2026. This exceeds the target of ≥ 75.0%.
- **Staff:** Participation rose by 25.1 percentage points, reaching 95.5% and meeting the year-over-year goal.
- **Students:** Engagement remained near-perfect and stable at 99.8%, a slight +0.6 increase from last year.

Potential Reasons for Increased Response Rates: The significant surge in family and staff participation suggests a more aggressive and organized outreach strategy. According to the MSA-2 Educational Partners Survey Reflections 2025-26, the following likely contributed to these gains:

- **Methodology Shift:** The move toward a "hybrid" approach. Offering both digital (email/SMS) and physical (paper) options likely lowered the barrier to entry for families.
- **Incentivization:** Specific highlights mention using "family nights" and school events as hubs for survey collection.
- **Internal Culture:** The staff's 25-point jump indicates a concerted effort by leadership to prioritize feedback as a component of professional development and school climate.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	54%	51%	38%
Spring 2025 Overall Satisfaction Rates:	74%	93%	49%
Change since Spring 2025: *(percentage points)*	-20	-42	-11
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

There has been a significant downturn in overall satisfaction across nearly all groups compared to the previous year:

- **Students:** Currently at 54%, which is a 20-point drop from the previous year's 74%.
- **Families:** Currently at 51%, reflecting a slight 1-point decrease.

- **Staff:** Currently at 38%, a 11-point decrease from last year's 49%.

All stakeholder groups are currently performing below the targets set for next year (Students: ≥ 75%, Families: ≥ 95%, Staff: ≥ 85%), with the most notable shift observed within the student population. These results provide an opportunity to reflect on current practices and identify areas for continued growth.

Qualitative feedback from the survey highlights several key areas that may be influencing these outcomes. In the area of Campus Safety & Discipline, feedback indicates an opportunity to further strengthen and refine existing safety practices and systems. Regarding Administrative Visibility & Accountability, responses suggest a desire for increased presence of the administrative team throughout the school day, along with continued alignment of decisions and initiatives with staff input. Additionally, feedback related to Staff Stability points to the importance of strengthening teacher retention efforts to support consistency in instruction and student learning.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	71%	+5
Knowledge and Fairness of Discipline, Rules and Norms	60%	+3
Safety	56%	-11
Sense of Belonging (School Connectedness)	65%	+12

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	76%	-10
Knowledge and Fairness of Discipline, Rules and Norms	73%	-5
Safety	80%	-15
Sense of Belonging (School Connectedness)	89%	-4

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	45%	-19

Knowledge and Fairness of Discipline, Rules and Norms	28%	-15
Safety	21%	-21
Sense of Belonging (School Connectedness)	53%	-10

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	60%	81%	47%
Spring 2025 Average Approval Rates:	62%	90%	59%
Change since Spring 2025: *(percentage points)*	-2	-9	-12
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

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

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

The Spring 2026 average approval rates show some shifts across all three educational partner groups compared to Spring 2025. While there are areas of decline, Families continue to report strong overall approval (81%), and student feedback remains relatively stable (60%), indicating continued areas of strength in the student experience.

Staff experienced the largest change, decreasing by 12 percentage points (to 47%), followed by Families with a 9-point decrease, and Students with a slight 2-point decrease.

Survey feedback suggests that these changes may be influenced by perceptions related to campus safety and discipline, which saw decreases in favorable responses from both Staff (-21%) and Families (-15%). At the same time, open-ended responses highlight an opportunity to build on current efforts by increasing administrative visibility and strengthening consistency in accountability measures to further support a positive school climate.

Reflections: Successes

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

Despite the overall decline, there are notable areas of growth and strength, particularly within the student population:

- **Student Connectedness:** The greatest success is the 12-point increase in the student Sense of Belonging, now at 65%. This indicates that efforts to build a "small, close-knit community" are resonating with students.
- **Academic Support:** Students also reported a 5-point increase in Climate of Support for Academic Learning (71%), with free responses noting that "students recognize teachers are here for them."
- **Family Loyalty:** While family rates dipped, their Sense of Belonging remains high at 89%, and Safety is still viewed favorably by 80% of parents compared to other groups.

We are most proud of the increased sense of belonging among students. To maintain this, we plan to further empower the Student Council to ensure student voice continues to shape the campus culture.

Reflections: Identified Needs

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

A review of the 2025–26 survey results indicates areas for growth across all stakeholder groups, with particular attention needed in staff perception of safety, discipline systems, and overall school climate. While these results highlight opportunities for improvement, they also provide clear direction for strengthening alignment with the school’s LCAP goals and priorities.

Analysis of approval rates shows that Staff Morale & Safety (21%) and Discipline and Norms (28%) are among the lowest-rated areas, suggesting a need to further strengthen systems that promote a safe, respectful, and consistent school environment. Additionally, feedback related to Administrative Visibility reflects a desire for increased presence and engagement from the leadership team to support both students and staff throughout the school day.

These areas align directly with existing LCAP goals, particularly those focused on maintaining a safe and respectful environment (Goal 3), strengthening community engagement and staff voice (Goal 4), and ensuring high-quality leadership and instructional support (Goal 1). The alignment between survey feedback and LCAP priorities provides a strong foundation for targeted action and continuous improvement.

To address these needs, MSA-2 is implementing several strategic steps:

- **Safety & Discipline Review:** The school will revisit and refine campus-wide discipline systems to ensure consistent implementation of expectations that promote respect, safety, and accountability for all students.
- **Administrative Visibility:** A structured administrator presence schedule will be implemented to increase visibility in classrooms and common areas, supporting a more connected and responsive school environment.

- **Staff Voice & Retention Efforts:** The school will strengthen systems for gathering and responding to staff feedback through ongoing “staff voice” structures, ensuring that educator input informs decision-making and supports a more stable and collaborative work environment.

These actions are designed to build on current practices, strengthen consistency across systems, and enhance the overall school experience for students, staff, and families. Continued monitoring of progress and stakeholder feedback will guide adjustments and ensure alignment with school goals.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:

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

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

Strengths by Survey Type

- **Students:** The primary strength is social connectivity. Students consistently cited peer relationships and friendships as the main reason they feel connected to the school. They also expressed high appreciation for the "Small School" feel and specific hands-on programs like the "RAD shop."
- **Families:** Parents and guardians highlighted safety and communication. There is a strong sense of trust in the school’s ability to keep students safe and a visible appreciation for the accessibility of the staff.
- **Staff:** The staff responses emphasized collaboration and shared mission. Educators feel a strong sense of "Teamwork" and appreciate the autonomy they have to innovate in their classrooms to support student needs.

Patterns Across All Groups

- **The "Human" Element:** Across all three demographics, the teachers and supportive staff are the "stars." Whether it's a student feeling seen, a parent feeling heard, or a colleague feeling supported, the quality of the people at MSA-2 is the most cited strength.
- **Environment:** There is a collective preference for the close-knit environment. This smaller scale allows

for the "familiarity" that students love and the "community feel" families appreciate.

What to be Proud Of

Survey responses highlight a strong sense of inclusive school culture across all stakeholder groups. Students, families, and staff consistently expressed that MSA-2 fosters a welcoming, community-oriented environment. This alignment reflects the school's success in creating a space where individuals feel connected and supported, extending beyond academics to serve as a positive social and emotional hub for students.

Maintaining and Building Success

Survey responses highlight a strong sense of community and connection across students, families, and staff. MSA-2 will continue to prioritize practices that foster this inclusive and supportive environment. As MSA-2 evolves, efforts will remain focused on preserving the "small school" feel by maintaining structures that ensure all students feel known, valued, and connected.

Strong peer relationships are also a key strength. The MSA-2 will continue to build on this by promoting collaborative learning opportunities and reinforcing social-emotional learning practices that support positive student interactions.

Additionally, feedback reflects overall satisfaction from stakeholders, with some suggestions related to facilities and food options. The school values this input and will continue to engage stakeholders while maintaining the positive climate and strong sense of community already established.

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

(SUGGESTIONS)

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

Suggestions for Improvement by Survey Type

- **Students:** Student feedback highlights opportunities to enhance overall school experience, particularly in the areas of campus environment and student engagement. Students expressed interest in expanded food options, increased access to extracurricular activities (such as clubs and sports), and improvements to shared spaces. Additionally, students emphasized the importance of consistency and fairness in the application of school expectations.
- **Families:** Family feedback reflects a desire for continued growth in enrichment opportunities and communication. Families expressed interest in a broader range of electives and after-school programs, as well as ongoing, clear communication regarding student academic progress.
- **Staff:** Staff feedback focused on strengthening systems that support instruction and school operations. Key areas include continued refinement of schoolwide discipline practices, access to targeted, content-specific professional development, and improvements to resources that support instruction, athletics, and student activities.

Patterns and Overlapping Themes

- **Facilities & Resources:** Across all groups, there is a shared interest in enhancing campus facilities and access to resources that support both learning and student engagement.
- **Program Expansion:** Students and families expressed interest in expanding opportunities, including additional clubs, sports, electives, and college- and career-focused programming.
- **Consistency in School Climate:** Both students and staff highlighted the importance of clear and consistent expectations. Students emphasized fairness, while staff noted the need for consistent implementation of discipline systems, indicating an opportunity to further align practices and communication.

Areas of Focus

- **Food Services:** Additional student feedback will be gathered on meal options and continue collaborating with the food service provider to explore improvements. Opportunities such as occasional special menu days (e.g., themed or grill days) will be considered to enhance student experience.
- **Consistency in Expectations:** The school will continue to refine and reinforce clear, consistent schoolwide expectations. Efforts will focus on strengthening clarity, consistency, and communication around expectations, while ensuring alignment in how they are implemented across all settings.
- **Facilities Improvements:** MSA-2 will prioritize short-term improvements such as maintaining clean, welcoming spaces and addressing minor repairs to enhance the current environment.

Identified Gaps and Next Steps

- **Perceptions of Fairness and Equity:** Student feedback indicates a need to better communicate and align understanding of fairness and equity in school practices. The school will work to clarify expectations and ensure transparency in how decisions are made and implemented.
- **Access to Enrichment Opportunities:** There is an opportunity to expand student access to extracurricular and enrichment programs. The school will explore creative ways to increase offerings within the current structure, including partnerships, student-led clubs, and expanded programming.
- **Instructional Support for Staff:** Staff feedback highlights the importance of differentiated professional development. The school will continue to strengthen support by offering more targeted, content-specific training opportunities aligned to teacher needs.

NEXT STEPS

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

Grow Area

Strengthen consistency in schoolwide expectations and communication to improve student experience, staff alignment, and family engagement.

SMART Goal Components (Internal Facing)

MSA-2 team will begin by reviewing current discipline systems and schoolwide expectations to ensure clarity and alignment across all classrooms and campus settings. The administrative and leadership team will develop clear guidelines and provide staff training during professional development sessions to support consistent implementation.

Administrators will increase visibility across campus to monitor implementation and provide real-time support and feedback. Ongoing check-ins through walkthroughs and staff meetings will ensure consistency and allow for timely adjustments.

The school will also strengthen communication of expectations and student progress to both students and families. This will include consistent messaging through the messaging platform and information system (Parent Square and Infinite Campus), as well as regular academic and behavioral updates. Staff will be supported with clear

expectations for outreach, including follow-up communication when needed.
Progress will be monitored through discipline data, communication logs, classroom observations, and stakeholder feedback, with adjustments made throughout the year to ensure alignment and effectiveness.

Survey Reflection Statement – Next Steps
By September 2026, MSA-2 will improve consistency in the implementation of schoolwide expectations and strengthen family communication by providing staff training, increasing administrative visibility, and establishing clear communication practices. This will result in a 10% increase in favorable staff responses related to school climate and discipline, and a 10% increase in favorable family responses related to communication, as measured by ed-partner survey data and internal feedback tools.

MAGNOLIA SCIENCE ACADEMY - 3

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	86.4%	59.7%	83.8%
Spring 2025 Survey Participation Rates:	96.8%	40.5%	60.5%
Change since Spring 2025: *(percentage points)*	-10.4	+19.2	+23.3
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

MSA-3's 2025-26 survey participation data shows mixed results across educational partner groups. Student participation was 86.4%, compared to 96.8% in 2024-25, reflecting a decrease of 10.4 percentage points and highlighting the need to build in additional protected student survey completion time next year. Family participation increased significantly from 40.5% to 59.7% (+19.2 percentage points), demonstrating stronger family outreach efforts, increased follow-up communication, and improved accessibility to survey completion opportunities, though it remains below the 75% target.

Staff participation also increased significantly from 60.5% to 83.8% (+23.3 percentage points). This increase reflects stronger staff engagement efforts, more intentional communication regarding the importance of survey feedback, and dedicated time provided for staff to complete the survey. While the participation rate improved substantially, it remains slightly below the school's target of 95%, indicating an opportunity to continue strengthening staff participation systems and ensuring all staff members have adequate time and reminders to complete future surveys.

Overall, paper-based outreach and in-person reminders contributed positively to family response rates, while direct communication and scheduled completion opportunities supported improved staff participation. Moving forward, MSA-3 plans to continue utilizing multiple outreach methods, including email, paper reminders, and structured completion opportunities, to increase participation across all stakeholder groups.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	56%	69%	53%
Spring 2025 Overall Satisfaction Rates:	66%	98%	36%
Change since Spring 2025: *(percentage points)*	-10	-29	+17
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

MSA-3's overall satisfaction results show both areas of concern and an important staff-culture gain. Student overall satisfaction was 56%, compared to 66% in 2024-25, and family overall satisfaction was 69%, compared to

98% in 2024-25. These decreases indicate a need for stronger follow-through around behavior, safety communication, campus cleanliness, enrichment opportunities, and consistent staffing. Staff overall satisfaction increased from 36% to 53% (+17 percentage points), which reflects meaningful improvement in staff culture and should be built upon through continued communication, consistent systems, and support around behavior and staffing challenges. Free responses show that students still identify friendships, staff support, activities, rewards, and feeling safe as positives, while families highlighted the small-school environment, caring staff, academic supports, tutoring, college courses, and strong relationships.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	78%	+9
Knowledge and Fairness of Discipline, Rules and Norms	63%	+1
Safety	57%	-6
Sense of Belonging (School Connectedness)	69%	+19

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	82%	-15
Knowledge and Fairness of Discipline, Rules and Norms	84%	-10
Safety	86%	-12
Sense of Belonging (School Connectedness)	89%	-8

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	57%	-5

Knowledge and Fairness of Discipline, Rules and Norms	50%	+9
Safety	49%	+11
Sense of Belonging (School Connectedness)	64%	+14

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	64%	86%	61%
Spring 2025 Average Approval Rates:	62%	97%	49%
Change since Spring 2025: *(percentage points)*	+2	-11	+12
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA-3's average approval rates show mixed results, with growth in student and staff perception data and a decline in family approval. Student average approval increased from 62% to 64%, a +2 percentage point gain, placing student approval just one point below the next year target of 65%. Staff average approval increased from 49% to 61%, a +12 percentage point gain, which reflects meaningful improvement in staff culture, sense of belonging, safety, and confidence in schoolwide discipline systems. Family average approval decreased from 97% to 86%, an -11 percentage point decline, showing that family confidence remains an area for focused improvement. At the topic level, student results show positive movement in Climate of Support for Academic Learning, which increased to 78%; Sense of Belonging, which increased to 69%; and Knowledge and Fairness of Discipline, Rules and Norms, which increased to 63%. However, student perception of Safety decreased to 57%, indicating the need to continue strengthening supervision, peer conflict prevention, behavior follow-through, and student support

systems.

Family results remain generally positive, with all categories between 82% and 89%, but each area declined from the prior year. The largest decline was in Climate of Support for Academic Learning (-15 points), followed by Knowledge and Fairness of Discipline (-10 points) and Sense of Belonging (-8 points). These changes may be connected to concerns raised in family feedback regarding long-term substitute teachers, communication about grades and academic progress, behavior accountability, and campus safety.

Staff results show the strongest overall improvement, with gains in Sense of Belonging (+14 points), Safety (+11 points), and Knowledge and Fairness of Discipline (+9 points). This suggests that schoolwide systems, communication, and staff culture work are beginning to have a positive impact. However, Climate of Support for Academic Learning decreased by 5 points, showing a need to continue supporting staff with instructional conditions, staffing stability, classroom coverage, and behavior systems that protect learning time.

Reflections: Successes

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

MSA-3's successes are most visible in the growth in student academic support, student belonging, and staff culture. Student average approval increased from 62% to 64%, with the strongest student gains in Climate of Support for Academic Learning, which increased to 78% (+9 points), and Sense of Belonging, which increased to 69% (+19 points). These results suggest that students are increasingly recognizing the school's efforts to provide academic encouragement, supportive relationships, classroom participation opportunities, and a stronger sense of connection.

Staff results also show meaningful progress. Staff average approval increased from 49% to 61% (+12 points), with gains in Sense of Belonging (+14 points), Safety (+11 points), and Knowledge and Fairness of Discipline, Rules and Norms (+9 points). This is an important success because it shows improvement in school culture with staff, particularly around connectedness, safety perception, and confidence in schoolwide systems. MSA-3 is proud of this growth because staff culture was an identified area of need, and the data shows that intentional work around communication, behavior systems, and support is beginning to make a positive impact.

Family results remain a strength in several areas, even though overall family approval declined. Families rated Sense of Belonging at 89%, Safety at 86%, Knowledge and Fairness of Discipline at 84%, and Climate of Support for Academic Learning at 82%. These approval rates show that many families continue to experience MSA-3 as a connected, safe, and supportive school community. Family feedback also continues to highlight the school's small-school environment, caring staff, individualized support, tutoring, Saturday school, and college course opportunities as valued strengths.

To maintain and build upon these successes, MSA-3 will continue strengthening relationship-centered practices, student recognition systems, staff culture pulse checks, family communication, academic supports, and student engagement opportunities. The school will also continue using survey data, MTSS data, and stakeholder feedback to monitor progress and ensure that gains in belonging, staff culture, and academic support are sustained.

Reflections: Identified Needs

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

MSA-3's identified needs are primarily connected to student safety perception, family confidence, staffing consistency, behavior follow-through, and academic support during staff absences. While student and staff approval rates improved overall, student Safety decreased to 57% (-6 points), making it the lowest student topic area. This shows a need to strengthen supervision, peer conflict prevention, student-to-student respect, bullying/rumor response, and consistent behavior follow-up.

Family approval rates declined across all four topic areas. Safety experienced the largest decline, decreasing from 98% to 86% (-12 percentage points), indicating a need for stronger communication and reassurance regarding campus supervision, incident response, and student well-being. Climate of Support for Academic Learning also declined to 82% (-15 points), followed by Knowledge and Fairness of Discipline, Rules and Norms at 84% (-10 points), and Sense of Belonging at 89% (-8 points). These declines suggest that families need clearer communication, more consistent follow-through, and increased visibility into how the school addresses concerns related to long-term substitute teachers, grades, academic support, discipline, safety incidents, and student behavior.

Staff data improved in most areas, but Climate of Support for Academic Learning decreased to 57% (-5 points). This indicates that staff still need stronger instructional conditions, more stable staffing, clearer classroom coverage systems, and continued support with student behavior so that learning time is protected. Staff feedback and survey trends also point to the need for continued work around morale, communication, and consistency in schoolwide systems.

To address these needs, MSA-3 will continue strengthening MTSS and behavior tracking systems, review Tier 2 and Tier 3 concerns weekly, document interventions and follow-up, and complete family communication within 48 hours for serious incidents. The school will also improve communication around substitute coverage and academic

progress, monitor supervision and safety routines, increase student engagement opportunities, and use Kelvin pulse checks, staff culture check-ins, and discipline data to track progress throughout the year.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Across free responses, students identified friendships, supportive teachers and staff, rewards, activities, field trips, pizza/special treats, dual enrollment, and school safety as strengths. Students wrote that staff help them feel connected, seen, respected, and supported. Families similarly identified dedicated staff, small class sizes, strong relationships, safety, a welcoming environment, tutoring, Saturday school, dual enrollment, and individualized care as major strengths. Family comments repeatedly described MSA-3 as a small but connected school where staff know students and families personally. MSA-3 is most proud that students and families named relationships, safety, and staff care as core strengths. We will build on this by maintaining student recognition, expanding meaningful engagement opportunities, continuing family outreach, and highlighting staff practices that help students feel known and supported.
WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Common suggestions for improvement included stronger and more consistent behavior accountability, improved communication with families, fewer long-term substitutes, more sports/activities/field trips/clubs, cleaner facilities and restrooms, more supervision/security, stronger teacher consistency, and more attention to student conflict, bullying, rumors, and respectful interactions. Students most often requested better food, more sports/electives/field trips, cleaner classrooms/bathrooms, and stronger behavior expectations. Families requested timely communication, clearer substitute teacher information, more direct follow-up when incidents occur, stronger discipline practices, additional support staff, cleaner facilities, and more enrichment opportunities. These patterns show that the school must continue improving the consistency of schoolwide culture systems while also increasing opportunities that make students feel connected and excited to attend school.

NEXT STEPS

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

MSA-3 will implement the following SMART-aligned next steps during the 2026–27 school year to address the identified needs from student, family, and staff survey feedback:

1. By May 2027, MSA-3 will improve student perceptions of safety and behavior consistency by increasing the student Safety approval rate from 57% to at least 70%, as measured by the annual school climate survey. To support this goal, the administration team will review Tier 2 and Tier 3 MTSS behavior tracker data weekly, assign intervention follow-up responsibilities, monitor supervision plans, and document interventions, outcomes, and next steps consistently throughout the school year.
2. By May 2027, MSA-3 will improve family confidence in school communication, safety, and academic support by increasing family survey approval rates in the areas of Safety, Climate of Support for Academic Learning, and Knowledge and Fairness of Discipline by at least 10 percentage points in each category. The school will support this goal by ensuring parent/guardian communication for serious incidents occurs within 48 hours, increasing follow-up communication regarding academic progress and substitute coverage, and regularly gathering input through PAC, PTF, ELAC, and Educational Partners Committee meetings.
3. By May 2027, MSA-3 will strengthen staff morale, communication, and instructional support by increasing staff Climate of Support for Academic Learning approval from 57% to at least 75%, as measured by the annual staff survey. To achieve this goal, school leadership will conduct monthly staff pulse checks, monitor substitute usage and classroom coverage systems, provide ongoing behavior support, and review staff feedback trends during leadership and operations meetings.
4. By May 2027, MSA-3 will increase student engagement and sense of belonging opportunities by expanding extracurricular participation, student leadership opportunities, incentives, enrichment activities, and student voice initiatives throughout the school year. Progress will be monitored through

student feedback surveys, participation data, Kelvin pulse checks, and discipline trend reviews to ensure students report increased connection to the school community.

MAGNOLIA SCIENCE ACADEMY - 4

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	100%	74.5%	100%
Spring 2025 Survey Participation Rates:	100%	94.1%	94.1
Change since Spring 2025: *(percentage points)*	0	-19.6%	+5.9
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

While student and staff participation rates are strong and meet established targets, the significant decrease in family participation represents an area of concern. To improve outcomes next year, it will be important to strengthen family outreach efforts, increased reminders, and expanded opportunities for completion.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	66%	76%	69%
Spring 2025 Overall Satisfaction Rates:	82%	97%	81%
Change since Spring 2025: *(percentage points)*	-16%	-21%	-12%
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Overall satisfaction rates declined across all stakeholder groups from Spring 2025 to Spring 2026, with decreases observed among students (-16 percentage points), families (-21 percentage points), and staff (-12 percentage points). All groups now fall below established targets, indicating a broad decline in perceived school experience.

Analysis of free-response data suggests that this decline is driven by a combination of strengths that remain valued, alongside emerging concerns that may be impacting overall satisfaction.

Strengths Noted by Educational Partners:

Families and students continue to highlight positive aspects of the school, particularly related to relationships and the school environment. Families frequently cited strong staff support, communication, and a close-knit environment, noting that "teachers are open to working with my son and meeting his needs" and that staff are "helpful and respectful."

Similarly, students identified relationships with staff and peers as key strengths, with comments such as "The staff and friends" and "Connections with staff" reflecting a sense of belonging for some students.

Areas of Concern Impacting Satisfaction:

Despite these strengths, consistent themes across student and family feedback point to concerns that likely contributed to the decline in satisfaction:

- **Facilities and Basic Needs:** Both students and families frequently raised concerns about restroom access and conditions, with repeated requests to "fix the bathrooms" and improve availability.
- **School Climate and Safety:** Some family responses indicated concerns about student behavior and safety, including comments such as "There's fights that scare me."
- **Student Experience:** Students expressed concerns about food quality, limited break time, and lack of activities, with requests for "better food," "more lunch and PE time," and "more activities."
- **Communication and Responsiveness:** While communication was also identified as a strength, some families suggested the need for "a little more communication to the parents" and more timely notifications.
- **Discipline and School Expectations:** Families noted a desire for stronger discipline and consistency, including suggestions to be "more strict about students who make trouble" and concerns about how incidents are handled.

Additionally, student sentiment data reflects a mixed experience, with a relatively even distribution of positive (70), neutral (65), and negative (67) responses, reinforcing that a significant portion of students are not fully satisfied with their experience

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	78%	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	69%	- 2
Safety	55%	- 14
Sense of Belonging (School Connectedness)	70%	+ 11

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	93%	-6
Knowledge and Fairness of Discipline, Rules and Norms	89%	-8
Safety	91%	-7
Sense of Belonging (School Connectedness)	92%	-6

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	85%	-6
Knowledge and Fairness of Discipline, Rules and Norms	60%	-30
Safety	60%	-29
Sense of Belonging (School Connectedness)	86%	-3

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	65%	91%	77%
Spring 2025 Average Approval Rates:	70%	98%	84%
Change since Spring 2025: *(percentage points)*	-5	-7	-7
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Average approval rates declined across all stakeholder groups from Spring 2025 to Spring 2026, indicating a broad decrease in overall perceptions of the school. A closer analysis of topic-level data reveals that declines were not uniform and were driven by specific areas of concern. The decline in average approval rates across all groups appears to be driven primarily by concerns related to safety, discipline, and overall school climate, as well as day-to-day student experience factors. While strong relationships and a sense of belonging remain assets, particularly for students, these strengths are being offset by operational and environmental concerns.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
A review of average approval rates across survey topics indicates several areas of strength across students, families, and staff, particularly in perceptions of academic support and sense of belonging. For students, the strongest areas of performance include Climate of Support for Academic Learning (78%) and Sense of Belonging (70%), with belonging showing notable growth (+11 percentage points). This increase suggests meaningful progress in fostering a more connected and inclusive school environment. Student feedback further reinforces this strength, with comments highlighting positive relationships with staff and peers, such as “Connections with staff” and appreciation for a small, community-oriented environment. For families, approval rates remain high across all categories, with particularly strong results in Climate of Support for Academic Learning (93%), Sense of Belonging (92%), and Safety (91%). Although these areas experienced slight

declines, they continue to reflect a high level of confidence in the school's ability to support students academically and provide a caring environment. Family responses affirm these strengths, frequently highlighting supportive staff, strong communication, and individualized attention to student needs.

For staff, the highest approval ratings were in Sense of Belonging (86%) and Climate of Support for Academic Learning (85%), indicating that staff feel connected to the school community and confident in their ability to support student learning. These results suggest a strong internal foundation, with staff aligned around supporting students and maintaining a positive academic environment.

Across all stakeholder groups, a clear and consistent strength is the school's focus on relationships and academic support. High ratings in academic support and belonging—particularly among students and staff—demonstrate that the school has successfully cultivated a supportive, personalized environment. The small school setting and strong staff-student relationships are repeatedly identified as key assets.

To sustain and build upon these strengths, the school will:

- Continue to prioritize strong staff-student relationships through advisory structures, mentoring, and personalized support.
- Maintain a focus on high-quality academic support, ensuring students receive the assistance and flexibility needed to succeed.
- Strengthen family communication and engagement practices that have contributed to high levels of trust and satisfaction.
- Expand opportunities that foster student belonging, such as activities, events, and inclusive practices that build community.

By reinforcing these core strengths while addressing identified areas for growth, the school is well-positioned to improve overall outcomes and increase approval ratings across all stakeholder groups.

Reflections: Identified Needs

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

A review of approval rates indicates that safety, discipline, and overall school climate are the most significant areas in need of improvement, with the lowest ratings and largest declines across students and staff. Root cause analysis suggests concerns around inconsistent enforcement of behavior expectations, increased incidents impacting perceptions of safety, and gaps in supervision. Additionally, recurring feedback highlights facility issues—particularly restroom access—and aspects of the student experience (e.g., food, break time, and activities) as contributing factors to lower overall approval.

These challenges are further reinforced by family and student feedback, which point to concerns about fairness, communication, and responsiveness. While relationships and academic support remain strengths, inconsistencies in discipline systems and communication gaps appear to be impacting trust and overall perceptions. Together, these factors suggest a need for more coherent systems, clearer expectations, and improved day-to-day student experiences.

In response, the school will prioritize strengthening consistent discipline practices, increasing supervision and safety supports, and addressing facility concerns, particularly restrooms. Efforts will also focus on improving the student experience through enhanced engagement opportunities and refining communication systems to ensure timely, transparent outreach to families. Ongoing monitoring of data and stakeholder feedback will guide adjustments and ensure progress toward improved school climate and approval rates.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Free-response data across students and families highlights consistent strengths in relationships, personalized support, and the small school environment. Families emphasized caring and responsive staff, while students

pointed to positive connections with staff and peers as key aspects of their experience.

A clear pattern is the value placed on the school's small size, which allows for individualized attention and fosters a strong sense of community. This contributes to students feeling known and supported, aligning with strengths in belonging and academic support.

The school's greatest strength is its relationship-centered environment. Moving forward, the school will maintain this by continuing to prioritize strong staff-student relationships, personalized support, and opportunities that build community and student engagement.

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

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

Free-response data highlights key areas for improvement across students and families, particularly facilities, student experience, discipline, and communication. The most consistent concern across groups is restroom access and cleanliness, alongside student feedback requesting better food, more break time, and increased activities.

Families also emphasized the need for stronger discipline and improved safety, as well as more consistent and timely communication.

Overall, patterns suggest that while relationships are strong, improvements are needed in day-to-day student conditions and system consistency, with particular attention to facilities, school climate, and student engagement.

NEXT STEPS

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

1. Revamp student experience by implementing a new bell schedule - shifting from 100 minute block periods to 55 minute daily periods. We will remove non-credit/non graded classes: studyhour and homeroom. These are historically ineffective in enriching student experience and do not provide rigorous accountability. The addition of new electives and opportunities for credit recovery will diversity class offerings and give students a new sense of choice. The implementation of this daily, 6 period cadence over the 3 period / every-other-day cadence will bring a new energy to the campus.
2. Update supervision schedules to include a dedicated bathroom monitor that oversees the flow of traffic to and from during nutrition and lunch.

3. Reintegrate and coach the use of SEL-based practices in the classroom as a focused approach to Domain 1.3 in the Teacher observation rubric to strengthen relationships between instructional staff and students.
4. Design a cadence of communication strategy that the office staff, administration, and PBIS teams use to highlight schoolwide positive activity, inform stakeholders of upcoming events, and remind them of expectations on a regular basis.

MAGNOLIA SCIENCE ACADEMY - 5

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	96.4%	79.8%	75.0%
Spring 2025 Survey Participation Rates:	99.5%	74.6%	93.8%
Change since Spring 2025: *(percentage points)*	-3.1%	+5.2%	-18.8%
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

The Spring 2026 survey yielded mixed results across our three primary stakeholder groups. While we successfully maintained high engagement among students and saw a positive increase in family participation, there was a significant and concerning decline in staff response rates.To reach our targets for the next cycle, we must investigate the root cause of the staff decline. Comparing the effectiveness of email reminders versus dedicated meeting time for survey completion may provide insight into how to recapture the high levels of engagement seen in 2025. Additionally, maintaining the momentum with families will be crucial to ensure their voices continue to shape school culture.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	76%	94%	82%
Spring 2025 Overall Satisfaction Rates:	76%	95%	53%
Change since Spring 2025: *(percentage points)*	0	+1	+29
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Sustained Family Trust: At 94%, family satisfaction remains a pillar of the MSA-5 community. Although it dipped by 1%, the qualitative feedback continues to describe the school as welcoming and family-oriented. Maintaining this level of trust is essential for long-term community health.

Stable Student Satisfaction: Students report a consistent satisfaction rate of 76%. While this meets our target, it leaves room for growth. Positive sentiment is primarily driven by strong relationships with teachers and a general sense of belonging.

Staff Morale Transformation: The 29-point increase in staff satisfaction is the standout achievement of the year. Moving from a low of 53% to 82% suggests that leadership initiatives and changes to the professional environment have been highly effective. While we are still 3 points shy of our 85% goal, the upward trajectory is strong.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	82%	+8
Knowledge and Fairness of Discipline, Rules and Norms	76%	+ 14
Safety	65%	-1
Sense of Belonging (School Connectedness)	78%	+25

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	99%	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	96%	0
Safety	86%	-4
Sense of Belonging (School Connectedness)	99%	+2

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	92%	+17
Knowledge and Fairness of Discipline, Rules and Norms	87%	+17
Safety	77%	+7
Sense of Belonging (School Connectedness)	79%	+28

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	73%	96%	78%
Spring 2025 Average Approval Rates:	65%	90%	61%
Change since Spring 2025: *(percentage points)*	+8	+0	+17
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Average approval rates show clear year-over-year progress for students and staff, while family approval remained very strong. Student average approval increased from 65% to 73%, reflecting improvement across climate, belonging, and fairness, with the strongest gain in sense of belonging (+25 points). Staff average approval increased from 61% to 78%, showing broad improvement across all reported topics, especially belonging (+28 points). Family average approval remained high at 96%, which indicates continued confidence in the school's climate, communication, and support for students. Across the results, safety remains an area for continued attention, particularly because student safety was 65% and family safety decreased by 4 points to 86%. These results suggest that the school is strengthening its relationships and academic climate while also needing to improve students' day-to-day experience of safety, facilities, and campus systems.

Reflections: Successes

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

Several clear strengths emerged from the survey results. For students, climate of support for academic learning (82%) and sense of belonging (78%) were notable strengths, showing that many students experience MSA-5 as a supportive and connected school community. For families, climate and belonging were both exceptionally strong at 99%, demonstrating deep trust in the school's welcoming environment, staff accessibility, and leadership. For staff, the most important area of growth was sense of belonging, which increased significantly, alongside strong gains in academic climate and fairness. Taken together, these results point to strong relationships, a caring school culture, and confidence in the direction of the school. The school is especially proud that students and families continue to recognize supportive staff, strong leadership, and a close-knit environment. To build on these strengths, MSA-5 will continue reinforcing high expectations, relationship-centered practices, PBIS systems, family communication, and consistent academic supports.

Reflections: Identified Needs

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

The survey data also identifies important areas for improvement. Student safety (65%) and student experience-related concerns remain the most immediate quantitative needs, and family feedback also points to continued attention to supervision and safety in shared spaces. Free responses identified recurring concerns about food quality, facilities, more athletic and extracurricular opportunities, and broader course and elective offerings. Families also requested more opportunities for parent connection and stronger responsiveness when students need to be heard. As MSA-5 prepares to relocate to a new site in a brand-new facility and serve a significantly larger student body, these needs become even more important. The school will need to intentionally establish and re-establish school

culture, academic routines, behavioral expectations, and support systems so that both returning and new students acclimate successfully. With enrollment expected to grow substantially, transition planning must include student onboarding, family orientation, staff alignment, supervision systems, and clear expectations for shared spaces. The school will use these findings to guide next-year planning, including culture-building, safety procedures, student supports, and expansion of programs where feasible.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
The free responses show several consistent strengths across educational partner groups. Students most often highlighted caring and supportive teachers and staff, friendships, the small-school community, and positive activities and school traditions. Families emphasized staff warmth, accessibility, individualized attention, strong leadership, academic quality, and a family-oriented culture. Across the responses, a common pattern is that MSA-5 is experienced as a welcoming, relationship-centered school where students are known and supported. The school is especially proud that both students and families described the campus as caring, responsive, and community-oriented. To maintain and build on these strengths, MSA-5 will continue investing in strong communication, student support systems, celebration of student success, and a culture where families feel connected to the school.

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

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

The free responses also point to several recurring suggestions for improvement. Students most frequently requested better food quality and lunch options, more activities, sports, and field trips, improved facilities, and greater variety in classes and electives. Families most often asked for a larger and improved facility, expanded sports and extracurricular options, stronger supervision and safety in open areas, greater attention to student voice in classrooms, and more opportunities for parent community-building. These patterns align with the survey data showing that safety and aspects of the student experience need continued focus. In addition, the upcoming move to a new campus creates an important opportunity and responsibility: the school must thoughtfully establish culture, routines, academic systems, and transition supports in a new setting while welcoming many new students. Because enrollment is expected to increase significantly, the school will pay close attention to how new students acclimate, how expectations are taught consistently, and how the sense of belonging that families value is preserved during growth.

NEXT STEPS

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

Grow Area 1: Campus Transition, Culture, and Safety

Grow Area

Ensure a smooth, safe, and welcoming transition to the new campus at 7111 Winnetka by establishing clear systems for school culture, student onboarding, and safety expectations.

The school will begin by developing a comprehensive campus transition plan that includes dedicated staff training, student orientation, and proactive family communication. Next, school leaders will refresh PBIS and behavior expectations and establish specific onboarding supports to acclimate the influx of new students. Supervision plans for common areas will also be reviewed and mapped out for the new facility. Throughout the first semester, the effectiveness of these routines will be monitored by tracking behavior data in common areas and gathering staff feedback, allowing leadership to make necessary adjustments to supervision and PBIS implementation.

By December 2026, MSA-5 will successfully establish a strong, unified school culture at the new campus by implementing refreshed PBIS expectations, updated supervision plans, and targeted new-student onboarding, resulting in a safe environment as measured by a 15% decrease in

common-area behavior incidents and a 95% completion rate for student orientation.

Grow Area 2: Family Engagement and Stakeholder Voice

Grow Area

Strengthen family engagement and establish consistent, reliable structures for gathering and responding to student and parent voice during a period of enrollment growth.

The school will begin by designing an annual calendar of community-building events and establishing regular, transparent communication channels for all families. Additionally, leadership will create formal structures—such as advisory committees or quarterly feedback forms—to consistently gather student and parent input. Throughout the year, attendance at events and response rates from communications will be tracked. This feedback and participation data will be reviewed quarterly by the leadership team to ensure the school is effectively preserving its strengths and building a welcoming community as the student body grows.

By June 2027, MSA-5 will increase active family engagement by hosting at least four community-building events and launching a quarterly stakeholder survey, aiming for a 20% increase in parent participation in both school events and feedback surveys compared to the 2024-25 school year.

MAGNOLIA SCIENCE ACADEMY - 6

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators, which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	100%	77.1%	88.2%
Spring 2025 Survey Participation Rates:	100%	94.9%	68.8%
Change since Spring 2025: *(percentage points)*	+0	-17.8	+19.4
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

Participation rates show mixed trends compared to last year. Student participation remained at **100%**, showing consistency and continued success in administering the survey during the school day. Family participation decreased from **94.9% to 77.1%**, a decline of **17.8 percentage points**, while staff participation increased from **68.8% to 88.2%**, an increase of **19.4 percentage points**.

The increase in staff participation is a positive sign and may reflect stronger communication, more intentional follow-up, and better opportunities for staff to complete the survey during scheduled work time. This suggests improved staff engagement in the feedback process compared to last year.

The decline in family participation may have been caused by fewer direct reminders, lower email response rates, or fewer paper-based completion opportunities. Families may respond at higher rates when surveys are paired with direct outreach, in-person reminders, paper copies, or school events. Although family participation declined, the school still met the next-year target of **≥75%**.

Student participation remained strong because the survey was likely administered in a structured setting during the school day, which helped ensure full completion.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	82%	95%	47%
Spring 2025 Overall Satisfaction Rates:	82%	99%	64%
Change since Spring 2025: *(percentage points)*	0	-4	-17
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Overall satisfaction remained strong for students and families, but staff satisfaction declined significantly. Student satisfaction stayed the same at **82%**, meeting the target of **≥75%**. Family satisfaction remained very high at **95%**, although it decreased slightly from **99%** last year. Staff satisfaction decreased from **64% to 47%**, a decline of **17 percentage points**, and is well below the target of **≥85%**.

The stable student satisfaction rate suggests that students continue to have a generally positive experience at

school. This may reflect consistency in instruction, adult support, and school connectedness.

Family satisfaction continues to be a major strength. Even with a slight decline, families still report very high levels of satisfaction and willingness to recommend the school. This suggests that families continue to view the school as safe, supportive, communicative, and responsive.

The most significant concern is the decline in staff satisfaction. This may be connected to workload, morale, communication, staffing changes, leadership expectations, or staff feeling less supported or valued. Because staff satisfaction can affect school culture, student experience, and family communication, this should be treated as a priority area for improvement.

Overall, the school is maintaining strong satisfaction among students and families, but staff satisfaction requires immediate attention and targeted support.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	87%	+5
Knowledge and Fairness of Discipline, Rules and Norms	74%	+3
Safety	63%	-11
Sense of Belonging (School Connectedness)	80%	+11

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	96%	-4
Knowledge and Fairness of Discipline, Rules and Norms	93%	-4
Safety	97%	-2
Sense of Belonging (School Connectedness)	97%	-2

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	86%	-5
Knowledge and Fairness of Discipline, Rules and Norms	74%	-12
Safety	75%	-25
Sense of Belonging (School Connectedness)	63%	-14

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	73%	96%	69%
Spring 2025 Average Approval Rates:	74%	99%	80%
Change since Spring 2025: *(percentage points)*	-1	-3	-11
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Average approval rates show that families continue to report the most positive experience, while student results are mixed and staff results show the greatest need for improvement. Family approval remained very high at **96%**, student approval was **73%**, and staff approval was **69%**. Compared to last year, student approval decreased slightly by **1 percentage point**, family approval decreased by **3 percentage points**, and staff approval decreased by **11 percentage points**. The family results are a clear strength. Families rated all major survey topics between **93% and 97%**, including academic learning, discipline and fairness, safety, and sense of belonging. This suggests that families generally

experience the school as welcoming, safe, responsive, and academically focused.

Student results show both strengths and concerns. Students rated **Climate of Support for Academic Learning** highly at **87%**, an increase of **5 percentage points**, and **Sense of Belonging** increased significantly to **80%**, an increase of **11 percentage points**. These gains suggest that students are feeling more connected and supported academically. However, student **Safety** declined to **63%**, a decrease of **11 percentage points**, making it the lowest student topic area.

Staff results show the most significant decline. Staff approval decreased in every topic area, especially **Safety**, which dropped by **25 percentage points**, and **Sense of Belonging**, which dropped by **14 percentage points**. Staff also rated **Knowledge and Fairness of Discipline, Rules and Norms** at **74%**, down **12 percentage points**. These results suggest that staff may be experiencing concerns related to campus climate, consistency, morale, and workplace support.

Overall, the data shows that family confidence remains high, students are improving in belonging and academic support, and staff experience needs focused improvement.

Reflections: Successes

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

One major success is the consistently high level of family approval. Families rated all major topic areas above **90%**, with particularly strong results in safety, belonging, academic support, respect, helpfulness, and communication. This indicates that families continue to trust the school and feel that their children are supported.

Another important success is the growth in student **Sense of Belonging**, which increased by **11 percentage points**. This suggests that efforts to build relationships, strengthen school connectedness, and create a more inclusive environment are having a positive impact on students. Student approval for **Climate of Support for Academic Learning** also increased by **5 percentage points**, showing that students recognize the school's academic expectations and support systems.

A shared strength across students, families, and staff is the focus on academic learning. All three groups rated **Climate of Support for Academic Learning** relatively high, with students at **87%**, families at **96%**, and staff at **86%**. This shows that educational partners agree that the school maintains a strong academic focus.

The school is most proud of the strong family confidence, the improvement in student belonging, and the continued focus on academic learning. To maintain and build on this success, the school should continue

relationship-building practices, maintain strong family communication, and reinforce instructional supports that help students feel successful.

Reflections: Identified Needs

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

The most urgent area for improvement is staff experience. Staff average approval declined from **80% to 69%**, and staff ratings decreased across all four topic areas. The largest decline was in **Safety**, which dropped by **25 percentage points**, followed by **Sense of Belonging**, which dropped by **14 percentage points**. These results suggest that staff morale, workplace culture, communication, and support systems need immediate attention.

Student safety is another key area of concern. Student approval for **Safety** was **63%**, which is the lowest student topic area and decreased by **11 percentage points** from last year. This suggests that the school should closely review supervision, student interactions, bullying prevention, reporting systems, and how students experience physical and emotional safety on campus.

Discipline and fairness also emerged as an area for growth. Both students and staff rated **Knowledge and Fairness of Discipline, Rules and Norms** at **74%**. This indicates a need for clearer expectations, more consistent consequences, and greater transparency around behavior systems.

There is also a noticeable gap between family perceptions and student/staff perceptions. Families rated all major areas very highly, while students and staff identified more concerns around safety, belonging, and fairness. This gap suggests that families may have a more positive external view of the school, while students and staff may be experiencing more day-to-day challenges.

To address these needs, the school should conduct staff listening sessions, review supervision and safety systems, clarify discipline expectations, communicate behavior policies more consistently, and continue monitoring subgroup data to identify any gaps in student experience.

Free-Response Findings:

Along with the questions on the Kelvin and GPTW survey instruments, MPS also asks educational partners to respond

to the following open-ended question so they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Free-response feedback shows that educational partners value the school's caring staff, supportive environment, sense of community, and small school setting. Students highlighted friendships, engaging activities, and supportive teachers. Families emphasized communication, safety, and staff dedication. Staff also recognized the school's focus on students and the importance of relationships. A clear pattern across responses is that relationships are one of the school's greatest strengths. Students and families appreciate that staff members know students, provide support, and create a welcoming environment. The small school setting appears to help build stronger connections and more individualized attention. The school is most proud of the positive relationships among students, staff, and families. These relationships help support belonging, academic success, and family trust. To build on this success, the school should continue prioritizing relationship-building, maintain strong communication with families, recognize staff efforts, and expand activities that help students feel connected to the school community.
WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
Free-response suggestions point to several common areas for improvement: increasing extracurricular activities, improving food quality, enhancing facilities, strengthening communication, and making discipline more consistent. Students emphasized the need for more sports, clubs, after-school activities, fairness, and balance in

expectations. Families requested more timely communication and expanded student programs. Staff feedback reflected concerns connected to consistency, support, and school culture.

A clear pattern is the need for more student engagement opportunities. Expanding clubs, sports, enrichment, and after-school programs could help strengthen student belonging and improve school connectedness.

Another pattern is the need for greater consistency in discipline and communication. This connects directly to the lower approval ratings for discipline/fairness among students and staff. Clearer expectations and more transparent communication may help improve trust and consistency across the school community.

Areas needing close attention include student safety, staff belonging, discipline fairness, enrichment opportunities, and communication systems.

NEXT STEPS

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

Based on the survey results and free-response feedback, the school will focus on improving safety, strengthening staff culture, increasing student engagement opportunities, and improving consistency in discipline and communication.

The school will conduct staff listening sessions to better understand concerns related to morale, safety, workload, and belonging. Feedback from these sessions will be used to identify specific actions that can improve staff support and workplace culture.

The school will also review supervision plans, safety procedures, and student support systems to address the decline in student safety ratings. This may include strengthening campus supervision, reviewing reporting systems, and providing students with more opportunities to share concerns.

To improve discipline and fairness, the school will review behavior expectations, behavior tiers, and consequences. Expectations will be communicated more clearly to students, families, and staff so that discipline practices are consistent and transparent.

The school will also work to expand extracurricular and after-school opportunities, including clubs, sports, and enrichment activities. These opportunities can help improve student engagement, belonging, and overall satisfaction.

Finally, the school will continue monitoring survey data, free-response feedback, and subgroup trends throughout the year to measure progress and make adjustments as needed.

MAGNOLIA SCIENCE ACADEMY - 7

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	99.2%	79.4%	80.6%
Spring 2025 Survey Participation Rates:	100%	71.4%	72.5%
Change since Spring 2025: *(percentage points)*	-0.8	+8.0	+8.1
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Participation remains strong overall, with students maintaining near-universal completion (99.2%), only a slight			

decrease from last year (-0.8), and still well above the 95% target. The most notable improvement is in family and staff participation, both showing substantial gains (+8.0 and +8.1 respectively). Family participation (79.4%) now exceeds the target, reflecting successful engagement efforts, while staff participation (80.6%), although improved, still falls short of the 95% goal.

Year-over-year, the data suggests a positive shift in adult engagement, while student participation remains consistently high with minimal variance. The key focus moving forward should be sustaining family gains and strategically increasing staff participation to close the remaining gap.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	76%	94%	48%
Spring 2025 Overall Satisfaction Rates:	85%	99%	68%
Change since Spring 2025: *(percentage points)*	-9	-5	-20
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Overall satisfaction shows a noticeable decline across all groups compared to last year, with the most significant drop among staff. Student satisfaction decreased from 85% to 76% (-9), family satisfaction from 99% to 94% (-5), and staff satisfaction sharply declined from 68% to 48 in% (-20). While students and families are still near or above target levels (students meeting the ≥75% goal and families just below the ≥95% target), staff satisfaction is substantially below the ≥85% target and represents the most critical concern.

A key factor influencing the decline in both staff and family satisfaction appears to be the staffing changes that occurred at the end of the first semester as part of financial stabilization efforts. These changes likely disrupted continuity, increased workload, and impacted communication and overall experience for both groups.

Despite the decline, there are still strong indicators of positive culture and satisfaction. Staff consistently described a **"supportive, caring, and hardworking"** environment, noting that leadership is *"always available if needed for help"* and that the organization *"tries their best to support all staff members."* Many also emphasized the mission-driven nature of the work, sharing that it *"feels special to work alongside colleagues... who truly value*

our students and community."

Similarly, families continue to express high levels of trust and belonging, with comments such as *"The staff is amazing! I love the school community!!"* and *"They treat everybody like family,"* reinforcing that the school culture remains a strong foundation.

However, the decline in staff satisfaction is strongly supported by concerns raised in free responses, particularly around compensation, workload, and organizational decisions. Staff highlighted that *"the pay doesn't match the workload"* and noted increasing responsibilities without adequate support or compensation. These pressures, combined with structural and staffing changes mid-year, likely contributed to decreased morale and overall satisfaction.

In summary, while the organization continues to demonstrate strong relational trust and community-centered strengths, the drop in satisfaction—especially among staff—appears tied to systemic factors such as staffing shifts, workload demands, and compensation concerns. Moving forward, stabilizing staffing structures and directly addressing staff working conditions will be essential to improving overall satisfaction trends.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	84%	+15
Knowledge and Fairness of Discipline, Rules and Norms	74%	+7
Safety	70%	+1
Sense of Belonging (School Connectedness)	78%	+9

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	97%	-2
Knowledge and Fairness of Discipline, Rules and Norms	94%	-3
Safety	94%	-2
Sense of Belonging (School Connectedness)	97%	0

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	80%	-5
Knowledge and Fairness of Discipline, Rules and Norms	65%	-7
Safety	71%	-7
Sense of Belonging (School Connectedness)	72%	-5

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	75%	96%	68%
Spring 2025 Average Approval Rates:	68%	97%	75%
Change since Spring 2025: *(percentage points)*	+7	-1	-7
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The average approval rates show a clear divergence across stakeholder groups, with strong gains among students and declines among adults. **Students** demonstrate significant improvement overall, increasing from 68% to 75% (+7), well above the target. Growth is evident across all domains, especially in **Climate of Support for Academic Learning (+15)** and **Sense of Belonging (+9)**, indicating that students are experiencing stronger instructional support and a more

connected school environment. Even areas like discipline (+7) and safety (+1) show positive movement, suggesting a broadly improved student experience.

Families remain highly positive, with a slight decrease from 97% to 96% (-1), still exceeding the target. While there are small declines across most domains (academic support -2, discipline -3, safety -2), ratings remain very high (94–97%), indicating continued trust and satisfaction. The minor decreases may reflect some sensitivity to changes during the year but do not indicate a major shift in perception.

Staff show the most concern, with overall approval dropping from 75% to 68% (-7), below the 80% target. Declines are consistent across all domains, including **discipline (-7)**, **safety (-7)**, and **academic support (-5)**. This suggests a broad impact on staff perception rather than an isolated issue.

Likely cause of changes:
The decline in staff approval—and slight decreases among families—are likely connected to the **staffing changes that occurred mid-year due to financial stabilization efforts**. These changes may have increased workload, affected consistency in systems, and influenced perceptions of support and organizational stability. In contrast, student gains suggest that classroom-level practices and student-facing supports remained strong or improved despite these challenges.

Summary insight:

- Student experience is improving significantly.
- Family trust remains strong and stable.
- Staff experience has declined and is the key driver behind overall areas of concern moving forward.

Reflections: Successes

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

A key success reflected in the data is the **strong upward trend in student experience** and the **consistently high level of family trust**, even during a year with internal challenges.

For **students**, the most significant progress is the overall increase in approval (+7), with standout gains in **Climate of Support for Academic Learning (84%, +15)** and **Sense of Belonging (78%, +9)**. These results indicate that efforts to strengthen instruction, relationships, and student connection are having a meaningful impact. Students are feeling more supported academically and more connected to their school

community—both critical indicators of a healthy school environment.

For **families**, approval rates remain exceptionally high across all domains (94–97%), with **Climate of Support** and **Sense of Belonging both at 97%**, representing the highest ratings across all stakeholder groups. This highlights a continued strength in building trust, maintaining strong communication, and fostering a welcoming, community-centered environment for families.

For **staff**, while overall approval declined, there are still relative strengths in **Climate of Support for Academic Learning (80%)** and **Sense of Belonging (72%)**, suggesting that staff continue to recognize the strength of instructional practices and team culture, even amid challenges.

What stands out most is the combination of **improving student outcomes and sustained family confidence**, particularly around academic support and belonging. This reflects a strong instructional core and a positive, relationship-driven culture that is reaching students effectively.

To maintain and build on this success, the focus will be on continuing to invest in high-quality instruction and student-centered practices that are driving student gains, while preserving strong family engagement systems. At the same time, strengthening staff support, stability, and working conditions will be critical to sustaining these successes and ensuring long-term growth across all groups.

Reflections: Identified Needs

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

The data highlights **staff experience as the most significant area in need of improvement**, along with targeted opportunities within student and family feedback.

For **staff**, the overall average approval rate dropped to **68% (-7)**, well below the ≥80% target. The lowest-rated areas include **Knowledge and Fairness of Discipline (65%)**, **Safety (71%)**, and **Sense of Belonging (72%)**, all of which declined from the prior year. These trends point to concerns around consistency of systems, workload, and overall morale. When paired with feedback about compensation, workload, and organizational decision-making, this indicates a need for focused attention on staff working conditions, communication, and retention strategies.

For **students**, while overall results improved, **Safety (70%)** and **Discipline and Fairness (74%)** remain the lowest-rated areas. This aligns with qualitative feedback pointing to concerns about behavior, fairness, and supervision during unstructured times. These areas require continued attention to ensure a safe, consistent, and equitable school climate for all students.

For **families**, although approval remains high, the lowest-rated areas—**Discipline and Fairness (94%)** and **Safety (94%)**—mirror student concerns. Additionally, slight declines across domains suggest sensitivity to consistency, supervision, and communication, particularly during times of change.

Key gaps and focus areas:

- Staff approval rates are significantly lower than both student and family groups across all domains.
- Safety and discipline emerge as cross-stakeholder concerns, particularly for students and staff.
- Staff morale and perception of support represent the most urgent gap impacting overall system health.

Planned steps to address these needs:

- **Stabilize staffing and improve working conditions** by addressing workload balance, clarifying roles, and strengthening retention efforts.
- **Enhance communication and transparency**, particularly around decision-making and organizational changes.
- **Strengthen school-wide systems for discipline and safety**, ensuring consistent implementation and increased supervision during high-need times (e.g., recess, lunch).
- **Expand student supports and engagement opportunities**, particularly in areas tied to school climate and fairness.
- **Continue strengthening family communication**, with a focus on timeliness and clarity to maintain trust.

Addressing these areas—especially staff experience—will be critical to improving overall satisfaction and sustaining gains seen in student outcomes and family engagement.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:

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

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

Across all **educational partners**, a clear and consistent strength is the **strong sense of community, relationships, and support** that defines the school experience.

For **students**, the most prominent themes center on **relationships and engagement**. Students value their **friendships and social connections**, as well as **kind, supportive teachers** who make them feel cared for. They also highlighted **fun, engaging experiences** such as clubs, events, and hands-on learning (e.g., robotics), along with opportunities for **play and movement**. Comments like *"I like the diversity between all the students"* reflect an inclusive environment, while enthusiasm for programs like robotics points to meaningful academic engagement.

For **families**, the strongest glow is overwhelmingly **the people and the culture**. Families consistently describe staff as *"amazing," "friendly," and "helpful,"* and emphasize feeling **seen, heard, and supported**. The **small school environment** is viewed as a major advantage, allowing for individualized attention and deeper relationships. The recurring sentiment—*"MSA is our family"*—highlights a deep sense of belonging and trust in the school community.

For **staff**, similar patterns emerge. Staff describe a **supportive, caring, and collaborative culture**, where colleagues and leadership are approachable and committed. There is also a strong sense of **purpose and mission**, with staff expressing pride in serving students and the community. The **small school setting** again appears as a strength, enabling meaningful connections, while benefits and professional development opportunities are also valued.

Patterns across all educational partners:

- Strong, positive relationships (students–staff–families)
- A close-knit, "family-like" school culture
- A small school environment that allows for personalization and connection
- Commitment to student success and community impact

What stands out most is the alignment across all groups: students feel supported, families feel valued, and staff feel connected to the mission and to one another. This level of coherence in perception is a significant

organizational strength.

To maintain and build on this success, the school will:

- Continue prioritizing **relationship-building and positive school culture**
- Preserve the strengths of a **small, personalized learning environment**
- Expand **engaging student experiences** (clubs, enrichment, hands-on learning)
- Sustain **strong communication and responsiveness with families**
- Strengthen and maintain a **supportive, collaborative staff culture**

These strengths form the foundation of the school's success and should remain central to future planning and continuous improvement.

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

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

Across all **educational partners**, several consistent areas for improvement emerged, with clear patterns around **student experience, supervision and safety, enrichment opportunities, and staff working conditions**.

For **students**, the most common suggestions focus on **daily experience and school climate**. Students want **better food quality**, more **playtime and unstructured breaks**, and expanded **activities such as sports, clubs, and field trips**. There are also important concerns about **fairness and behavior**, with comments like *"be nice," "treat people equally,"* and calls for stronger responses to bullying. Additionally, students highlighted a need for improved **facilities and physical spaces**, as well as more opportunities to celebrate **cultural diversity**. These responses point to a need to strengthen both the **student experience beyond academics** and **school climate systems**.

For **families**, the most prominent themes include **safety, supervision, and communication**. Families consistently requested **increased supervision during recess and lunch**, indicating concern about student safety during unstructured times. They also identified **facility needs**, such as shade and more appropriate waiting areas, and called for more **enrichment opportunities** (e.g., STEM, extracurriculars, sports). While communication is generally strong, families want **more timely updates**, particularly around student incidents. These suggestions align closely with student concerns around safety and engagement.

For **staff**, the feedback highlights more systemic and structural challenges. The most urgent themes include

compensation and pay equity, with many noting that *"the pay doesn't match the workload,"* and concerns about competitiveness with local districts. Staff also emphasized **increasing workload and burnout**, lack of sufficient planning time, and additional duties without compensation. Beyond this, there are concerns about **communication and decision-making**, particularly a disconnect between school sites and central office, as well as a need for clearer systems, better training, and stronger support structures. Issues related to **morale, retention, and growth opportunities** further highlight the need for organizational stability and investment in staff.

Patterns across educational partners:

- **Safety and supervision** (students and families)
- **More enrichment and engaging opportunities** (students and families)
- **School climate and fairness** (students, with indirect alignment from families and staff)
- **Systems and working conditions** (staff)

Key areas needing close attention:

- Staff experience (compensation, workload, morale) as the most urgent system-level gap
- Student safety, supervision, and behavior systems
- Expansion of enrichment opportunities and student programming
- Facilities and physical environment improvements
- Communication timeliness with families

Steps to address these needs:

- **Increase supervision and strengthen behavior systems** during recess and lunch to address safety concerns
- **Expand enrichment opportunities**, including clubs, sports, STEM, and culturally responsive programming
- **Improve facilities and student spaces**, prioritizing high-impact, visible changes (e.g., shade, cleanliness, play areas)
- **Enhance communication systems** to ensure timely and proactive outreach to families
- **Address staff working conditions** by focusing on workload balance, clearer systems, stronger communication, and long-term efforts toward compensation competitiveness and retention

Overall, while the school demonstrates strong culture and relationships, these suggestions highlight the need to **improve operational systems and day-to-day experiences**, particularly for staff and in areas that directly impact student safety and engagement.

NEXT STEPS

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

Grow Area

Strengthen staff support and retention by improving workload balance, communication, and recognition systems.

SMART Goal Components

The school will begin by administering a staff feedback survey to assess workload, morale, and communication effectiveness. Leadership will analyze the data to identify key areas of concern and develop targeted supports. Systems will be implemented to protect planning time, including weekly monitoring and scheduling adjustments to ensure at least 90% of planning time is preserved. Monthly staff recognition structures will be established, and opportunities for professional growth will be expanded through coaching, leadership roles, and targeted PD. The school will also engage in ongoing communication cycles, including regular check-ins and transparent updates, while advocating for compensation considerations at the network level. Progress will be monitored through quarterly surveys and retention data.

Survey Reflection Statement – Next Steps

By June 2027, the school will increase its staff satisfaction rate by 10% and improve staff satisfaction related to workload and communication, as measured by quarterly staff surveys and retention data.

Grow Area

Increase supervision and safety during recess and lunch through clear systems and consistent expectations.

SMART Goal Components

The school will audit current supervision structures and develop a clear supervision schedule, ensuring full coverage during recess and lunch. Staff will be trained on expectations, roles, and consistent behavior management systems. Visual supervision maps and duty assignments will be shared and reinforced weekly. Leadership will conduct regular walkthroughs to monitor implementation and provide feedback. Behavior expectations for students will be explicitly taught and reinforced, and incident data will be reviewed monthly to identify trends and adjust supports as needed.

Survey Reflection Statement – Next Steps

By December 2026, the school will ensure 100% supervision coverage during recess and lunch and reduce behavior incidents during these times by 20%, as measured by discipline data and observation logs.

Grow Area

Expand enrichment opportunities to increase student engagement and reflect student interests.

SMART Goal Components

The school will administer a student interest survey to identify preferred enrichment opportunities. Leadership will analyze results and prioritize programs aligned to student interests, including clubs, sports, STEM, and arts. Staff will be recruited and assigned to lead programs, and community partnerships will be explored to expand offerings. The school will launch at least three new enrichment programs and increase access to field trips across grade levels. Participation will be tracked monthly, and student feedback will be collected to refine and improve programming.

Survey Reflection Statement – Next Steps

By May 2027, the school will increase student participation in enrichment opportunities by 25% by launching at least three new programs and expanding field trip access, as measured by participation data and student feedback surveys.

Grow Area

Improve facilities and overall student experience to better meet daily student needs.

SMART Goal Components

The school will conduct a facilities needs assessment, including student and staff feedback on areas such as shade, cleanliness, and lunch experience. Based on findings, leadership will prioritize and plan key improvement projects. Fundraising efforts and budget planning will be aligned to support implementation. Systems will be established to maintain cleanliness and improve daily student experience, including monitoring routines and vendor coordination. Progress will be reviewed regularly, and feedback will be collected to ensure improvements are effective.

Survey Reflection Statement – Next Steps

By April 2027, the school will complete at least two major facility improvements and increase positive student feedback on school environment by 15%, as measured by survey data.

Grow Area

Enhance family communication to ensure timely, consistent, and transparent information sharing.

SMART Goal Components

The school will review current communication systems and identify gaps, particularly around timeliness and

clarity during incidents. A clear communication protocol will be developed, including timelines, messaging templates, and responsible staff. Staff will be trained on communication expectations, and systems such as ParentSquare will be utilized consistently. Leadership will monitor communication logs and response times, and family feedback will be collected through surveys to assess effectiveness. Adjustments will be made based on data and feedback.

Survey Reflection Statement – Next Steps

By March 2027, the school will ensure 95% of families receive timely communication within 24 hours of key events and improve family satisfaction with communication by 20%, as measured by survey data and communication logs.

MAGNOLIA SCIENCE ACADEMY - Bell

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	100%	61.5%	93%
Spring 2025 Survey Participation Rates:	96.3%	41.8%	84.4%
Change since Spring 2025: *(percentage points)*	+3.7	+19.7	+8.6
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

Student and family participation increased from previous year.Our staff participation also increased from 84.4% in 2025 to 93 % in 2026. This year we provided staff with different opportunities during staff meetings to complete the survey and this helped increase participation.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	73%	87%	68%
Spring 2025 Overall Satisfaction Rates:	60%	90%	58%
Change since Spring 2025: *(percentage points)*	+13	-3	+10
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Overall, the satisfaction rates have shown positive changes since last year, particularly among students and staff. Student satisfaction increased by 13 percentage points, reaching 73%, while staff satisfaction rose by 10 percentage points to 68%. Family satisfaction, however, experienced a slight decrease of 3 points, now at 87%. These shifts suggest that students and staff are feeling more positively about their experiences at school this year.

The notable improvement in student satisfaction may be attributed to enhanced cultural experiences, increased safety, and stronger connections within the school community. The implementation of a robust school discipline policy has played a key role in this progress. It has helped maintain accountability and fostered a safer environment, allowing students to develop positive relationships and feel more connected.

Quotes from free responses further attest to this positive trend, with comments highlighting improved safety and inclusiveness, which have contributed to higher satisfaction levels. Moving forward, the goal is to meet or exceed the next year's satisfaction targets: at least 75% for students, 95% for families, and 85% for staff, reflecting continued growth and commitment to a positive school environment.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	80%	+14
Knowledge and Fairness of Discipline, Rules and Norms	69%	+15
Safety	56%	-4
Sense of Belonging (School Connectedness)	74%	+27

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	90%	-6
Knowledge and Fairness of Discipline, Rules and Norms	89%	-3
Safety	90%	0
Sense of Belonging (School Connectedness)	92%	-4

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	79%	+5

Knowledge and Fairness of Discipline, Rules and Norms	69%	+23
Safety	69%	+29
Sense of Belonging (School Connectedness)	62%	-3

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	67%	91%	67%
Spring 2025 Average Approval Rates:	58%	94%	61%
Change since Spring 2025: *(percentage points)*	+9	-3	+6
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
We are pleased to report that our student approval rates increased by 9 points, and our staff approval rates went up by 6 points. Both students and staff indicated that they feel school safety has improved, which is reflected in these positive approval ratings. Regarding the family approval rate, we did see a small decrease of 3 points. However, it is important to note that we had a higher participation rate this year, with 61% of families completing the survey. While the decrease is slight, the increased participation means we are hearing from more of our families, and the majority continue to express approval of our school.

Reflections: Successes

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

We are proud to see that Climate of Support for Academic Learning was the highest topic in the student survey with an 80% average approval rate. This rate has also improved 14% compared to last year's rate. Sense of Belonging was the highest topic in the family survey with 92% average approval rate even though we saw 4% decrease on this topic compared to last year. Climate of Support for Academic Learning was also the highest topic in the staff survey with 79% average approval rate. This rate has also improved 5% compared to last year's rate. Having the highest rate for Climate of Support for Academic Learning in both student and staff surveys shows us that the right climate for teaching and learning has been an increasing trend and noticeable topic among students and staff. We would like to maintain this positive trend by continuing implementing our schoolwide initiatives with fidelity and make necessary adjustments for the upcoming school year.

Reflections: Identified Needs

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

It's great to see that our students' sense of belonging has shown significant improvement this year, increasing by 27 points. We believe this positive change is a result of the expanded student activities we have introduced on campus, and we are committed to continuing these efforts.

However, the survey also highlighted areas where we need to grow. Both our families and staff reported a slight decrease in their sense of belonging, each dropping by 3 points. We recognize the importance of fostering a welcoming environment for everyone, not just our students.

In response, we began adding more activities for parents during the second semester, and we will continue to offer and expand these opportunities in the coming year. We also plan to organize more staff bonding activities throughout the year to strengthen our team and ensure everyone feels connected.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
A common trend we noticed was the overwhelmingly positive response to our staff's commitment and passion. Many ed partners expressed that our teachers and staff create an environment that fosters academic learning and sets high expectations for all students. Additionally, families and students alike shared that our school is an inclusive and safe space, where everyone feels welcome and supported. Families also appreciate the resources available for both families and students.

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

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

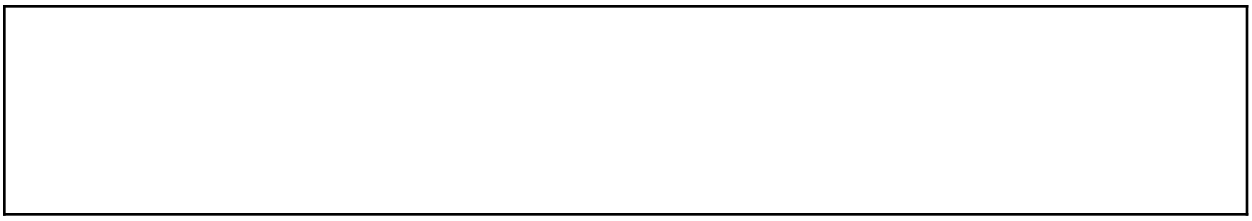
We are looking to expand and improve our extracurricular program offerings. We want to ensure these opportunities are both student-friendly and engaging, encouraging students to explore new interests and develop valuable skills outside the classroom.

Additionally, we are working to foster a positive and supportive staff culture that aligns with our school's mission. We believe that a strong, mission-driven staff community will directly benefit our students and enhance their overall school experience.

NEXT STEPS

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

By end of August 2026, the school will expand student engagement by introducing at least three new extracurricular programs (Robotics, art, and music) informed by student interest survey data and increasing overall student participation in extracurricular activities by 20%, as measured by participation records and student feedback surveys.



MAGNOLIA SCIENCE ACADEMY - SA

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	97.6%	77.9%	89.1%
Spring 2025 Survey Participation Rates:	96.7%	71.5%	73.4%
Change since Spring 2025: *(percentage points)*	+0.9	+6.4	+15.7
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

This year all participation rates increased. Student participation increased by 0.9% due to individual check ins and incentives. The PBIS team made sure to check in with students if they had not completed the survey to ask them to complete it. These individual check-ins helped us to get a higher number of student participants.

More significantly our staff participation increased by 15.7% from last year to this year. This year we sent out multiple reminders to staff to complete the survey, talked about the survey in multiple meetings, and did individual reminders with staff to complete the survey.

Our parent participation increased by 6.4% this year. ParentSquare messages went out multiple times to remind families to complete the survey. It was also emphasized during our weekly coffee with the principal meetings.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	78%	86%	77%
Spring 2025 Overall Satisfaction Rates:	82%	97%	91%
Change since Spring 2025: *(percentage points)*	-4	-11	-14
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

MSASA's satisfaction rates decreased for families, students, and staff.

Students:Student satisfaction rate decreased by 4%. Some of the concerns raised by students in previous years have not been addressed, for example quality of school lunch. This was mentioned by both elementary and secondary students. Students also mentioned that they need more sports and activities, especially for Elementary and Middle grades.

Staff: Our staff satisfaction rate decreased by 14% from last year. This is likely due to many factors. One main reason for this is that our staff participation rate increased by 16%. This means that more staff voices were heard this year than last year, which may have led to a lower satisfaction rate overall. Some staff members were not offered extra stipends this year that they had been given in previous years, which may have led to the decrease in satisfaction with compensation, leading to overall decrease in staff satisfaction. One of the statements was "People here are paid fairly for the work they do." teachers rated this very low as a 44. Teachers also consistently rated

statements low around feeling respected by students and fair and consistent discipline for all students.

Families: Our family satisfaction rates decreased this year from last year's survey. We attribute this drop to several factors. 1) Traffic continues to be a major concern for families. The overall flow of entering and exiting the campus drop-off area is a concern for our families. 2) More sports programs and activities for students, specifically for Elementary students. 3) A lack of facility space and food was another concern voiced by our families. Families want a greater variety of food available for their children. With a TK thru 12th grade campus, space is maximized, so it is understandable that parents may feel there is not enough room for everyone. 4) Enforcement of school rules to reduce "bullying" was another concern voiced by parents.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	82%	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	73%	+2
Safety	62%	-9
Sense of Belonging (School Connectedness)	77%	+9

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	94%	-4
Knowledge and Fairness of Discipline, Rules and Norms	91%	-4

Safety	90%	-4
Sense of Belonging (School Connectedness)	94%	-4

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	77%	-12
Knowledge and Fairness of Discipline, Rules and Norms	53%	-19
Safety	58%	-16
Sense of Belonging (School Connectedness)	81%	- 3

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	71%	93%	72%
Spring 2025 Average Approval Rates:	72%	97%	81%
Change since Spring 2025: *(percentage points)*	-1	-4	-9
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Family: Our overall approval rate from families dropped by 4%. Parents expressed concern about safety during drop off and pick up. This is likely due to a large increase in enrollment. The school has added additional signage, supervision, and shared a traffic flow plan/procedures

with parents before school even started.

Staff: The overall staff approval rate decreased by 9% and the staff approval rate across all four topics decreased. Most notably there was a 19% decrease for Topic 2(Knowledge and Fairness of Discipline, Rules and Norms) and a 16% decrease for Topic 3(Safety).

Students: Students overall approval rate decreased by 1% with a decrease in only Topic 3(Safety). Elementary students rated Topic 3 lower than secondary students did. This may be due to difficulty in understanding the survey questions. Looking deeper at the question “Have other students hurt you on purpose at school(like hitting, pushing, or kicking)?” elementary students only answered this as 37% favorable. This lowered the overall approval rate regarding safety for students. At times Elementary students can struggle to differentiate between if something was done on purpose to them by a peer or if it was an accident. That could have caused them to answer this question unfavorably.

Reflections: Successes

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

Staff: In topic 4, there is a strong sense of belonging amongst the staff. And considering that we expanded our instructional staff this year, it makes us proud as a school community, that we are able to have a strong community of educators who feel they belong here.

Students: The topic that increased most for student approval was topic 4(Sense of Belonging (School Connectedness), which increased by 9%. Students reported that they like their teachers and have friends at the school. There was also an increase in rating for Topics 1 and 2. There was an increase in approval for topic 1(Climate of Support for Academic Learning) by 3%. We provided a lot of academic support and this year offered a new AP class, the PSAT 10, increased electives available for students, and participated in various academic competitions.

Families: While there was a 4% decrease for all topics, family approval rates are all still 90% or above. Topic 1 and Topic 4 being rated the highest at 94% approval. Parents feel that they belong at our school, we offer coffee with the principal weekly, parent classes, did home visits, and increased the amount of parent meetings(EL Meetings, 8th grade meetings, etc.).

Reflections: Identified Needs
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
Student: Students rated topic 3(Safety) the lowest at 62% with a 9% decrease. We have created supervision schedules for next year, including all staff which will increase supervision. We will provide training to staff on SEL support for students in the summer before the year starts. Staff: Staff rated Topic 2(Knowledge and Fairness of Discipline, Rules and Norms) the lowest at 53% with a 19% decrease. We listened to staff and introduced a new system for behavior submissions recently, which will continue into next year to start the year strong. We have reflection for all grade levels and now notify teachers when those reflections have been served. We will review all rules and norms with staff in the summer, as is always done, and will clarify any misunderstanding regarding rules and norms. Families: Families rated topic 3(Safety) the lowest with a 90% approval rate. The new supervision schedule will help to support student safety. This year we have also increased signage in the parking lot to help with traffic safety. We also added mag locks which allow us to securely lock down the school if needed. Additionally more cameras were added in the parking lots and towards the pedestrian gates.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family,

staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students (Elementary):

Friendships and social connection are recognized as an important part of school.

Staff is what students like best about their school with comments such as “staff are kind”, “they help me with my work”, and “teachers are nice".
Students emphasized opportunities to play as what they value most about their school.

Students made multiple comments about enjoying the engaging experiences at school such as clubs, art, and “fun things to do”.

Students often mentioned positive things about learning and engaging instruction. They stated they enjoy learning new things especially in math and reading.

Students (Secondary):

Students consistently identify peer relationships as the strongest positive aspect of their school experience.

Students frequently highlighted teachers and staff as the best part of school stating they are supportive and caring and provide academic help.

Students described the overall environment as their favorite thing about school, specifically highlighting that it’s a safe, welcoming place where everyone gets along and it’s inclusive and diverse.

Students appreciate the smaller, more personal environment of the school stating it feels manageable and connected.

Students mentioned engagement opportunities, such as, “sports”, “activities”, “clubs” and “field trips / programs (robotics, AP, etc.) as the highlight of their school

Families:

Families across the board praised staff for their kindness, attentiveness, and genuine commitment to every student's success. "All teachers and staff are kind, resourceful and positive." "I appreciate the staff having the students' best interest and making everyone feel welcome." "Staff is amazing with my child who is autistic!"

The intimate learning environment was one of the most celebrated strengths, with families noting how it allows for deeper individual support. "Since it's a smaller school I feel like teachers and staff are able to give more attention to all the students." "What I like most about the school is the small class sizes and how much my child loves coming here every day." "Small class sizes; communication between the school, parents and students."

Families highlighted the school's rigorous academics, STEM focus, dual enrollment, AP classes, and extracurricular offerings as major strengths. "Dual enrollment and AP classes, competitions, after-school programs." "College going culture, AP classes, clubs, extracurriculars, strong teachers in secondary." "The academic attention my student receives for every subject. I appreciate the intense focus on STEM subjects while equal attention is given to physical education and sports."

Families uniquely valued the all-in-one community school structure and the warm, family-like environment it fosters across grade levels. "Good staff, good community, convenience of having all grades on one campus." "The school has a family environment. All kids feel themselves at home. Student's career goal and progress is strictly tracked." "I like that the school goes from pre-K to 12th grade."

Families consistently celebrated the warm, dedicated staff and the personalized attention that small class sizes make possible, creating a school environment where every student feels known, valued, and supported. The school's robust academic programming, including STEAM, dual enrollment, AP classes, and extracurriculars, stood out as a defining strength that sets it apart and prepares students for life beyond graduation.

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

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

Students: One consistent comment amongst both secondary and elementary students is that they want better food for lunch and more variety of foods. We can continue to report suggestions to the food vendor around the variety of food offered. Elementary students want more activities and sports. We can work to make sure that there is a strong elementary sports program. Secondary students commented that they want to see fair and consistent rules applied to all student groups. They also asked for more electives and AP classes. We plan to introduce AP Biology next year and will look into adding electives that are of student interest.

Staff: Staff would like communication to be improved. They would like to also receive more discipline support. We have worked towards this by introducing a behavior tracker in April, but can make sure that strong systems are in place at the beginning of the year to support teachers with student behaviors. Teachers also would like better monetary compensation.

Families: Families report that they want more clubs, field trips, and sports(especially for younger students). We will work towards making sure that all grades groups have two field trips per year and see if new field trips can be introduced. We will also work towards strengthening our elementary sports program. Parents also reported wanting consistent rules and consequences for all students and that they want bullying to be taken more seriously.

NEXT STEPS

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

Out of all of the feedback from our school community, it is evident that addressing discipline is at the forefront of their concerns. Therefore it is a priority for us to address:

Discipline: At the beginning of the 2026-2027 school year, a new universal behavior tracker will be implemented across the entire school (Tk - 12th Grade), to track student behavior in order to provide a fair and restorative response to the behavior submissions. The PBIS Team will utilize the behavior tracker to generate data that can be reviewed bi-monthly to measure if discipline issues are being reduced with the use of the universal tracker. The universal tracker is predicted to reduce behavioral submissions by at least 10%, from the previous 2025-2026 school year. This will be determined with an annual review of the data.

MAGNOLIA SCIENCE ACADEMY - SD

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

MPS uses the Kelvin Pulse survey instrument as our annual educational partner experience survey for students and families, and the Great Place to Work (GPTW) Trust Index Survey for staff. The surveys include questions for school climate indicators which include the following four topics for students, families, and staff:

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

Some sample questions on the survey include:

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	93.6%	88.3%	100%
Spring 2025 Survey Participation Rates:	94.5%	65.1%	91.7%
Change since Spring 2025: *(percentage points)*	-.9	+23.2	+8.3
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

Students: Compared to last year, our student participation rate has remained the same. Our goal for student participation this year is 95%, and we fell just 0.9% short.

Families: Compared to last year, our family participation rate has increased by 23.2%. This increased due to constant reminders from the Kelvin platform as well as individual messages to parents with their link sent by our FSC.

Staff: Compared to last year, we increased our staff participation by 8.3 points. Last year we used a new platform - Great Place to Work, with anonymous tracking, so not all staff completed. This year we did a better job of following up and reminders, as well as gave designated time to complete.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	76%	88%	83%
Spring 2025 Overall Satisfaction Rates:	77%	97%	88%
Change since Spring 2025: *(percentage points)*	-1	-9	-5
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

Students: Our overall satisfaction rate this year is 76%, down 1% from last year. Initially, the rate was 67% with 94% student participation in March. Due to data collection issues with Kelvin Ed, one question in the "Experience" category was reissued in April, with only 76% participation, which appears to have skewed the final results.

Families: Our overall satisfaction rate dropped by 9%. This could be due to the constant text message reminders which was annoying to many families, putting them in a negative mindset. This is evidenced by some of the comments on the survey noting the "excessive" messaging.

Staff: Our overall satisfaction rate decreased 5 points from the previous year, but we had more participation. This change could have resulted from the new survey and full participation to skew our rates. The survey questions also were changed this year (combined and removed repetitive questions 41 to 34). In reviewing statements, areas for growth were pay, student discipline and facilities. Staff highlights were Climate of Support for Academic Learning (almost 5 point increase), Intimacy, and Justice.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	82%	+8
Knowledge and Fairness of Discipline, Rules and Norms	66%	+2
Safety	56%	-8
Sense of Belonging (School Connectedness)	75%	+12

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	97%	-1
Knowledge and Fairness of Discipline, Rules and Norms	92%	-2
Safety	97%	-1
Sense of Belonging (School Connectedness)	95%	0

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	92%	+5
Knowledge and Fairness of Discipline, Rules and Norms	65%	-4
Safety	71%	-4
Sense of Belonging (School Connectedness)	86%	0

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	67%	95%	80%
Spring 2025 Average Approval Rates:	66%	96%	82%
Change since Spring 2025: *(percentage points)*	+1	-1	-2
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students: Two notable data points stand out in the areas of ***Climate*** and ***Sense of Belonging (School Connectedness)***, with a 4-point increase in the former and a 10-point increase in the latter. These gains appear to reflect the intentional investment teachers make each Monday when facilitating a common restorative practice (RP) prompt. It is evident that there is a strong link between student connectedness, classroom climate, and academic achievement. As a result, our sustained focus on fostering a supportive and connected school environment has contributed to meaningful gains in both student experience and academic outcomes, culminating in our school being recognized for three consecutive cycles as a **California Distinguished School** and most recently as a **National Blue Ribbon School.** At the same time, a closer look at the safety data reveals a picture of our students' low favorability perception. While the overall favorability rate for **safety is relatively low at 56%**, a sub-question within this category scored **a 76% favorability** when students were asked, ***"Does your school do things to help students feel safe?"***. This suggests that the school has proactive and preventative measures in place to support student safety. **Families:** Our approval rating dropped significantly (-9 points) from 2024-25 to 2025-26 school year. However, the individual category percentages do not seem to support this overall experience change. The biggest change was in the 'Knowledge and Fairness of Discipline, Rules, and Norms" category. Based on the comments, it seems that many families are not sure if the rules are consistent. Some families felt that they didn't have the proper

information to answer that question fairly. The change from Panorama to Kelvin Ed could have had some impact, but it's difficult to say with any certainty. Feedback during school meetings, and Student Led Conferences are typically positive. Without additional comments specifying the concerns of the parents, the reason for the sharp decline is unknown.

Staff: For staff, the average approval rate in Spring 2026 was 80%, a decrease of 2 percentage points from 82% in Spring 2025. Although MSA-San Diego's staff approval remains higher than many other MPS sites, the continued downward trend is an area to analyze and get further staff feedback. Additionally, while strengths such as Climate of Support for Academic Learning, Intimacy, Commaraderie and Justice, areas such as equity, clear expectations, and perceptions of the caring/safe environment emerged as opportunities for improvement again the second year in a row. This is also a trend across all MPS schools.

Reflections: Successes

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

Students: Our school's highest overall favorability rating is 82% in the area of ***Climate***. Notably, 87% of students responded favorably to the statement, *"Teachers give students a chance to share their ideas and participate in class,"* highlighting strong opportunities for student voice and engagement. **Belonging** is another area of strength, with an overall favorability rating of 75%, including nearly 80% of students agreeing with the statement, *"I feel connected to people at this school."* Lastly, 84% of students responded favorably to the statement, *"Adults at my school make sure students know and understand the rules,"* reflecting clear and consistent communication of expectations.

We will maintain a favorability rate by continuing a common RP prompt every Monday and a common SEL lesson each Thursday to strengthen connectedness; sustaining the use of rigor strategies from *The Center for Model Schools* to shift more of the cognitive load onto students and promote meaningful academic discourse; and consistently reviewing expectations and *"The WIZARD Way"* during critical periods of the school year, as well as reinforcing them during SSR and through our daily broadcast, *DONUTS in the Morning*.

Families: Our highest two categories were in safety and climate of support for academic learning with both ratings at 97%. Based on the comments, families feel connected as part of a strong school community. They note that this is in part to the numerous after school clubs and school events that are offered, as well as the good communication that happens on a regular basis. Families also specifically noted that the teachers and staff are attentive, and genuinely invested in their child's learning. Many families praise the efforts the teachers and special education department make to help support our students with disabilities.

Staff: Despite a 2-point drop in staff approval from 82% to 80%, the results still reveal important successes,

particularly when considering the transition to the new Great Place to Work (GPTW) survey tool, which introduced a longer, more rigorous, and differently structured format. Even with those changes, staff expressed strong levels of personal job satisfaction, trust in school leadership, and a sense of connectedness with colleagues. These areas, rated among the highest in the GPTW results, underscore our school's commitment to building a collaborative, mission-driven professional culture. Staff also noted our school's supportive leadership and clear vision as critical contributors to their positive experience. The lower scores in areas such as clarity of expectations and equity offer opportunities for growth, but the overall sentiment remains consistent from year to year. These pain points continue to be areas that are usually sensitive to our staff. One addition this year is Equity and could be related to staff pay and the current budget issues. To maintain and strengthen this foundation, we will prioritize ongoing communication with staff, develop action plans aligned with GPTW feedback, and co-create solutions that enhance clarity, fairness, and professional well-being.

Reflections: Identified Needs

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

Students: Students shared concerns in the area of mean rumors or lies, making fun of others, personal property. We will address these student concerns by the integration of our Social-Emotional Learning (SEL) lessons that focus on empathy, conflict resolution, responsible decision-making, and digital citizenship. These lessons will explicitly address the impact of rumors, name-calling, and negative peer interactions, while providing students with the skills needed to build and maintain positive relationships.

In addition, we will have structured circle prompts during our SSR classes on the impact of rumors and gossip, respecting differences and personal boundaries, accountability and repairing harm. These circles will provide students with opportunities to engage in meaningful discussions around the effects of gossip, the importance of respecting personal boundaries and property, and ways to take accountability and repair harm when conflicts occur.

To reinforce expectations at key points throughout the year, the school will hold assemblies at the beginning of the school year, as well as following winter and spring breaks. These assemblies will serve as important reset moments to revisit schoolwide expectations, promote a culture of respect, and address any emerging trends in student behavior. Lastly, we will reinforce "The WIZARD Way", highlight positive behaviors, and provide timely reminders during our daily broadcast, "Donuts In The Morning."

Families: The area we saw the most significant drop in approval rates from our families was in the area of

"Knowledge and Fairness of Discipline, Rules and Norms". This is down 3 points from the previous year. When analyzing the specific comments for this section, some parents note that they are not sure whether or not the rules are enforced fairly. When looking at the overall comments, multiple families cited classroom specific situations where their child felt as though they were treated unfairly, and that the rules were not enforced strictly enough. One parent wrote "Better structure inside the classroom. Students should follow the rules of no talking while teachers are teaching. No sleeping should be allowed in classrooms. Cursing should not be tolerated." As an administration, we should consider how we are supporting teachers with their classroom management, and applying appropriate consequences for disruptive behavior and poor language.

Staff: Among staff, the most notable areas for improvement were found in the domains of clarity of expectations, equity, and perceptions of caring. In the GPTW survey results, "Equity" was the lowest approval at 61% (10 point drop), followed by "Clear Expectations and Fair Enforcement" at 65% (4 point drop), and "Safe and Respectful" at 71% (4 point drop). These findings suggest that while staff feel positively about their roles and leadership, there may be inconsistencies in how expectations are communicated and how staff experience support across different roles or teams. The emergence of "Equity" as the lowest approval rate this year also highlights the impact of inflation and rising cost of living, while salaries remain low compared to our competitors. Additionally, although the overall staff approval rate of 80% remains above the network average, the 2-point drop from the previous year indicates a need to proactively address workplace climate and communication. While these are areas to investigate, our approval ratings are still high.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students: Students highlighted relationships as a key strength, frequently mentioning friends, supportive teachers, engaging classes, and the benefits of a small school environment. A clear pattern across responses is a strong sense of community—students feel safe, connected, and enjoy opportunities to spend time together, especially through school events.

We are most proud that students feel a genuine sense of belonging and safety at school. This reflects a positive school culture where relationships are prioritized and students feel supported.

To maintain and build on this success, we will continue to prioritize relationship-building by offering community-focused events, strengthening connections between students and staff, and creating more opportunities for student interaction and engagement.

Families: Families highlighted our dedicated teachers, close-knit community, and strong academic programs. They noted that teachers are communicative, caring, and respectful. Families believe that teachers go above and beyond their duties to build relationships and really learn their student's strengths and weaknesses. They also appreciate our small school which allows their child to feel known by all the staff members. This gives them confidence that their child is treated as an individual and not just another face in the crowd. Finally, the families believe we have a strong academic program at our school. Multiple parents wrote of the rigor in the classroom, and that their child is pushed in all of their subjects. This is evidenced by our high performance on state, and school site tests in both math and ELA.

Staff: Staff responses focused on the strong sense of teamwork, the supportive leadership, and the caring, mission-driven culture of the school. Staff members expressed pride in the relationships they build with students and families, as well as in the opportunity to work collaboratively with colleagues who are equally committed to student success. A recurring pattern in our staff feedback was the recognition of leadership that listens, values input, and creates space for professional growth. Many staff members also highlighted the close-knit, family-like atmosphere that allows for strong interpersonal connections not just among students, but within the staff community as well. We are most proud of the fact that our staff feel empowered, valued, and united around a shared mission. To build upon this foundation, we will continue to invest in staff development, create structured opportunities for collaboration (PLCs) and feedback (our leadership group), and prioritize initiatives that nurture a positive, inclusive workplace culture.

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

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

Students: There were several suggestions for improvement from students, including some areas outside of the school's control (such as lunch and uniforms). However, a clear pattern emerged around relationships. While relationships were also identified as a strength, some students expressed a desire for stronger connections with both teachers and peers.

Students also shared that they want to feel confident that staff are actively addressing concerns, which directly impacts their sense of safety. This highlights the importance of trust and communication in student-staff relationships. In addition, students noted a need for stronger peer relationships, including more support and lessons around anti-bullying and how to be a good friend.

This indicates that, although many students feel connected, there is still a group that would benefit from additional support in building relationships and trust. This is an area that needs close attention, particularly for students who may feel less included or unheard.

We currently address relationship-building through school events and SSR classes, which focus on social-emotional learning. To build on this, we plan to strengthen these efforts next year by introducing new programming on Mondays and Thursdays to increase engagement and present SEL topics in fresh, meaningful ways. We will also continue to prioritize opportunities for more personalized interactions between students and staff, as well as incorporate more explicit lessons on peer relationships, anti-bullying, and positive communication.

Overall, while survey data shows that 82% of students reported a positive school climate and 78% feel connected, these responses highlight an important gap. Our goal is to ensure that all students feel safe, heard, and a strong sense of belonging.

Families: Families' suggestions for improvement largely center on a few consistent themes: communication overload and clarity, facilities and campus resources, academic consistency, and student experience and logistics. Many parents feel overwhelmed by excessive messaging, noting that important information can get lost or arrive too late, while others request clearer, more targeted communication. This is an ongoing discussion as we try to toe the line between overcommunicating versus undercommunicating. This year, the parents also received many reminders to complete the survey which may have impacted their responses. There are also repeated calls for improved facilities—such as better food, more shade and greenery, access to a library, and overall campus enhancements . Academically, some families want more direct instruction, stronger rigor in certain subjects, reduced screen reliance, and clearer grading practices . Finally, concerns around safety, traffic, behavior, and student support—including bullying prevention, supervision, and scheduling—highlight opportunities to improve the day-to-day student experience

Staff: Staff suggestions for improvement focused on managing student discipline and behavior, promoting greater equity in decision-making, and pay. Several staff members indicated a desire for clearer guidelines related to discipline and enforcement, noting that consistency across the school would help build stronger trust among students and staff. Others suggested improving transparency around decision-making processes and offering more

opportunities for professional collaboration and input. Although overall morale remained positive, these suggestions indicate that attention to internal systems and communication will be critical moving forward. A pattern across staff responses is the need for being paid fairly for the work they do.

NEXT STEPS

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

1. **Strengthen student relationships, safety, and anti-bullying efforts**
    a. Improve peer relationships and student–staff trust
    b. Address bullying, rumors, and negative interactions
    c. Increase students' sense of safety
        i. **Steps we will take to implement:**
            1. Strengthen our current Social-Emotional Learning (SEL) lessons focused on:
                a. Empathy, Conflict resolution, Responsible decision-making, Digital citizenship
                b. Use structured circle discussions (SSR classes) on Gossip and rumors, Respect and boundaries, Accountability and repairing harm
                c. Anti-bullying and relationship-building lessons
2. **Improve discipline consistency and fairness**
    a. Ensure rules are applied consistently across classrooms
    b. Strengthen classroom management and behavior expectations
        i. **Steps we will take to implement:**
            1. Support teachers with stronger classroom management strategies by providing PD and reviewing our behavior flow charts
            2. Review and apply consistent consequences for behavior
            3. Revisit and reinforce schoolwide rules and expectations regularly
3. **Enhance communication with families**
    a. Reduce overwhelming messaging
    b. Provide clearer, more targeted communication
        i. **Steps we will take to implement:**
            1. Adjust communication systems to reduce excessive messaging
            2. Improve clarity and timing of information
4. **Support staff needs (clarity, equity, and discipline systems)**
    a. Improve clarity of expectations - restructure of pay scale, stipends, etc..
    b. Address equity concerns and staff support with Home Office Support
    c. Strengthen discipline systems schoolwide
        i. **Steps we will take to implement:**

1. Develop action plans based on staff survey feedback
2. Improve:
    a. Clarity of expectations
    b. Fairness and consistency
    c. Communication across teams
3. Increase:
    a. Staff collaboration (PLCs)
    b. Opportunities for input and feedback

MAGNOLIA SCIENCE ACADEMY - OC

2025-26 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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

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

Some sample questions on the survey include:

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

Survey Participation Rates: (DONE)

Survey Participation Rates	Student	Family	Staff
Spring 2026 Survey Participation Rates:	100.0%	69%	85%
Spring 2025 Survey Participation Rates:	N/A	N/A	N/A
Change since Spring 2025: *(percentage points)*	N/A	N/A	N/A
Next Year Survey Participation Targets:	≥ 95.0%	≥ 75.0%	≥ 95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			

Our student participation rate was 100%. Teachers were responsible for making sure that all the students in grades 3 - 6 took the survey, and did make-ups when students were absent. The family participation rate was almost 70%, and this was because we constantly sent ParentSquare posts reminding parents to complete. Our parents are pretty good with electronic versions, but next year we should include paper surveys too. We were able to achieve staff participation at 85% through frequent reminders and encouragement to provide candid feedback to the org for improvement. We provided teachers with protected work time on Wednesday PD and prep to ensure participation. We also followed up with staff members as necessary when survey wasn't submitted.

Overall Satisfaction Rates: (DONE)

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2026 Overall Satisfaction Rates:	80%	85%	47%
Spring 2025 Overall Satisfaction Rates:	N/A	N/A	N/A
Change since Spring 2025: *(percentage points)*	N/A	N/A	N/A
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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

We were satisfied with our satisfaction rates with this being our first year in existence. 80% of our students and 85% of our families are satisfied with the way the school is being run. Parents have stated, "A very welcoming and supportive school with a well-rounded approach to education. Dr. Rowell is a wonderful principal. She is kind, approachable, and deeply committed to the students and the school community. Thank you to all the wonderful teachers and staff! for your dedication and support." Although only 47% of our staff demonstrated satisfaction in the survey, we're committed to deepening relationships with our staff members with consistent weekly one on ones and providing a safe space for our staff to receive feedback.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	81%	N/A
Knowledge and Fairness of Discipline, Rules and Norms	71%	N/A
Safety	64%	N/A
Sense of Belonging (School Connectedness)	75%	N/A

Family Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	94%	N/A
Knowledge and Fairness of Discipline, Rules and Norms	91%	N/A
Safety	93%	N/A
Sense of Belonging (School Connectedness)	94%	N/A

Staff Survey:

Topic	Percent Favorable	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	64%	N/A
Knowledge and Fairness of Discipline, Rules and Norms	55%	N/A
Safety	66%	N/A
Sense of Belonging (School Connectedness)	65%	N/A

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

Average Approval Rates	Student	Family	Staff
Spring 2026 Average Approval Rates:	72%	93%	56%
Spring 2025 Average Approval Rates:	N/A	N/A	N/A
Change since Spring 2025: *(percentage points)*	N/A	N/A	N/A
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our average approval rate for students was at a 72%. Since we don't have past data, we were able to garner feedback from survey results on how scholars would like improvements around having more play equipment and fair consequences. Family approval rate was at 93%. Our families appreciate the intimate and inclusive environment provided at our school. Finally, we were at 56% approval for staff. Staff would like to see more competitive salaries at Magnolia.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students:

- Student emotional and academic safety was high in our survey. We attribute these high percentages to our daily SEL lessons and small class sizes where scholars can really feel seen. Additionally, we have strong practices and procedures (drills, security cameras, sign-in for guests) to ensure that the school is physically safe.

Family:

- Our families rated “Sense of Belonging” and “Academic Climate” highly in our survey. We’re incredibly proud of creating a sense of belonging with our families through our intimate relationships. Each day during arrival or dismissal, an administrator is present at the valet line to greet parents and families. We strive to connect with families and build presence with the community during these quick seamless procedures. We also layer in our connections with families by holding weekly Coffee w/ Admin for parents to share concerns. We always create a safe space for parents to speak at these meetings and to ensure all families feel seen and heard. Additionally, we were able to build a strong academic climate by using the MPS adopted curriculum, conducting weekly observations on instructional practice, and creating alignment to the Magnolia rubric through our professional development. .

Staff:

- For staff, the “Climate for Academic Support” scored highly at 77%. We have clear expectations for teachers to use MPS adopted curriculum instead of finding teaching materials off the internet. Additionally, we adhere to the standard of excellent teaching by following the teaching domains created by the Academic team and centering our coaching conversations and professional development around different parts of the rubric.

Reflections: Identified Needs

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

Student:

- We have identified fairness in consequences and student physical safety as a need in our reflection. Specifically, this question, "Have other students hurt you on purpose at school (like hitting,pushing, or kicking)" was rated at 38% by our primary scholars. Also, the question around, "When students break the same rule, do they get the same consequence" was only rated at 50%. To ensure scholars feel safe and create alignment in our consequences, we are going to hold monthly PBIS assemblies tied around our ROAR core values. This will proactively reinforce behaviors we want to see from our scholars such as respect towards their peers and being safe. Additionally, assemblies will allow us to model different scenarios on what these behaviors look like for our scholars so they can practice in real life.

Family:

- We instruct families to the award assemblies, but want to empower families during weekly Coffee w/ Admin to address concerns that may arise with our behavior expectations.

Staff:

- We have identified equity as a low performing area of focus in the EdSurvey.. This area scored at 47%. Specifically, questions around, "I feel I receive a fair share of the profits made by this organization" and "People here are paid fairly for the work they do" were rated below 40%. To address these two questions, we believe **consistent relationship building** and **transparency** is core to addressing the issues around equity. This means weekly check-ins to build relationships, being transparent with our salary schedule and stipend for extracurriculars, and having a "people first" approach in issues surrounding budget as we understand this impact staff livelihood.

Free-Response Findings:

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

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

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

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

Students:

- Students highlighted the STEAM program and their teachers. Specifically, students mentioned the following in their free responses, “I have a good teacher / Ms.sohn” and “I like to say hi to my friends and teachers and having recess and lunch, math, and learning new things and science, power hour to do my work and steam lab.” We’re extremely proud of building our STEAM program from the ground up and want to build upon the success by including robotics and coding. Additionally, since many students appreciate our teachers, we want to continue to cultivate and retain high performing teachers so they can continue to serve our community.

Families

- Families appreciate the involvement in academic programs and professionalism from staff members. They mentioned in the free responses, “I’ve seen my child’s academic growth and excitement to learn di!erent subjects. She tries to participate in clubs and feels welcomed. I’m really happy with sta! they are all so nice and also having the after school program has helped me so much” and “Small classes, family-like environment, and great communication from sta! to parents.” inclusivity of our setting and small class size. We want to maintain what works for our parents by keeping class size small at 25:1 or 10:1 (for TK) and creating an inviting space to grow through Coffee w/ Admin.

Staff

- Staff shared how they appreciate the collaboration between departments and the STEAM centered approach. They discussed how, “Magnolia Science Academy is a great place to work because of its STEAM-centered approach, emphasis on individualized student success, strong community engagement, visible student growth, and mission-driven culture — all of which can create a stimulating, collaborative, and impactful professional experience for educators and scholars” and “There is opportunity to have daily collaboration with the teachers and supporting staff (ex: mental health professional, school psychologist, paraprofessionals).” We strongly believe in the power of PLCs and will continue to provide opportunities to collaborate during Wednesday PDs.

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

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

i.e., are there any areas that need to be improved for any student group?

Students:

- Students mentioned having more playground or play equipment as a top priority. We understand the importance of having appropriate play equipment for our scholars. We would like to partner with the home office to ensure the appropriate equipment are given to our older scholars.

Families

- Families discussed wanting more STEAM centered clubs. To address this need, admin plan on creating a standing club list that is STEAM centered for teachers to sign up and lead. The gap this year was due to teachers creating clubs vs. picking clubs that were more aligned to the org's mission and values.

Staff:

- Our staff mentioned addressing gaps around wanting competitive pay and hiring specific roles for each site. Specifically, they said, "Salary is low for an Elementary Teacher and we are expected to work more hours than neighboring school districts" and "If I could change one thing to make our company an even better place to work, it would be to assign a dedicated student recruitment and enrollment coordinator specifically for our school site." Our goal is to partner with People and Culture on providing a transparent salary scale that is competitive with neighboring districts and sharing that with teachers. Additionally, we want to partner with the Impact team to work on enrollment so we can hire staff for specific sites.

NEXT STEPS

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

- Grow Area #1:
    - We will focus on STEAM focused activities in our clubs and programs per student feedback
- SMART Goal Components:
    - Admin team will meet to generate a list of STEAM approved clubs by July 23, 2026. Next, admin will look into scope and sequence and curricular materials to ensure all teachers have what they need to be set up for success. The goal is to have 80% of all clubs be STEAM centered. Adjustments on clubs and programs will be made based on attendance to clubs and programs and student feedback throughout the year.
- Next Steps:
    - By August 30, 2026, MSA-OC will expand student access to STEAM-related programming

during club and after-school time by developing and implementing a pre-approved list of at least 8–10 STEAM clubs for teachers to facilitate. Program effectiveness will be monitored through quarterly data collection on student participation, attendance and participation trends will be reviewed each quarter to refine and adjust offerings to better meet student interest and needs.

- Grow Area #2:
    - We will ensure our scholars have age related play equipment and activities during their recess
- SMART Goal Components:
    - MSA-OC will implement a survey at the beginning of the year to gather feedback on specific play equipment that scholars are interested in. Next, we will work with Mustafa and our office manager to order the necessary play equipment. Our goal is to ensure scholars are actively engaging in social and physical play during their recess. Throughout the year, we will track progress by observational data to see which play equipment are scholars MOST engaged in and administer a feedback survey each quarter to adjust as necessary.
- Next Steps:
    - By September 2026, the school will introduce at least three age-appropriate play equipment options aligned to results from the fall student interest survey. Success will be measured by achieving at least 80% student participation in physical activity during recess, as tracked through monthly recess observations and participation logs. Data will be reviewed monthly to ensure the equipment is effectively engaging students and to make adjustments as needed.

Coversheet

Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

Section: V. Action Items
Item: A. Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders
Purpose: Vote
Submitted by:
Related Material:
Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders Report Final.pdf

Agenda Item:	V A: Action Item
Date:	May 21, 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
RE:	Approval of the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders

Action Proposed:

Staff recommends and moves that the Board approves the 2026-27 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders effective July 1, 2026.

Analysis:

The goal is to create an equitable pay scale that will attract talent to MPS, contribute to the MPS organizational priority of retaining staff, and improve the operation side—all while ensuring it is financially supported by a sustainable budget.

Below are the proposed changes to the Teaching Positions/NCBA Position Pay Raise Scale and the School Leaders Pay Raise Scale for 2026-2027.

- A $1,015 annual increase of the MPS experience will be reflected for full-time certificated teachers and full-time non-classroom based academic positions.
- Other employees covered by the same pay scale, such as school leaders, are not awarded the $1,015 annual increase for MPS experience for the 2026-27 school year. However, the CEO and/or Board retain discretion to make an increase if the budget allows.
- Given MPS's plans to reevaluate its pay structures, and the fact that performance pay has been suspended since the 2020-21 school year, effective 2026-2027, performance pay will continue to be suspended from the Pay Scale across all roles and positions until further notice. For reference, the original decision by the Board is reflected in the May 27, 2020 board report.

Budget Implications:

The proposed 2026–27 Employee Pay Raise Scale is estimated to increase personnel costs by approximately $495,942 MPS-wide, including associated statutory benefits. The projected impact includes an estimated $306,911 for certificated teacher salary increases and $189,031 for classified employee salary increases. The proposal is financially supported within the 2026–27 budget projections.

Exhibits:

- 2026-27 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (clean)- all the changes and additions are highlighted in the pay raise scale.

MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 05/21/2026

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	**Base School Salary**	
	+	Base Employee Salary
2.	**Employee Qualifications Pay**	
	+	
3.	**Position Pay (where applicable)**	
4.	**Employee Performance Pay**	
5.	**Pay for Additional Duties**	

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2026 until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one- time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of an employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do so will only receive a prorated amount of the bonus based on the percentage of the work year completed.

12) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary

Location	School	Base
Los Angeles County (Reseda)	MSA-1	$61,000
Los Angeles County (Van Nuys)	MSA-2	$61,000
Los Angeles County (Carson)	MSA-3	$61,000
Los Angeles County (Los Angeles)	MSA-4	$61,000
Los Angeles County (Reseda)	MSA-5	$61,000
Los Angeles County (Los Angeles)	MSA-6	$61,000
Los Angeles County (Northridge)	MSA-7	$61,000
Los Angeles County (Bell)	MSA-Bell	$61,000
San Diego County (San Diego)	MSA-San Diego	$61,000
Orange County (Santa Ana)	MSA-Santa Ana	$61,000
Orange County (Anaheim)	MSA-Orange County	$61,000
Orange County (Placentia/ Yorba Linda)	MSA-Orange County	$61,000

Narrative:
1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location. 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	**Qualification**	**Coefficient**	**Points**	**Max**
1	Degree	$1,015	1 or 3. See notes.	3
2	Credential	$1,015	1 or 2. See notes.	2
3	Prior Experience	$1,015	1 for each year up to 15	15
4	MPS Experience	$1,015	1 for each year	N/A

Narrative:

1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the following school year agreements.

2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the following school year agreements.

3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office. Any required changes of prior years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31st will be included in the following school year's agreement.

4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Please refer to the table below for the breakdown of the eligibility of new hires and experience credit earned.

School Year Hire Window	**MPS Experience Credit Earned**
July 1 – September 30	Full Credit (1.0 Year)
October 1 – February 28/29	Half Credit (0.5 Year)
March 1 – End of School Year	No Credit (0 Years)

Final decision will be made by the Home Office. Any required changes of MPS years of experience will be reflected on the agreement at the beginning of the school year. Any change requests submitted after January 31st will be reflected in the following school year's agreement, with no retro-pay available.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

3) POSITION PAY

Position Pay				
Field #	**Type of Pay**	**Coefficient**	**Points**	**Max**
1	Position	$1,015	See notes.	10

Position Points	
College Counselor, Guidance Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, School Counselor	5
Instructional Coach	10
Education Specialist, SPED Coordinator, Psychologist, Speech Therapist	15
Athletic Director (CIF, Multiple Grade Levels)	5
School-Social Worker	0

Narrative:

1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.

2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	$2,000

End-of-Year Overall Evaluation Ratings	
Rating	**Earns % of Available Performance Pay**
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0

1: Ineffective (I)	0

Misc. Roles

Substitute Teachers

Location	School	Average Rate
Los Angeles County (Reseda)	MSA-1	$36.79
Los Angeles County (Van Nuys)	MSA-2	$36.79
Los Angeles County (Carson)	MSA-3	$37.50
Los Angeles County (Los Angeles)	MSA-4	$37.50
Los Angeles County (Reseda)	MSA-5	$36.79
Los Angeles County (Los Angeles)	MSA-6	$37.50
Los Angeles County (Northridge)	MSA-7	$37.50
Los Angeles County (Bell)	MSA-Bell	$36.79
San Diego County (San Diego)	MSA-San Diego	$37.50
Orange County (Santa Ana)	MSA-Santa Ana	$37.50
Orange County (Anaheim)	MSA-Orange County	$35.50
Orange County (Placentia/Yorba Linda)	MSA-Orange County	$35.50

Narrative:

Substitute teachers are paid an average hourly rate as listed above. More experienced substitutes, or substitutes for difficult to staff positions, may be paid above the average at the discretion of the Chief Financial Officer and the Chief People Officer.

Substitute teachers' starting pay rate is $35.00 per hour. The average rate will increase each year at the same percentage or dollar amount as hourly, classified staff at the same school site.

The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.

Employees who receive a "3: Effective (E)" and a "4: Highly Effective (HE)" rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.

Available performance pay will be a maximum of $2,000 for school-level teaching staff and non-classroom based academic staff.

Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.

Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

MPS believes in use of data in determining employee performance. As explained in detail in MPS' board-approved employee evaluation protocols, survey and student assessment data as well as supervisor's evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is $1,000.00)			
	Duties	**Add-on Points**	**JOB DESCRIPTION**
Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)			
1	History / Social Sciences	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
2	Science	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. - Support the selection and implementation of a proven STEAM enrichment program - Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS - Support MPS Wide Annual STEM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support
3	Physical Education	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
4	Electives	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
5	Elementary Programs	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
6	Math	5	- Support the coordination, collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination

			- Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.) - Support development of the math assessment timeline and manage data collection and analysis - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework. - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO
7	English	5	- Support the coordination of collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and Maintain Google classroom and/or website for PD, resources and info dissemination - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.) - Support development of the ELA assessment timeline and manage data collection and analysis - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team
8	GATE	5	- Research and Development for Adopting a Researched Based “proven” Enrichment Program/Curriculum for all MPS Schools. - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support. - Assist with Identification of GATE students including: PD’s for Deans, Assistance with obtaining and administering OLSAT and Raven’s Tests - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Lead the Coordination of the annual Steam Expo with all participating MPS schools - Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO. - Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)
9	SPED	5	- MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).
10	STEAM Enrichment	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Support the selection and implementation of a proven STEAM enrichment program - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support- Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
11	Math Enrichment	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Support the selection and implementation of a proven Math enrichment programs for Elementary, Middle and High School programs -Coordinate at least 2 annual MPS-wide math competitions (MathCounts, AMC, Pi day, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.

12	Robotics Programs Enrichment	5	"Coordinate enrichment activities across all MPS schools. Specifically; - Support the selection and implementation of a proven Robotics enrichment programs at the Elementary, Middle and High School levels -Coordinate at least MPS-wide Robotics competitions (FLL, VEX, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. "
13	College Mentorship Programs Enrichment	5	Supports the CAP Mentors supervising students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
School wide Coordination Duties			
1	Discipline Coordinator	5	The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.
2	I.T. Coordinator/Technician	5	I.T. Coordinator/Technician is a staff member who: - Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation) - Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc. - Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members. - Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.
3	Testing Coordinator	5	Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.
4	After School Coordinator	5	Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	EL Coordinator	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.

8	STEAM Festival/Expo Coordinator	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	Community and Family Outreach Coordinator	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities. The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.
10	WASC Self-Study Coordinator (Not On Renewal Cycle Year)	3	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and 6) the capacity to implement and monitor the accomplishment of the plan.
11	Blended Learning Coordinator	1	The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.
12	Extracurricular Activities Coordinator	1	After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.
13	504 Coordinator (1-10 cases)	2	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
14	504 Coordinator (11 or more)	3	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
15	SSPT Coordinator	2	Serve as a liaison between the schools and appropriate partners in supporting students and families. Using a MTSS Framework, the SSPT coordination includes the following, Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.
16	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners.Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.

17	SPED Coordinator	5	* School site support with SPED coordination. * School Based Case management * Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent. * Ensuring an annual IEP meeting is held for each student, either identified as an “annual review” or a Triennial. * Working with SPED Teacher to ensure service provision is taking place. * Providing pertinent information to SPED Director to ensure CALPADS data is accurate. * Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student. * SPED Coordinators are also responsible for working with SPED para’s and instructing SPED students in pull out sessions. * SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP. * SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams. * Prepares the department for annual audits and authorizer oversight. * Works with all service providers
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3.5	Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
21	WASC Self-Study Coordinator (During Renewal Cycle) (ONLY FOR MPS SCHOOLS ON WASC RENEWAL CYCLE YEAR ARE ELIGIBLE FOR THIS SPECIFIC ADD ON)	5	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school’s areas of need; and

			6) the capacity to implement and monitor the accomplishment of the plan.
Chair/Mentorship/Special Committee Duties			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.
7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for students with various needs. Instead of the "waiting for failure" assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%

12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at student work, data, and supports the teacher in creating standards-based, high-quality instruction.
13	Lead Teacher	10	The lead teacher is a teacher who enhances the quality of education and provides leadership within the classroom, supporting both teachers and students through exemplary instructional practices, mentorship, and coordination of educational activities in alignment with Magnolia Public Schools' academic model.

Club/Competition Duties			
1	Special Club (Category 1)	1	Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
Additional Teaching Duties			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: “General supervision” means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.
Additional Duties			
7	Dual Enrollment Coordinator	5	The Site Dual Enrollment Coordinator will oversee the various aspects of the DE program including: collaboration between their MSA & partner community college; coordination of registration workshops; dissemination & collection of necessary forms; collaboration with site leadership on master schedule; monitoring students' progress in courses &

			recommending appropriate interventions; and other aspects of Dual Enrollment implementation including collection of data & analysis of outcomes
8	MTSS Member	1	MTSS Member - staff member is responsible for supporting the implementation of the MTSS/PBIS framework within a school. Members collaborate with school staff to collect and analyze student data, provide professional development, and design interventions. Additionally, members play a crucial role in fostering a positive school culture through monitoring PBIS Recognition and conducting collaborative school-wide activities for the student body
9	MTSS PBIS Coach	3	PBIS Coach will work closely with the Dean of Students, or PBIS Lead to help guide and support the PBIS Ambassadors and the teams, attend LACOE or regional PBIS training, lead PBIS team meetings, monitor team progress, collaborate with tiered PBIS groups, plan and lead school wide events such as PBIS assemblies and competitions, support school wide professional development related to PBIS strategies, and help the school develop and revise school wide behavioral matrices.
10	MPS People "Excellence" Committee	3	The “MPS People Excellence Committee” will be responsible for reviewing, revising, and implementing the “MPS recruitment and retention plan” and “MPS pay scales and benefits for all employees”. In addition, this committee is responsible for coordinating all MPS wellness activities across the organization.
11	MPS "Connection" Committee	3	MPS Connection Committee serves as the cross collaboration opportunity celebrating milestones and achievement across our school sites to elevate the voice of all Ed Partners through inclusive Culturally constructed opportunities. The Connection Committee is responsible for the planning, logistics, and execution of org-wide Magnolia events. Members of this committee will contribute to events such as Magnolia Gala, family day, and other events celebrating our shared values and creating meaningful connection among all Magnolia community members. Possible time commitment: Minimum 1-2 times a month but as the event approaches we may meet monthly
12	MPS "Innovation" Committee	3	MPS Innovation Committee serves as a catalyst for positive change in our schools, promoting a culture of innovation, collaboration, and continuous improvement. Through its dedication to exploring new ideas, leveraging technology, and fostering creativity, the committee strives to provide an exceptional educational experience that prepares students for success in an ever-evolving world. Some projects will include enriching educational programs, Expanded Learning Programs, WASC and continues improvement processes, teacher and leadership capacity building.

MPS Board Approved Additional Duties-One Time Assignment for the 2026-27 School Year				
Additional Duties – One-Time Assignment				
	COMPONENT NAME	**DOLLAR AMOUNT**	**PER**	**DESCRIPTION**
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	$25	VISIT	Refer to Home Visit Policy
3	Saturday School Teacher	$50	HOUR	Refer to School Admin
4	Parent Academy Coordinator	$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	$70	HOUR	Refer to School Admin
6	After School Coordinator	$30	HOUR	Refer to School Admin
7	After School Support	$30	HOUR	Refer to School Admin
8	Zero Period Assistance	$30	HOUR	Refer to School Admin
9	Substituting for another teacher	$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and

				athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Referee assignment	$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liasion between the professor and the students. The co-teacher will also attend all syncronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's syncronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.
28	Parent meeting outside home	$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources. This will be an extension of a project focused on community reflective tours.
29	Administrative Hearing Committee	$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial and “on call” to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.

				Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.
30	Intersession Instruction (Winter, Spring, Summer etc.)	$50	HOUR	Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.

NARRATIVE

1) For additional duties assigned on an annual basis, the coefficient is $1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.

2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.

3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.

4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).

5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	**5/12/14**	Initial Release	David Yilmaz
1	**3/10/16**	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	**3/8/17**	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	**3/8/18**	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	**3/21/19**	Base school salary increased from $46,600 to $50,000 for MSA-1 through MSA-8 and from $46,600 to $48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	**05/27/20**	Base school salary increased from $50,000 to $52,000 for MSA-1 through MSA-8 and from $48,000 to $50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	**06/03/21**	Base school salary increased from $48,000 to $49,000 for MSA- Santa Ana and MSA-San Diego and the $52,000 base school salary for MSA-3 through MSA-8 is decreased to $51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
7	**02/10/22**	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	**04/06/22**	Base school salary increased to $53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to $57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	**06/08/22**	Base school salary increased to $57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	**10/13/22**	Instructional coach annual assignment is added. Saturday school one-time assignment has increased to $70 per hour.	Suat Acar
11	**03/09/23**	Base school salary increased to $59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to $61,000 for MSA-1, 2, 5, and 8.	Suat Acar
12	**06/22/23**	The title of Guidance Counselor changed to School Counselor. One time assignments hourly rates of Parent Academy Coordinator and Parent Academy Teacher increased from $50 to $70. All additions and changes on the annual assignments have been highlighted in yellow.	Suat Acar
13	**04/11/24**	Base school salary increased to $61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio
14	**06/07/24**	Instructional coach (10 position points), speech therapist (15 position points), add lead teacher (10 points) annual assignment list, SPED Coordinator (15 position points) are added. Athletic director position is increased to 5 points. Substitute teacher pay policy is added.	Fiorella Del Carpio
15	**07/11/24**	Addition of Guidance Counselor position (5 points)	Fiorella Del Carpio
16	**4/10/25**	Addition of new MSA-Orange County schools. Addition of clarifying language for the starting pay rate of $35 per hour for substitute teachers	Fiorella Del Carpio

17	**05/21/26**	Addition of clarifying language to MPS experience eligibility. Updated substitute teacher rates. Change of one-time annual assignment rates for Saturday School and Intersessions. Updated TOSA subjects on the annual assignment list.	Fiorella Del Carpio

MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 05/21/2026

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions		
1.	**Base School Salary**	
	+	Base Employee Salary
2	**Employee Qualifications Pay**	
	+	
3.	**Position Pay (where applicable)**	
4.	**Employee Performance Pay**	

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

2) This Board-approved pay raise scale will be in effect as of July 1, 2026 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

3) This policy replaces and overrides any previous pay/bonus policy.

4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.

5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.

6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one- time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: School Base Salary+Position Points
Principal	Minimum: $100,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are

contingent upon the employee completing at least one Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do so will only receive a prorated amount of the bonus based on the percentage of the work year completed.

12) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
Location	**School**	**Base**
Los Angeles County (Reseda)	MSA-1	$61,000
Los Angeles County (Van Nuys)	MSA-2	$61,000
Los Angeles County (Carson)	MSA-3	$61,000
Los Angeles County (Los Angeles)	MSA-4	$61,000
Los Angeles County (Reseda)	MSA-5	$61,000
Los Angeles County (Los Angeles)	MSA-6	$61,000
Los Angeles County (Northridge)	MSA-7	$61,000
Los Angeles County (Bell)	MSA-Bell	$61,000
San Diego County (San Diego)	MSA-San Diego	$61,000
Orange County (Santa Ana)	MSA-Santa Ana	$61,000
Orange County (Anaheim)	MSA-Orange County	$61,000
Orange County (Placentia/Yorba Linda)	MSA-Orange County	$61,000

Narrative:

1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.

2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	**Qualification**	**Coefficient**	**Points**	**Max**
1	Degree	$1,015	1 or 3. See notes.	3
2	Credential	$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	$1,015	1 for each year	N/A
8	MPS Experience (Principal)	$1,015	1 for each year	N/A

Narrative:

1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the next school year agreements.

2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the next school year agreements.

3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

4) MPS Experience: Prior full-time, regular employment with MPS in the same or a similar role. Please refer to the table below for the breakdown of the eligibility of new hires and experience credit earned.

School Year Hire Window	**MPS Experience Credit Earned**
July 1 – September 30	Full Credit (1.0 Year)
October 1 – February 28/29	Half Credit (0.5 Year)
March 1 – End of School Year	No Credit (0 Years)

Final decision will be made by the Home Office. Any required changes of MPS years of experience will be reflected on the agreement at the beginning of the school year. Any change requests submitted after January 31st will be reflected in the following school year's agreement, with no retro-pay available.

5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

3) POSITION PAY

Position Points				
Assistant Principal	30			
Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55

Narrative:

1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay

School Leader Positions	$2,000

End-of-Year Overall Evaluation Ratings	
Rating	**Earns % of Available Performance Pay**
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

Narrative:
1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100. 2) Employees who receive a "3: Effective (E)" and a "4: Highly Effective (HE)" rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of $2,000 for school leader positions. 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees. 4) Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.) 5) MPS believes in use of data in determining employee performance. As explained in detail in MPS' board-approved employee evaluation protocols, survey and student assessment data as well as supervisor's evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

MPS Board Approved Additional Duties-One Time Assignment for the 2026-27 School Year			
Additional Duties of School Admin – One-Time Assignment			
	COMPONENT NAME	**DOLLAR AMOUNT**	**PER**
1	Saturday School	$50	HOUR
2	Home Visit Program	$50	VISIT
3	Virtual Home Visit	$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	$50	HOUR
7	Opening/facilitating the MPS Board of Director meetings	$70	UP TO 1 HOUR
8	Opening/facilitating the MPS Board of Director meetings	$210	1- 3 HOURS
9	Opening/facilitating the MPS Board of Director meetings	$350	3 PLUS HOURS
10	Administrative Hearing Committee	$70	HOUR
11	Intersession Instruction (Winter, Spring, etc.)	$50	HOUR

Revision History:

Revision	Date	Description of changes	Requested By
0	**5/12/14**	Initial Release	David Yilmaz
1	**3/25/15**	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	**5/12/16**	Salary bands are introduced.	Terri Boatman
3	**3/8/18**	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	**3/21/19**	-Base school salary increased from $46,600 to $50,000 for MSA-1 through MSA-8 and from $46,600 to$48,000 for MSA-Santa Ana and MSA-San Diego. -Position points for Assistant Principal/Dean under the “Employee Qualifications Pay” increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	**05/27/20**	-Base school salary increased from $50,000 to $52,000 for MSA-1 through MSA-8 and from $48,000 to $50,000	Suat Acar
6	**06/03/21**	Base school salary increased from $48,000 to $49,000 for MSA- Santa Ana and MSA-San Diego and the $52,000 base school salary for MSA-3 through MSA-8 is decreased to $51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	**02/10/22**	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	**04/06/22**	Base school salary increased to $53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to $57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	**06/08/22**	Base school salary increased to $57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	**10/13/22**	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to $70 per hour.	Suat Acar
11	**03/09/23**	Base school salary increased to $59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to $61,000 for MSA-1, 2, 5, and 8. The position point for Assistant Principal increased from 25 to 30. Updated the one-time assignment list	Suat Acar
12	**6/22/23**	New two one-time assignments have been added and highlighted in yellow.	Suat Acar
13	**04/11/24**	Base school salary increased to $61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio
14	**4/10/25**	Addition of new MSA-Orange County schools. Updated language for the Assistant Principal/Dean Minimum salary to School Base Salary+Position Points	Fiorella Del Carpio
15	**05/21/26**	Addition of clarifying language to MPS experience eligibility. Change of one-time annual assignment rates for Saturday School and Intersessions.	Fiorella Del Carpio

Coversheet

Approval of the 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

Section: V. Action Items
Item: B. Approval of the 2026-27 Home Office Compensation and Salary Bands for Home Office Employees
Purpose: Vote
Submitted by:
Related Material:
Approval of 2026-27 Home Office Compensation and Salary Bands for Home Office Employees Report Final.pdf

Agenda Item:	V B: Action Item
Date:	May 21, 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
RE:	Approval of 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

Action Proposed:

Staff recommends and moves that the Board approves the salary band and the Home Office positions to be effective as of July 1, 2026.

Background:

The salary band is the range of pay that has been established to be paid to employees performing a particular job function. Salary ranges generally have a minimum pay rate, a maximum pay rate, and a series of mid-range opportunities for pay increases.

Pay rates and salary ranges are also set up by employers and recognize the level of education, knowledge, skill, and experience needed to perform each job. The salary range demonstrates the interrelationships of the jobs utilized by an employer.

Analysis:

This proposed salary band does not propose any calculation method for salary increases or a method to identify how much to offer to new hires at the home office. This band rather defines the minimum and maximum ranges for each position.

CHART 1	
Position type	**Band group**
CEO	A
C-Level, Executive Positions, General Counsel, Deputy Superintendent	B
Director, Controller, Senior Level Positions	C
Administrators, Managers, Analysts, Coordinators, Assistant Directors	D
Clerks, Assistants	E
Hourly (Non-exempt)	F

CHART 2		Tier number				
		MIN		AVERAGE		MAX
Positions Type	**Band group & #of Employees**	**1**	**2**	**3**	**4**	**5**
CEO	**A**	**MPS BOARD OF DIRECTORS' DISCRETION**				
C-Level, Executive Positions, General Counsel, Deputy Superintendent	**B**	$135,000-$152,550	$152,550-$170,100	$170,100-$187,650	$187,650-$205,200	$205,200-$231,876
Director/Controller Senior Level Positions	**C**	$95,000-$107,350	$107,350-$119,700	$119,700-$132,050	$132,050-$144,400	$144,400-$170,000
Administrators, Managers, Analysts, Coordinators, Assistant Directors	**D**	$75,000-$84,750	$84,750-$95,768	$95,768-$108,218	$108,218-$122,286	$122,286-$146,840
Clerks/ Assistants	**E**	$62,400-$70,512	$70,512-$79,679	$79,679-$90,038	$90,038-$101,743	$101,743-$114,970
Hourly/Office (Appendix 2)	**F**	Minimum Wage-$25.00	$25.00-$30.00	$30.00-$35.00	$35.00-$40.00	$40.00-$45.00

- The MPS Home office currently employs 37 employees in the FY 2025-26.
- Each band group has 5 tier ranges.
- The lower limit for band group E is the minimum wage as of January 1, 2026.
- Please note that all home office non-exempt employees are already paid equal to or more than the minimum hourly rate. The People and Culture (“P&C”) department closely monitors all minimum wage related announcements and makes necessary adjustments.
- Home Office salary bands are being held stationary in the 2026-2027 school year. Additionally, Home Office employees will not receive an automatic increase within the salary bands for the 2026-2027 school year. However, the CEO and/or Board retain discretion to make an increase if the budget allows.

Budget Implications:

There will be no budget implications associated with this proposal for the 2026–27 school year.

Revision History:

Revision	Date	Description of changes	Requested By
0	**09/10/15**	Initial Release	Terri Boatman, HR Director
1	**05/07/19**	Revised the 2015 band by introducing bands and tiers with no job title limitations. Revised min and max salary bands.	Suat Acar,COO
2	**06/24/2021**	Converted dollar limits to ranges for each tier. Added director of state and federal programs to Band Group C & facility project manager to Band Group D. This proposed band changes the tier dollar range calculations for hourly employees. The tier 1 starts with minimum wage of the FY and increases with fixed $5.00 per hour increments.	Suat Acar,COO
3	**05/23/2024**	Added General Counsel, Deputy Superintendent, and analyst positions. Removed job title samples on chart 1. Expanded the maximum salary tier for band C and D	Fiorella Del Carpio
4	**04/10/2025**	No changes on the salary band. 1.66% percent increase to all home office employees for the 2025-26 school year. Expanded the maximum salary tier for band C	Fiorella Del Carpio
5	**05/21/2026**	No changes on the salary band. No salary increase for all home office staff.	Fiorella Del Carpio

Coversheet

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

Section: V. Action Items
Item: C. Approval of the Board Resolution for Creation and Elimination of Positions Across MPS Network for the Improvement of Educational Programs for Students
Purpose: Vote
Submitted by:
Related Material:
Approval of the Board Resolution for Creation and Elimination of Positions Across MPS Report Final.pdf

Agenda Item:	V C: Action Item
Date:	May 21, 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 Erdinc Acar, Deputy Superintendent
RE:	Approval of the Board Resolution for Creation and Elimination of Positions Across MPS Network for the Improvement of Educational Programs for Students

Action Proposed:

Staff recommends approval of the resolution to restructure positions across the MPS network, effective July 1, 2026, in support of educational programs, student achievement, efficiency, and long-term sustainability.

Background:

Over the course of the 2025–26 school year, Magnolia Public Schools ("MPS") engaged in a comprehensive fiscal stabilization process in response to evolving enrollment trends, average daily attendance (ADA) performance, rising operational costs, the expiration of one-time pandemic-era funding sources, and updated state budget assumptions for the 2026–27 fiscal year. Throughout this process, MPS remained committed to protecting instructional quality, supporting students, and ensuring long-term organizational sustainability.

Shortly after the beginning of the school year, once student enrollment was verified, MPS administration identified projected budget shortfalls across several campuses due primarily to enrollment targets not being fully met. In response, MPS proactively implemented a hiring freeze for non-essential positions and initiated organization-wide reviews of staffing structures, operational costs, and budget priorities to maintain fiscal responsibility while preserving student supports and school operations.

MPS leadership worked collaboratively with school principals and department leaders throughout the year to review enrollment trends, ADA performance, staffing allocations, master

schedules, and budget assumptions. These meetings included principal budget presentations, school-level scenario planning, and ongoing fiscal review sessions intended to align organizational resources with student and school needs while maintaining transparency and shared accountability across the network.

Prior to considering staffing adjustments, MPS implemented multiple fiscal stabilization measures aimed at minimizing impacts to classrooms and student services. These efforts included:

- Hiring pauses for non-essential positions
- Budget reductions and spending controls
- Vendor and contract reviews
- Operational efficiencies and purchasing controls
- Enrollment stabilization and retention efforts
- ADA improvement initiatives
- Maximizing allowable use of eligible grants and restricted funding sources
- Evaluation of staffing allocations through enrollment analysis and master scheduling

In addition, MPS continues to experience the reduction and expiration of significant one-time funding sources that had previously supported school operations during and after the pandemic recovery period. As these temporary funding streams sunset, the organization has had to realign ongoing expenditures with sustainable recurring revenue sources.

Throughout the stabilization process, MPS prioritized strategies intended to minimize impacts on students and staff, with staffing adjustments considered only after other operational and financial measures had been evaluated.

MPS leadership also communicated regularly with school leaders and staff throughout the budget development process, including fiscal update presentations in April and May 2026, principal planning sessions, and collaborative budget review meetings. These efforts were intended to provide transparency regarding organizational challenges, budget assumptions, and long-term planning priorities.

Only after these efforts were implemented did MPS consider personnel restructuring as a final step within the broader fiscal stabilization process.

Purpose of the Restructuring

The restructuring aims to:

- Align staffing and operational structures with enrollment and budget realities
- Protect instructional programming and student supports
- Improve organizational efficiency and resource allocation
- Support the long-term fiscal sustainability of Magnolia Public Schools

This restructuring reflects a strategic and proactive approach to organizational planning and fiscal stabilization. While fiscal realities vary by site, all staffing decisions were made thoughtfully and with consideration for students, employees, and the long-term success of MPS.

Support for Impacted Staff

MPS is deeply committed to supporting employees through this transition. Employees whose positions are impacted by this restructuring will be guaranteed a first-round interview for any vacant role within MPS for which they qualify. MPS will also continue to provide guidance and support regarding available opportunities, timelines, and transition resources through the People & Culture Department.

This process reflects MPS's commitment to treating all employees with dignity, professionalism, and respect throughout this transition.

Closing Statement

This resolution reflects MPS's commitment to responsible stewardship and thoughtful planning during a period of fiscal stabilization. While these decisions are difficult, they are necessary to ensure MPS remains financially stable and well-positioned to continue serving students and families across the network.

By restructuring with intention and care, MPS continues to strategically align resources, protect academic quality, and strengthen the organization for the future.

Budget Implications:

The staffing restructuring identified in this resolution is estimated to generate approximately $2.93 million in gross ongoing personnel cost savings for schools in the 2026–27 fiscal year. In addition, MPS is planning further Home Office restructuring, including the anticipated elimination of approximately six Home Office positions, which is expected to generate an additional $1.1 million in ongoing personnel savings. The Home Office restructuring is not

included in this resolution and is expected to be presented separately to the Board at the June 2026 Board meeting.

Combined, the school-based restructuring and planned Home Office restructuring are projected to generate approximately $4.03 million in ongoing personnel cost savings for 2026–27, subject to Board approval of the June Home Office item. Actual savings may vary based on final staffing assignments, vacancies, reassignment opportunities, replacement needs, and actual salary and benefit costs. These savings will support MPS's long-term fiscal sustainability and better align staffing with enrollment, programmatic needs, and operational priorities.

Exhibits:

- Board Resolution #20260521-01
- School Staff Organizational Charts

Resolution #20260521-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

FOR RESTRUCTURING OF POSITION(S) ACROSS MPS NETWORK FOR THE 2026-27 SCHOOL YEAR

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

WHEREAS, Magnolia Public Schools ("MPS") is committed to maintaining high-quality educational programs, student achievement, operational efficiency, and long-term fiscal sustainability; and

WHEREAS, during the 2025–2026 school year, MPS engaged in a comprehensive fiscal stabilization process in response to evolving enrollment trends, Average Daily Attendance ("ADA") performance, rising operational costs, the expiration of one-time pandemic-era funding sources, and updated state budget assumptions for the 2026–2027 fiscal year; and

WHEREAS, MPS leadership conducted organization-wide reviews of staffing structures, operational costs, budget priorities, enrollment projections, master schedules, and staffing allocations in collaboration with school leaders and department administrators; and

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

WHEREAS, MPS leadership determined that certain staffing and organizational restructuring measures are necessary to align staffing and operational structures with enrollment and budget realities while continuing to support instructional programming, student services, and organizational effectiveness; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Magnolia Public Schools hereby approves the proposed restructuring of position(s) across the MPS

network for the 2025–26 school year as outlined in the accompanying board report and organizational charts;

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

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

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

PASSED AND ADOPTED by the Board this 21 day of May, 2026, by the following vote:

AYES:

NOES:

RECUSE:

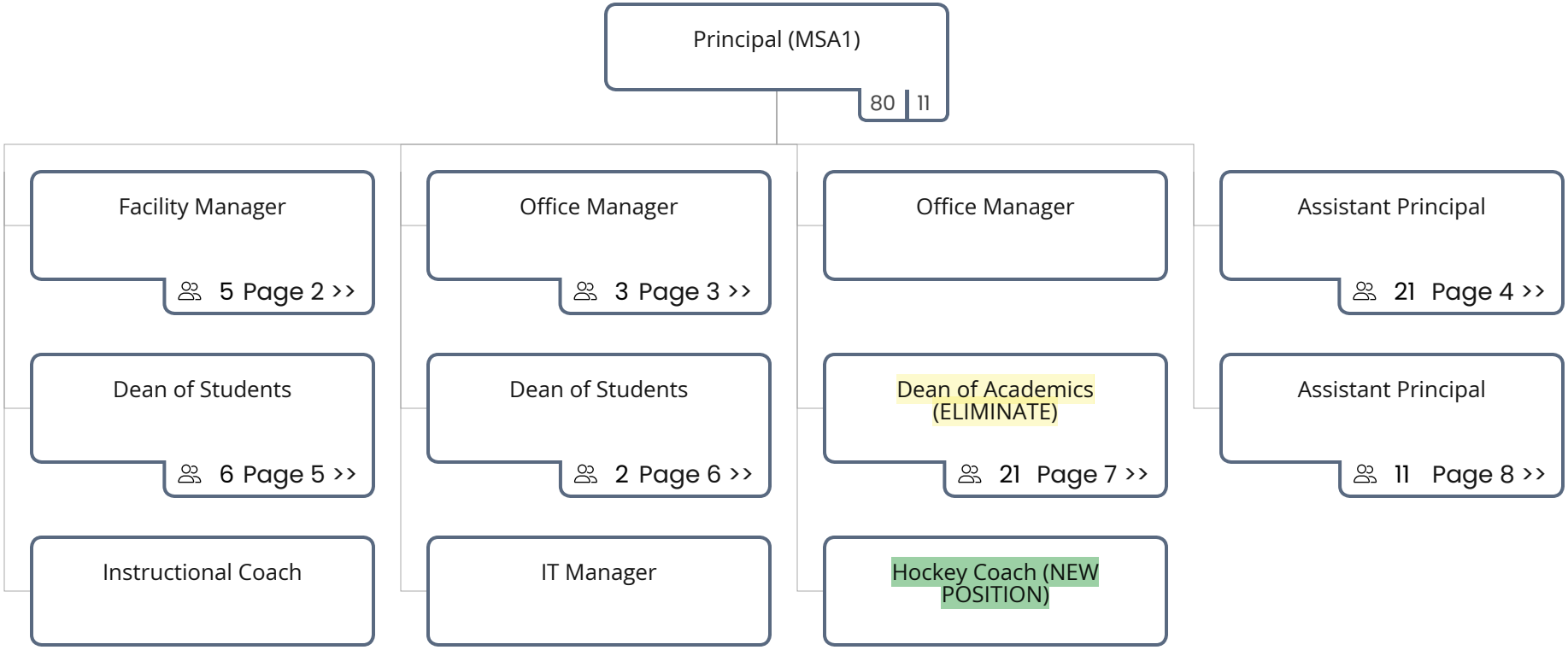
ABSENT:

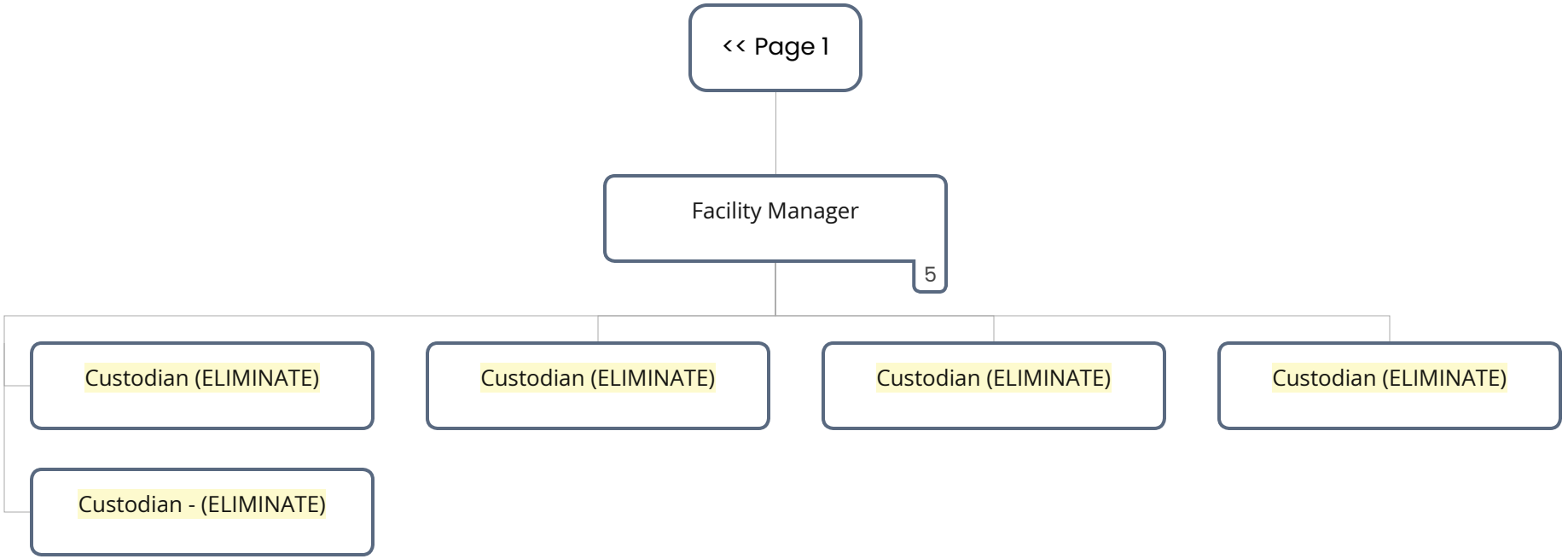
The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

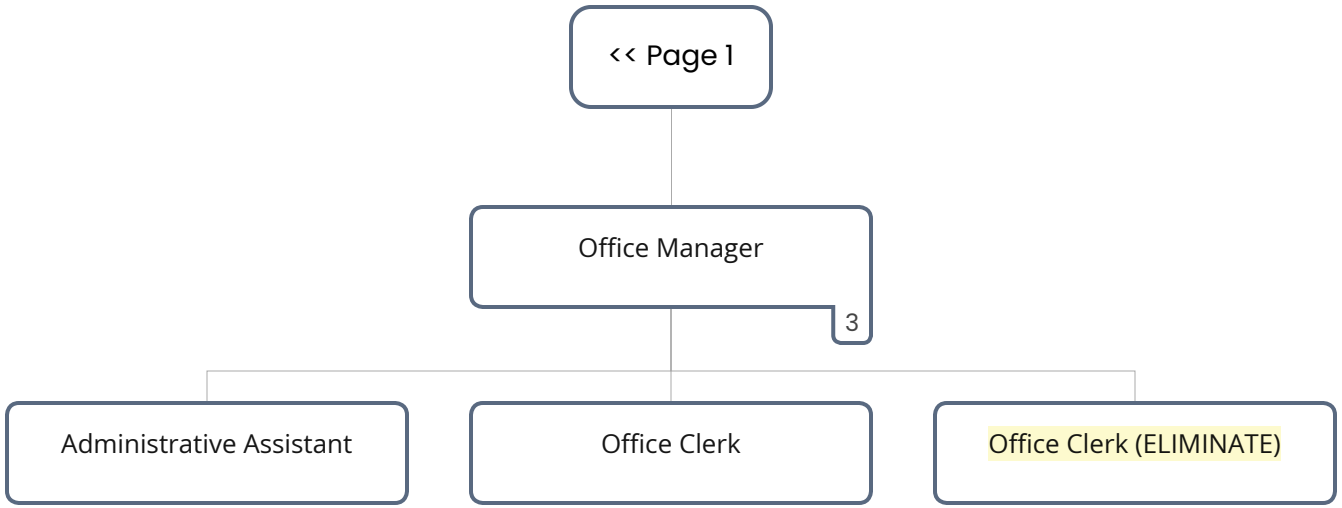
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Board Chair

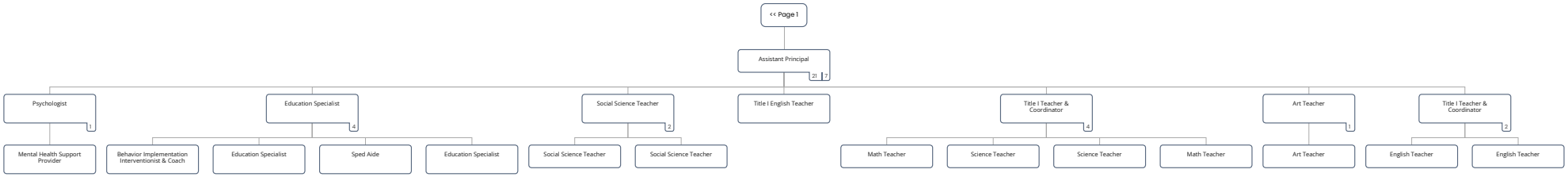
MSA

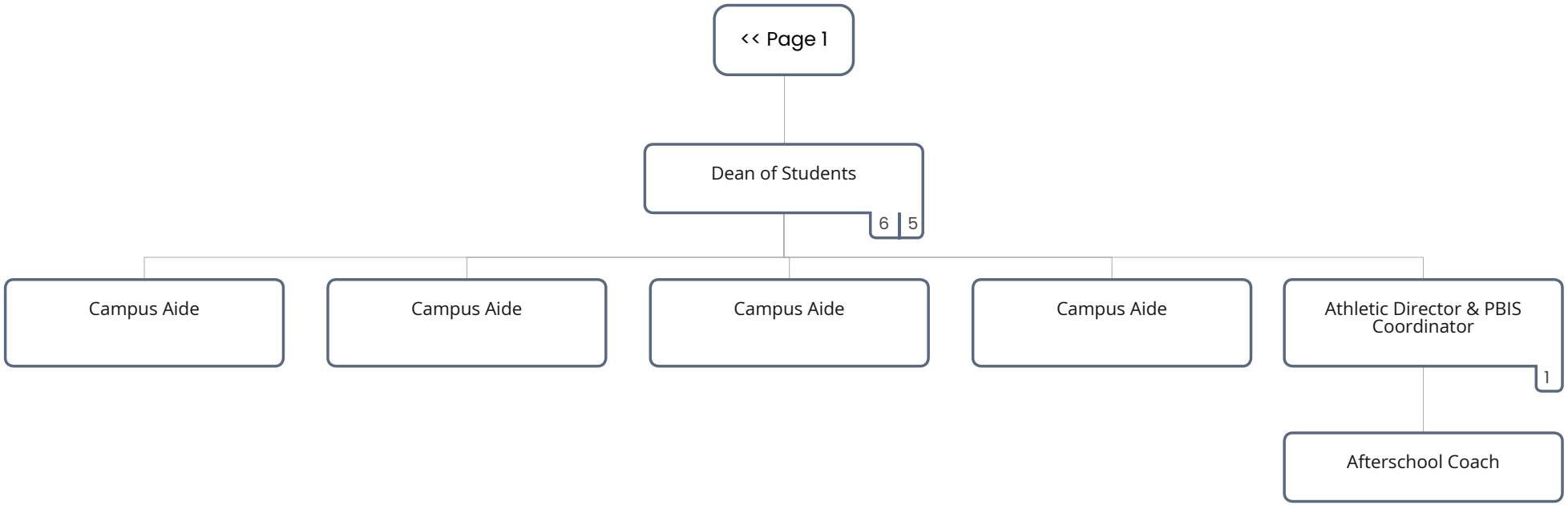
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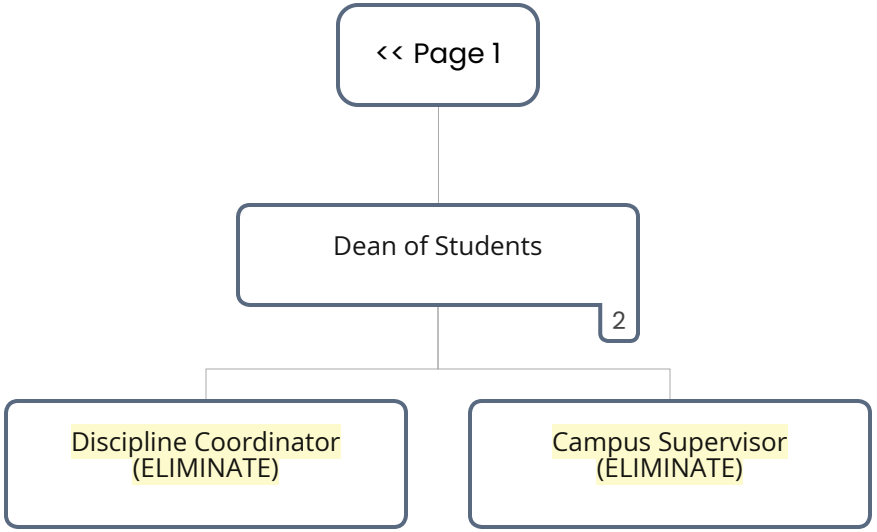

Principal (MSA1)
80
11
Facility Manager
5 Page 2 >>
Dean of Students
6 Page 5 >>
Instructional Coach
Office Manager
3 Page 3 >>
Dean of Students
2 Page 6 >>
IT Manager
Office Manager
Dean of Academics (ELIMINATE)
21 Page 7 >>
Hockey Coach (NEW POSITION)
Assistant Principal
21 Page 4 >>
Assistant Principal
11 Page 8 >>

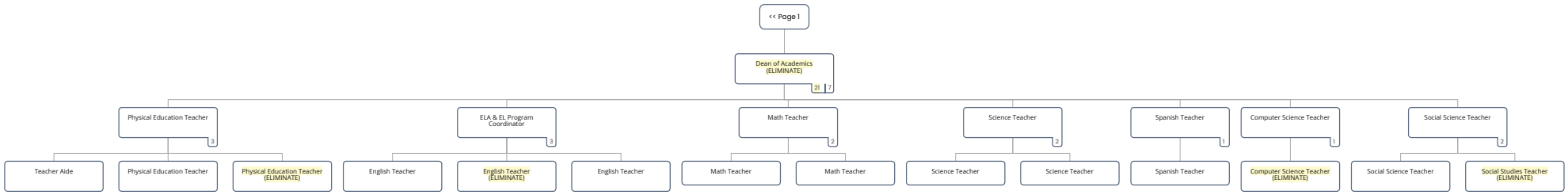

<< Page 1
Facility Manager
5
Custodian (ELIMINATE)
Custodian (ELIMINATE)
Custodian (ELIMINATE)
Custodian (ELIMINATE)
Custodian - (ELIMINATE)

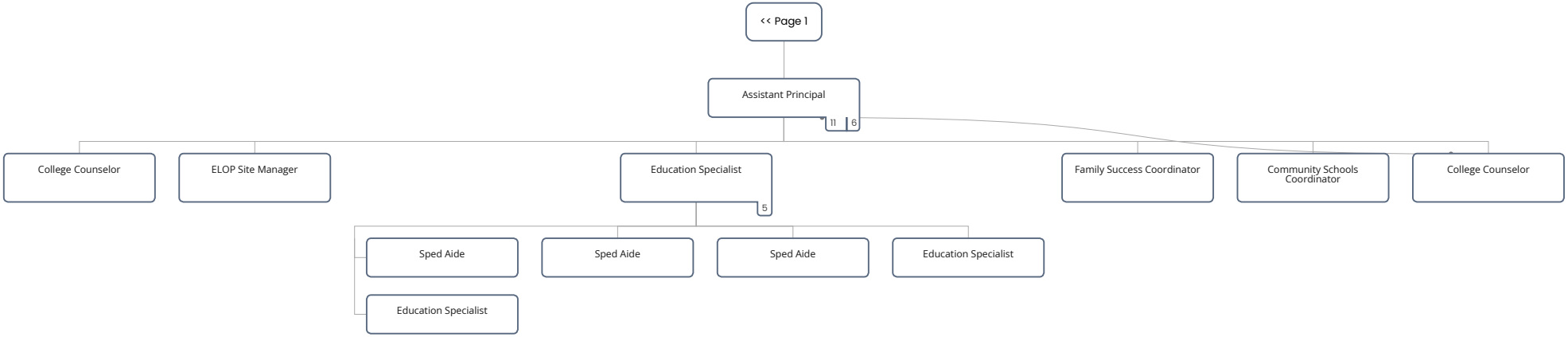

<< Page 1
Office Manager
3
Administrative Assistant
Office Clerk
Office Clerk (ELIMINATE)


‹‹ Page 1
Assistant Principal
21
7
Psychologist
1
Mental Health Support Provider
Education Specialist
4
Behavior Implementation Interventionist & Coach
Education Specialist
Sped Aide
Education Specialist
Social Science Teacher
2
Social Science Teacher
Social Science Teacher
Title I English Teacher
Title I Teacher & Coordinator
4
Math Teacher
Science Teacher
Science Teacher
Math Teacher
Art Teacher
1
Art Teacher
Title I Teacher & Coordinator
2
English Teacher
English Teacher


<< Page 1
Dean of Students
6
5
Campus Aide
Campus Aide
Campus Aide
Campus Aide
Athletic Director & PBIS Coordinator
1
Afterschool Coach

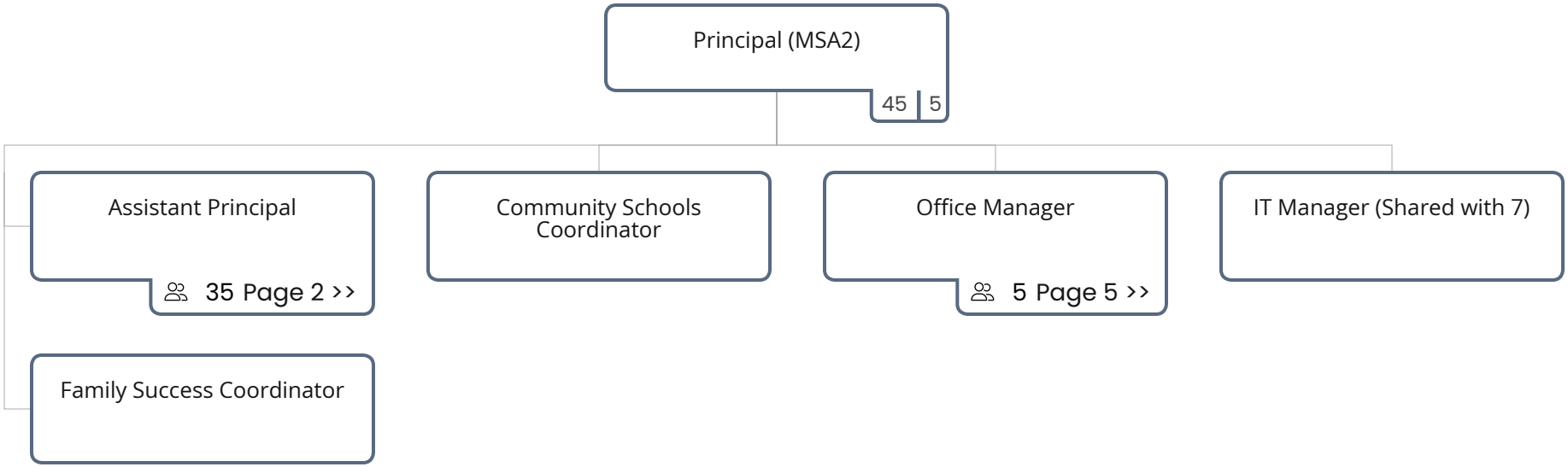

<< Page 1
Dean of Students
2
Discipline Coordinator (ELIMINATE)
Campus Supervisor (ELIMINATE)

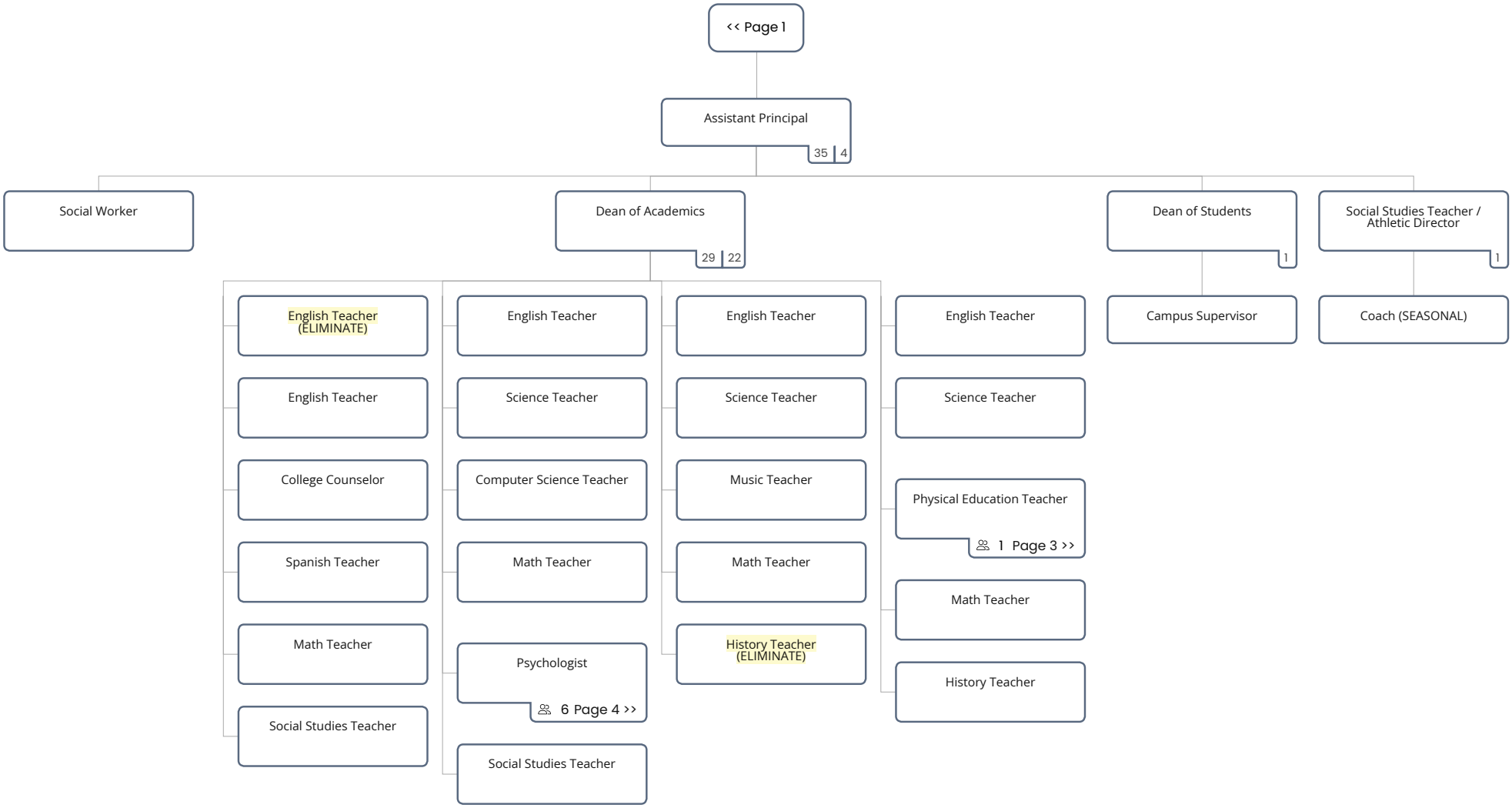

<< Page 1
Dean of Academics (ELIMINATE)
21
7
Physical Education Teacher
3
Teacher Aide
Physical Education Teacher
Physical Education Teacher (ELIMINATE)
ELA & EL Program Coordinator
3
English Teacher
English Teacher (ELIMINATE)
English Teacher
Math Teacher
2
Math Teacher
Math Teacher
Science Teacher
2
Science Teacher
Science Teacher
Spanish Teacher
1
Spanish Teacher
Computer Science Teacher
1
Computer Science Teacher (ELIMINATE)
Social Science Teacher
2
Social Science Teacher
Social Studies Teacher (ELIMINATE)

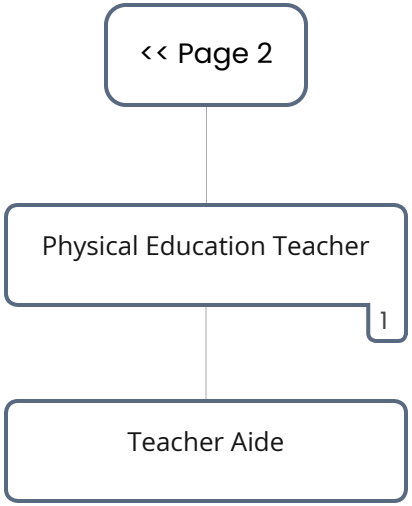

<< Page 1
Assistant Principal
11
6
College Counselor
ELOP Site Manager
Education Specialist
5
Family Success Coordinator
Community Schools Coordinator
College Counselor
Sped Aide
Sped Aide
Sped Aide
Education Specialist
Education Specialist

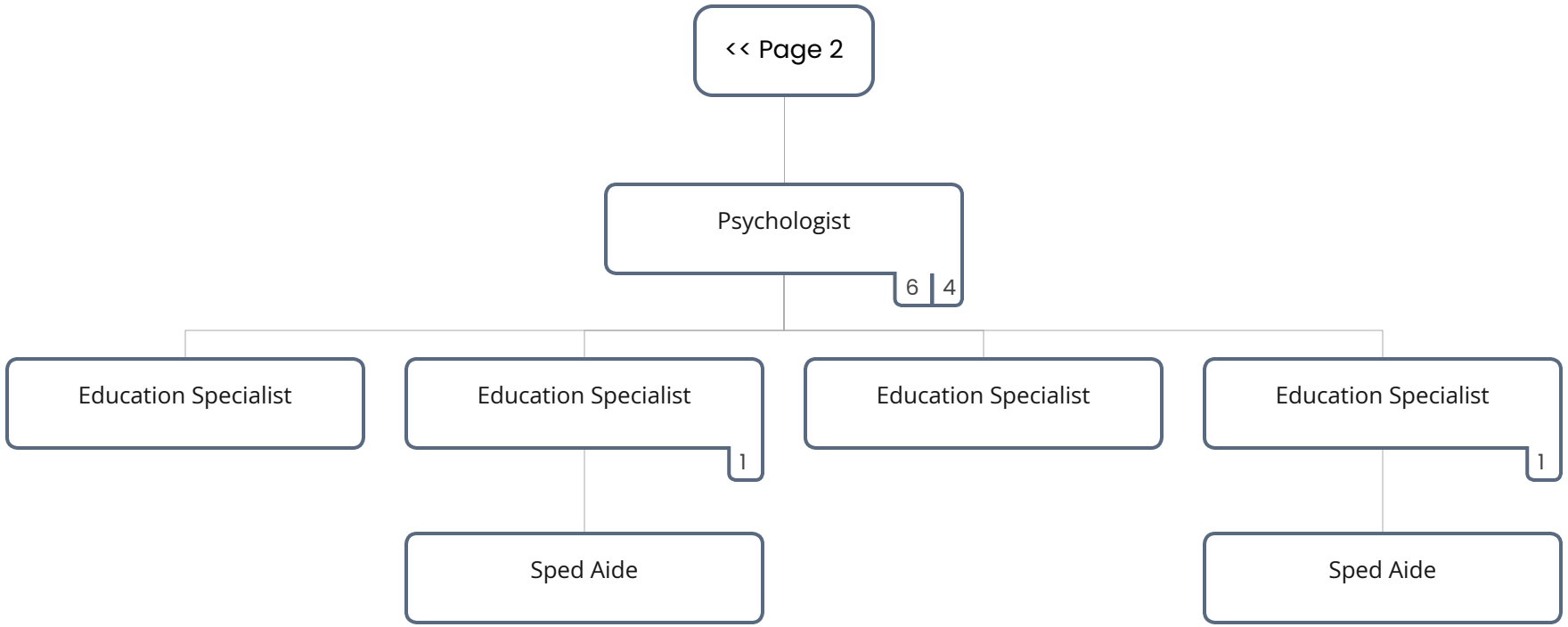
MSA

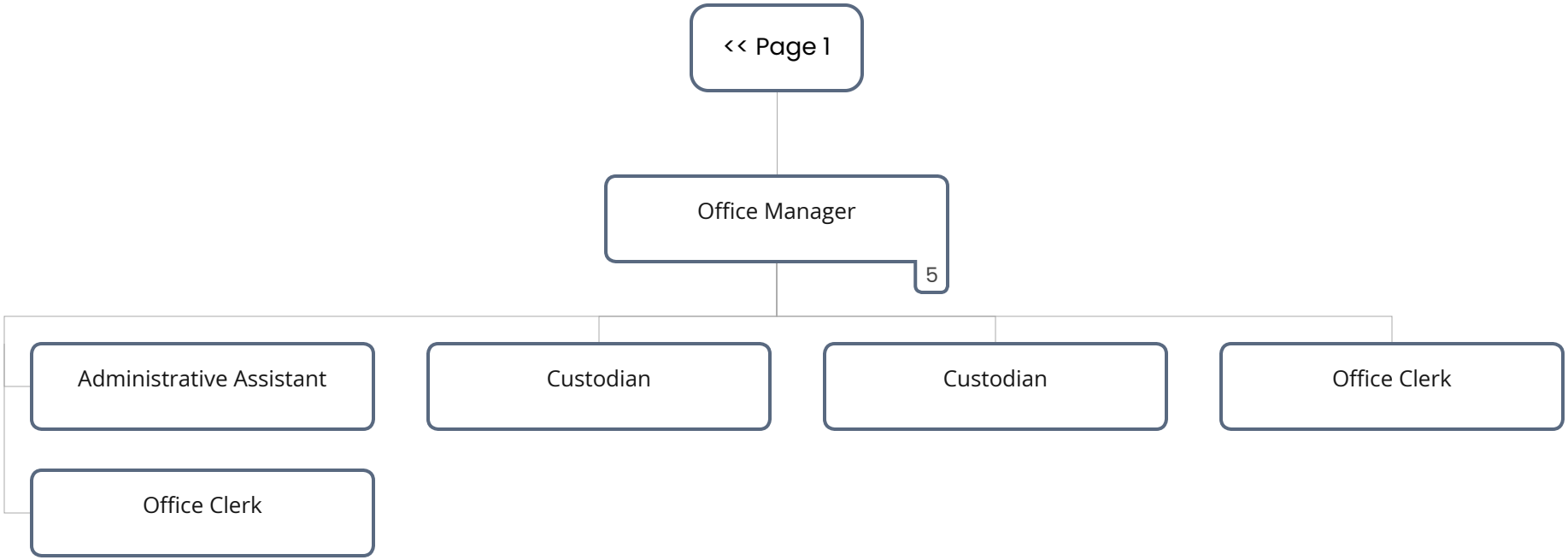
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Principal (MSA2)
45
5
Assistant Principal
35
Page 2 >>
Community Schools Coordinator
Office Manager
5
Page 5 >>
IT Manager (Shared with 7)
Family Success Coordinator


<< Page 1
Assistant Principal
35 | 4
Social Worker
Dean of Academics
29 | 22
Dean of Students
1
Social Studies Teacher / Athletic Director
1
English Teacher (ELIMINATE)
English Teacher
College Counselor
Spanish Teacher
Math Teacher
Social Studies Teacher
English Teacher
Science Teacher
Computer Science Teacher
Math Teacher
Psychologist
6 Page 4 >>
Social Studies Teacher
English Teacher
Science Teacher
Music Teacher
Math Teacher
History Teacher (ELIMINATE)
English Teacher
Science Teacher
Physical Education Teacher
1 Page 3 >>
Math Teacher
History Teacher
Campus Supervisor
Coach (SEASONAL)

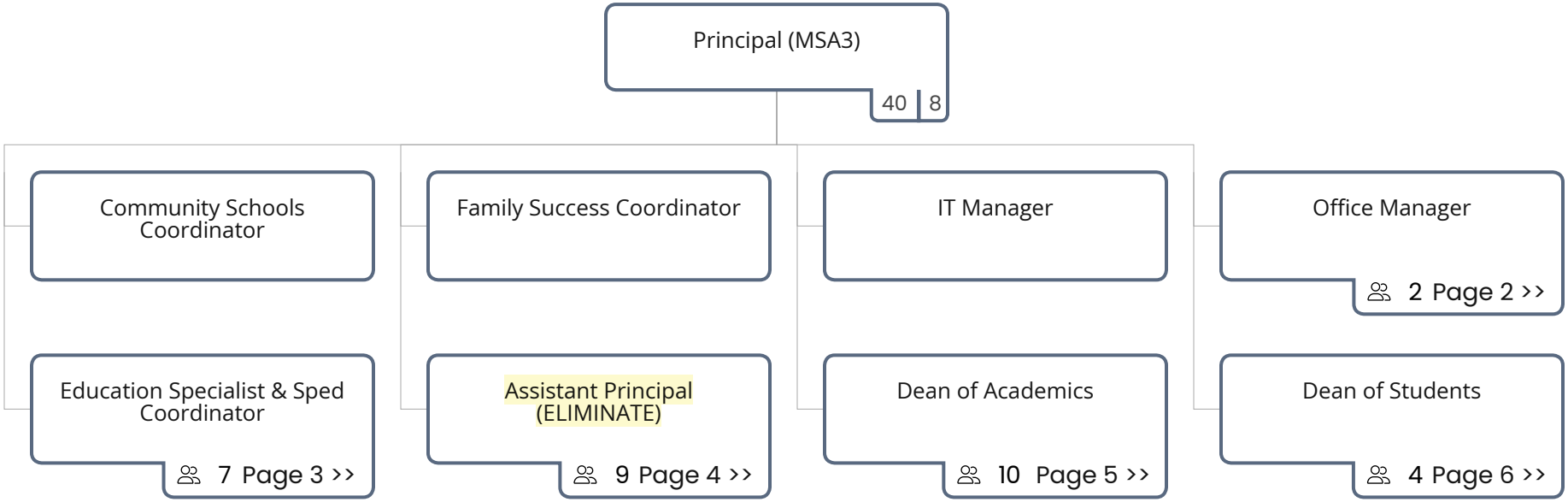

<< Page 2
Physical Education Teacher
1
Teacher Aide

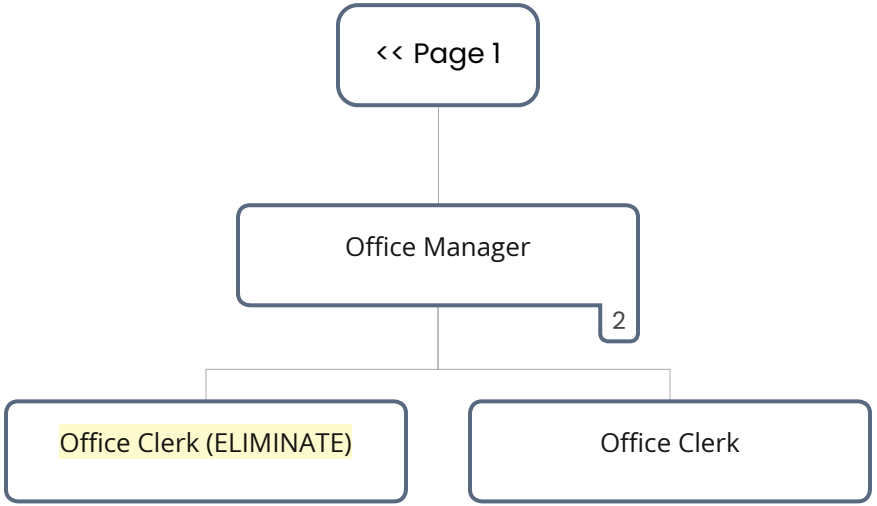

<< Page 2
Psychologist
6
4
Education Specialist
Education Specialist
1
Education Specialist
Education Specialist
1
Sped Aide
Sped Aide

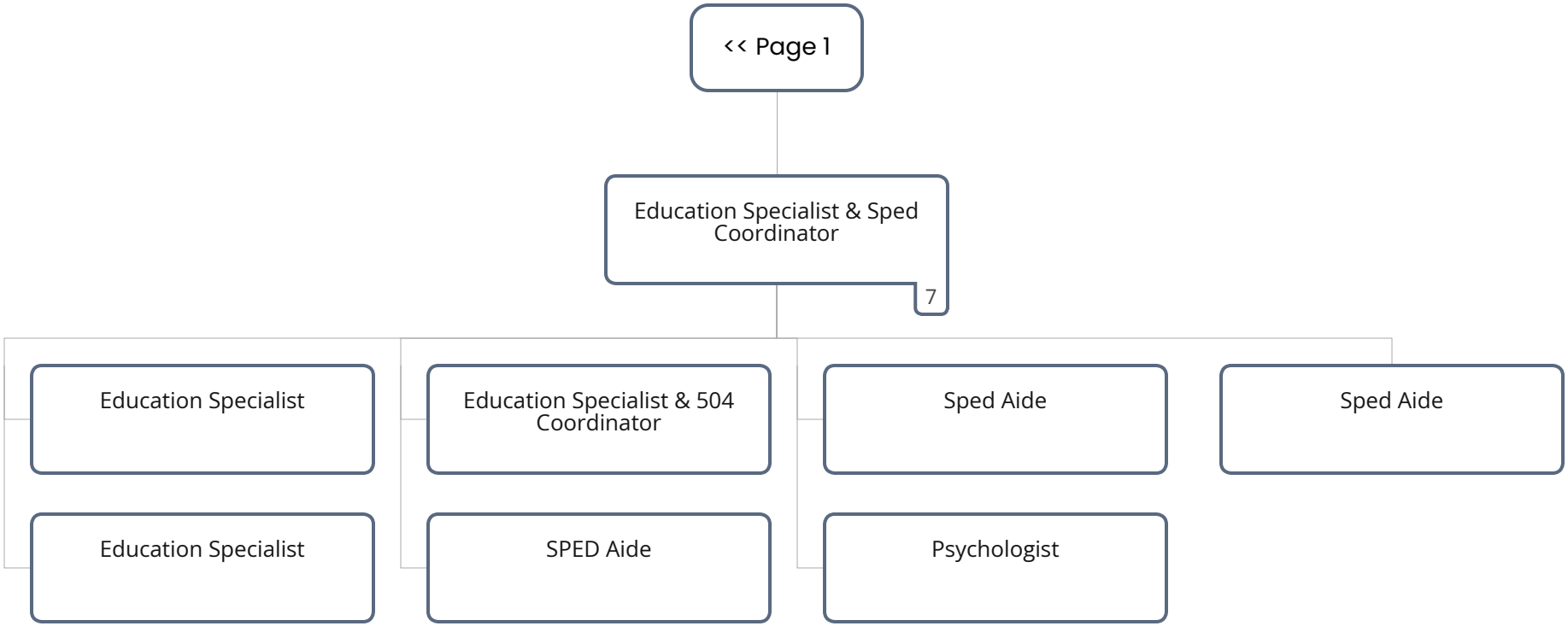

<< Page 1
Office Manager
5
Administrative Assistant
Custodian
Custodian
Office Clerk
Office Clerk

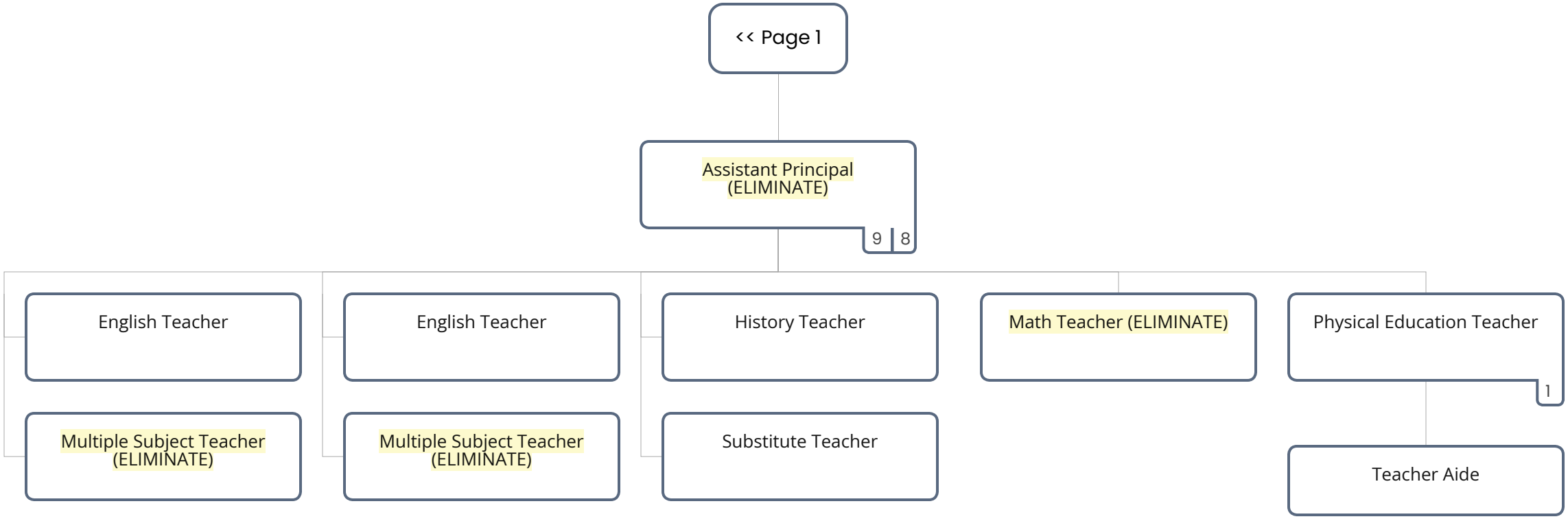
MSA

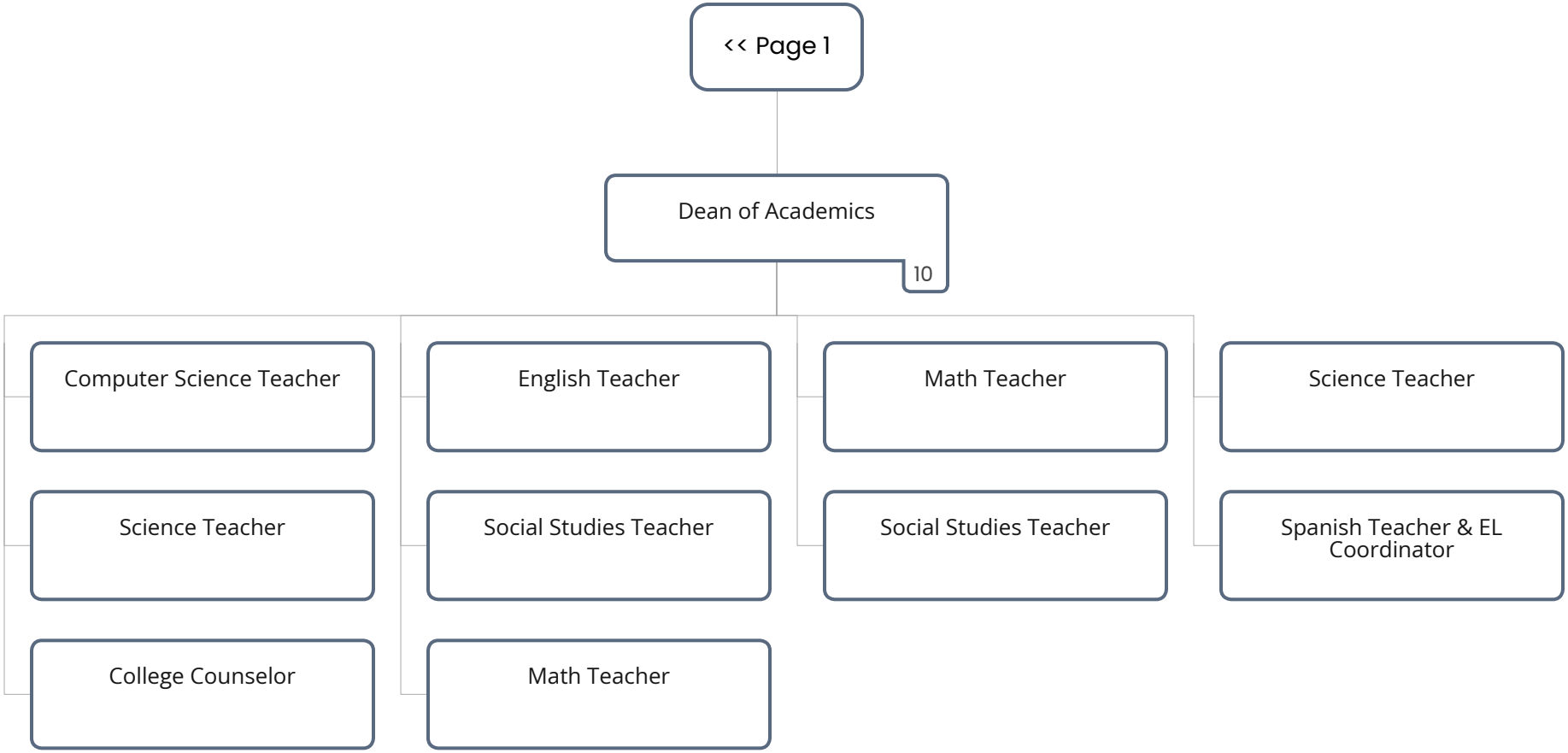
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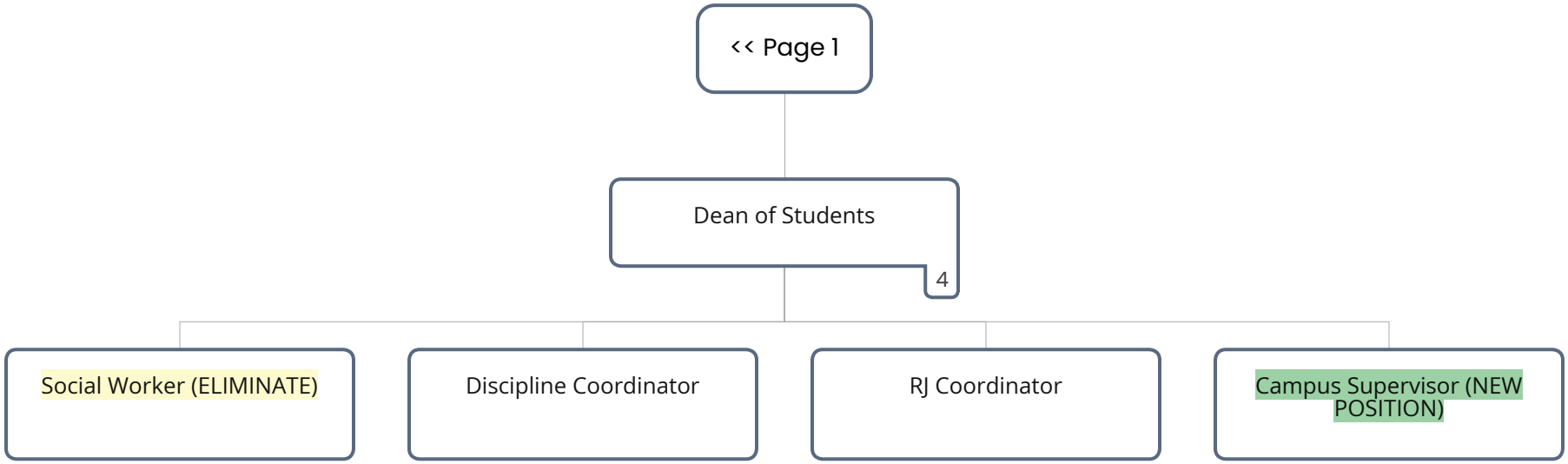

Principal (MSA3)
40
8
Community Schools Coordinator
Family Success Coordinator
IT Manager
Office Manager
2 Page 2 >>
Education Specialist & Sped Coordinator
7 Page 3 >>
Assistant Principal (ELIMINATE)
9 Page 4 >>
Dean of Academics
10 Page 5 >>
Dean of Students
4 Page 6 >>


<< Page 1
Office Manager
2
Office Clerk (ELIMINATE)
Office Clerk


<< Page 1
Education Specialist & Sped Coordinator
7
Education Specialist
Education Specialist & 504 Coordinator
Sped Aide
Sped Aide
Education Specialist
SPED Aide
Psychologist

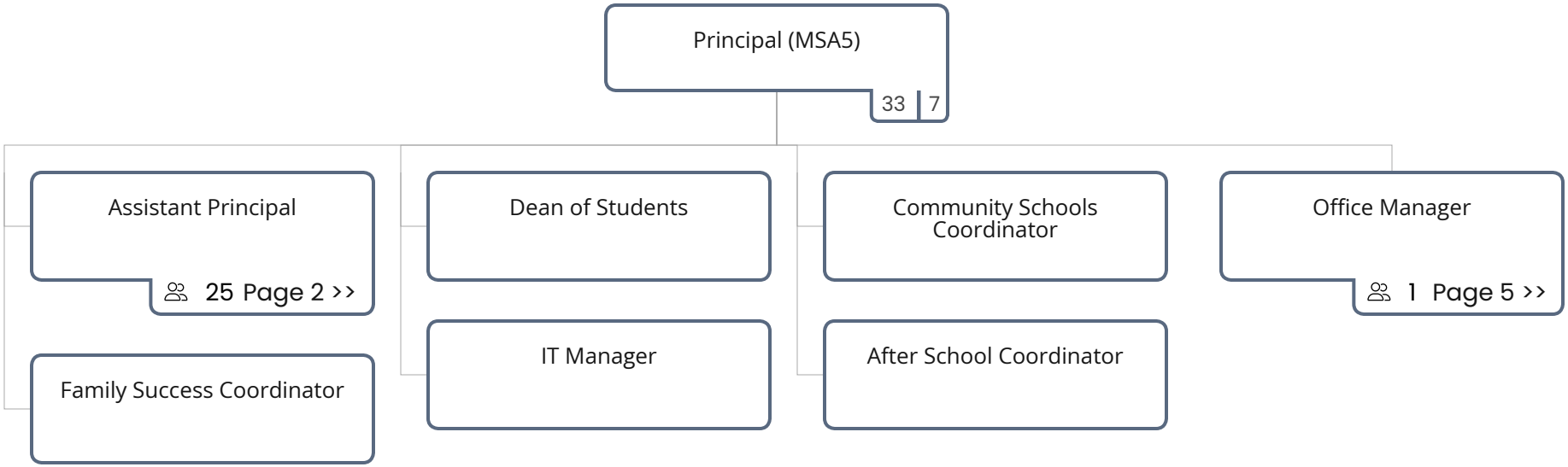

<< Page 1
Assistant Principal (ELIMINATE)
9
8
English Teacher
English Teacher
History Teacher
Math Teacher (ELIMINATE)
Physical Education Teacher
1
Multiple Subject Teacher (ELIMINATE)
Multiple Subject Teacher (ELIMINATE)
Substitute Teacher
Teacher Aide

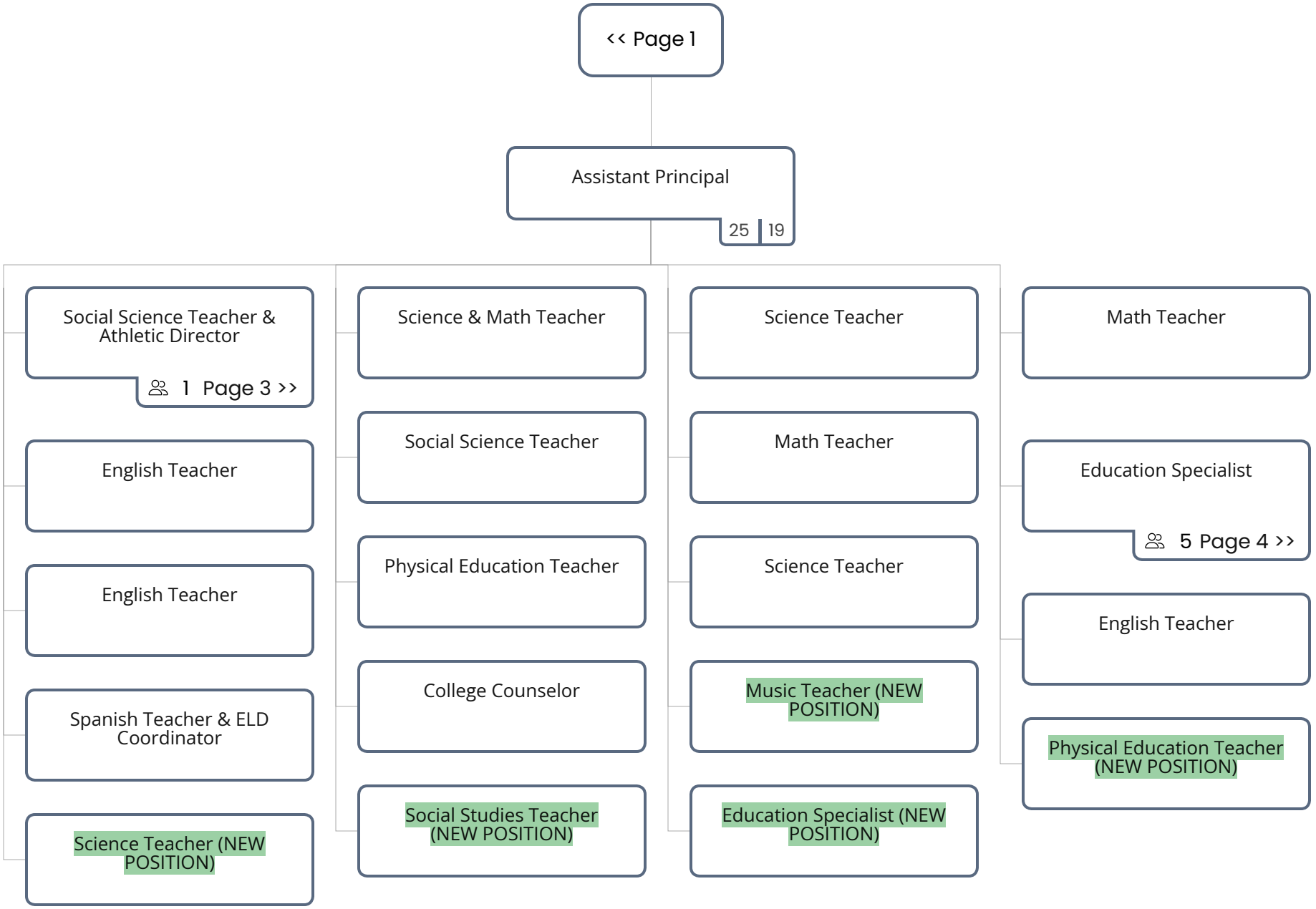

<< Page 1
Dean of Academics
10
Computer Science Teacher
Science Teacher
College Counselor
English Teacher
Social Studies Teacher
Math Teacher
Math Teacher
Social Studies Teacher
Science Teacher
Spanish Teacher & EL Coordinator

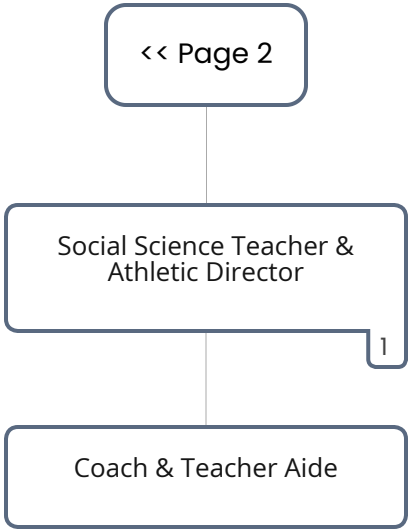

<< Page 1
Dean of Students
4
Social Worker (ELIMINATE)
Discipline Coordinator
RJ Coordinator
Campus Supervisor (NEW POSITION)

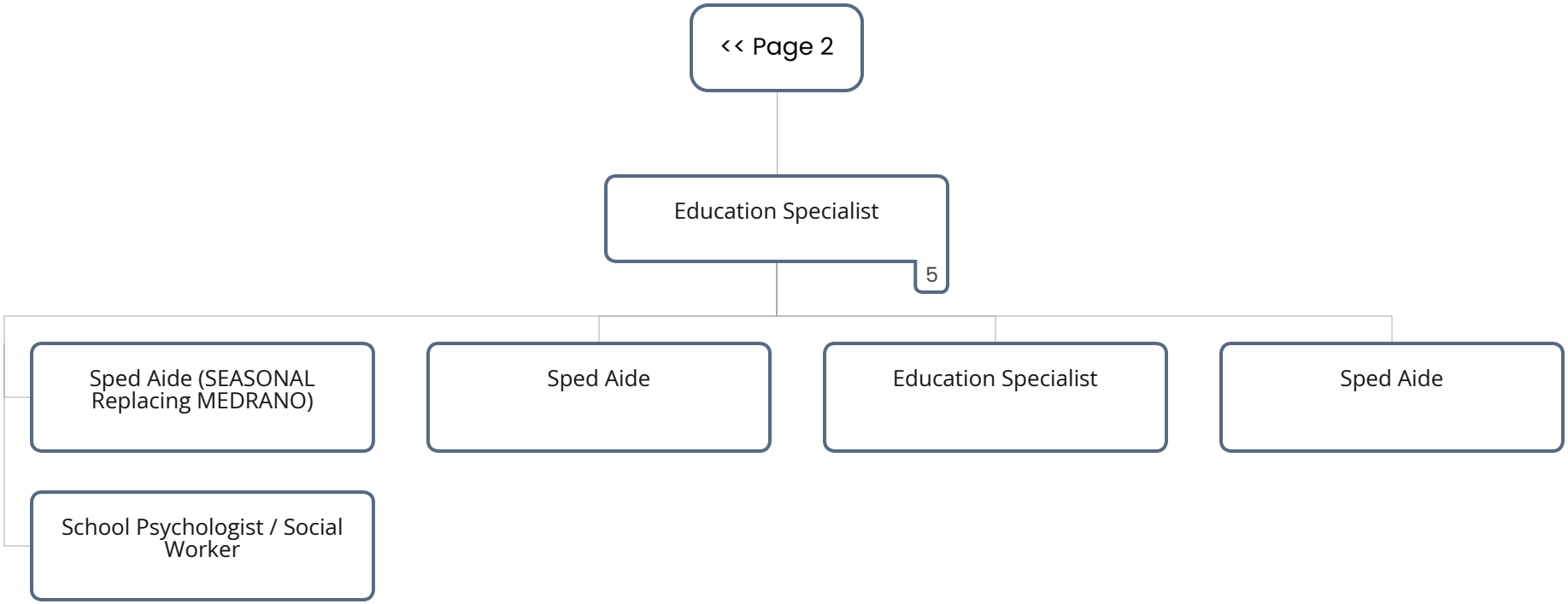
MSA

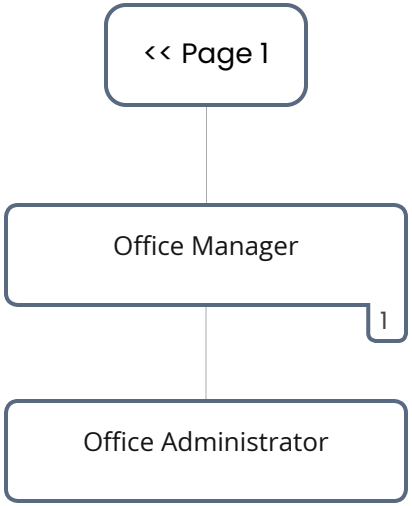
5


Principal (MSA5)
33
7
Assistant Principal
25
Page 2 >>
Family Success Coordinator
Dean of Students
IT Manager
Community Schools Coordinator
After School Coordinator
Office Manager
1
Page 5 >>


<< Page 1
Assistant Principal
25 | 19
Social Science Teacher & Athletic Director
1 Page 3 >>
English Teacher
English Teacher
Spanish Teacher & ELD Coordinator
Science Teacher (NEW POSITION)
Science & Math Teacher
Social Science Teacher
Physical Education Teacher
College Counselor
Social Studies Teacher (NEW POSITION)
Science Teacher
Math Teacher
Science Teacher
Music Teacher (NEW POSITION)
Education Specialist (NEW POSITION)
Math Teacher
Education Specialist
5 Page 4 >>
English Teacher
Physical Education Teacher (NEW POSITION)

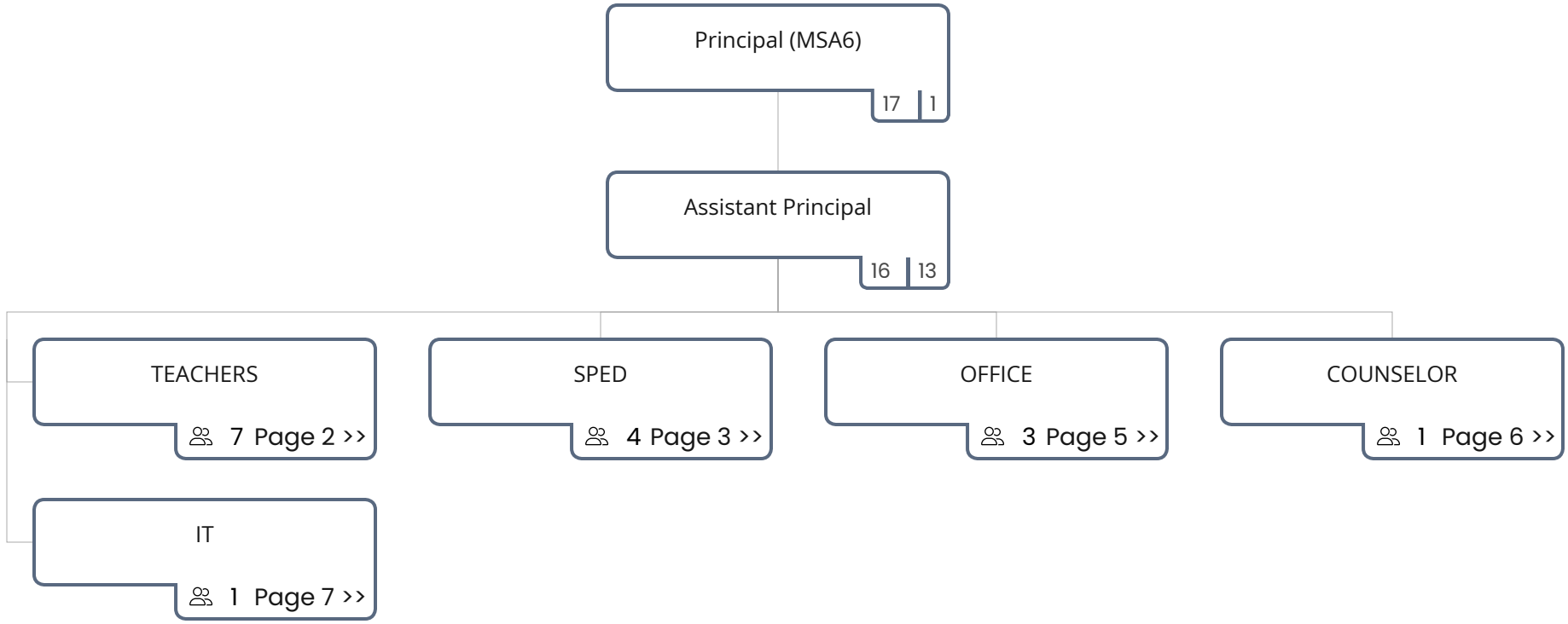

<< Page 2
Social Science Teacher & Athletic Director
1
Coach & Teacher Aide

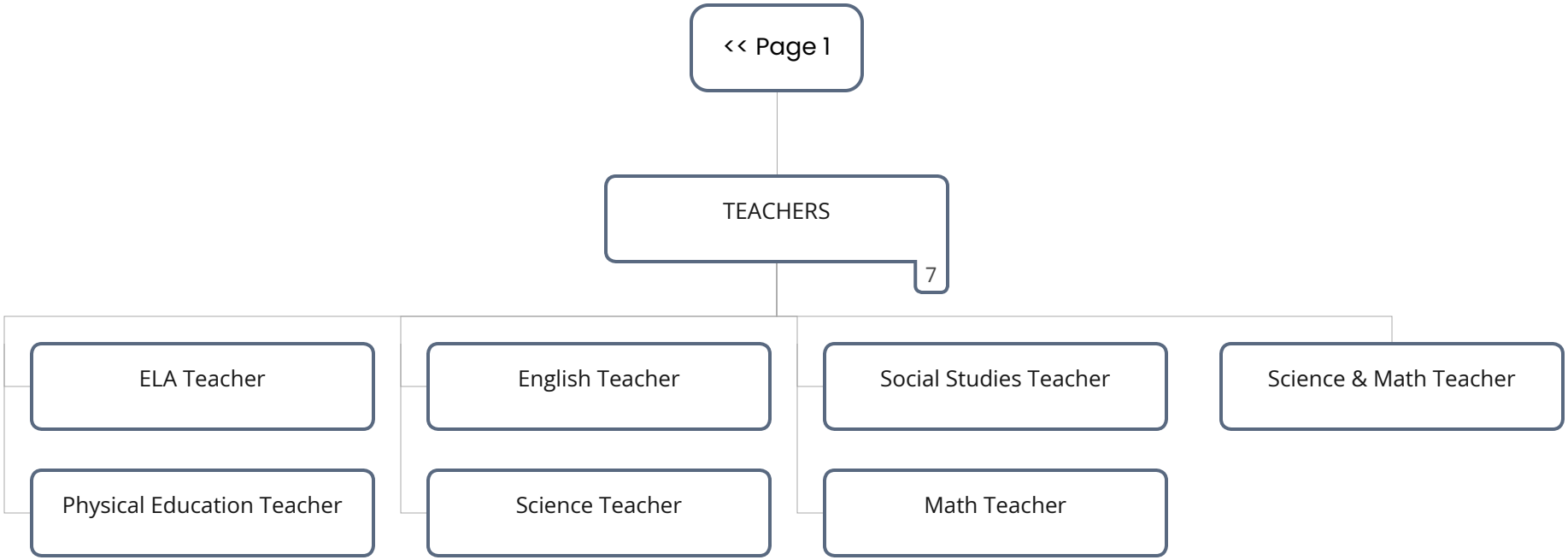

<< Page 2
Education Specialist
5
Sped Aide (SEASONAL Replacing MEDRANO)
Sped Aide
Education Specialist
Sped Aide
School Psychologist / Social Worker

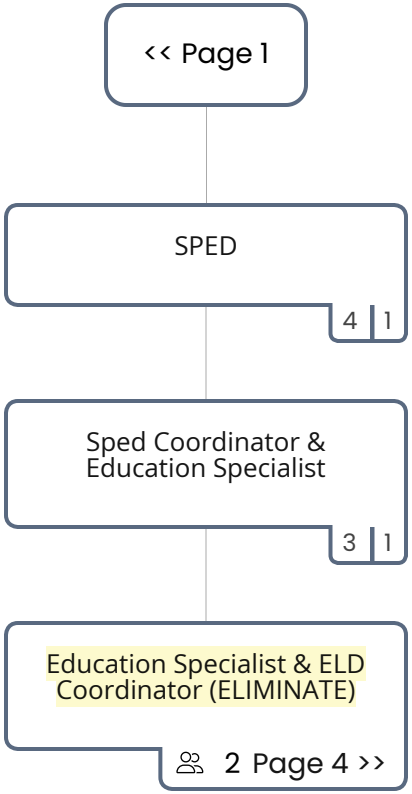

<< Page 1
Office Manager
1
Office Administrator

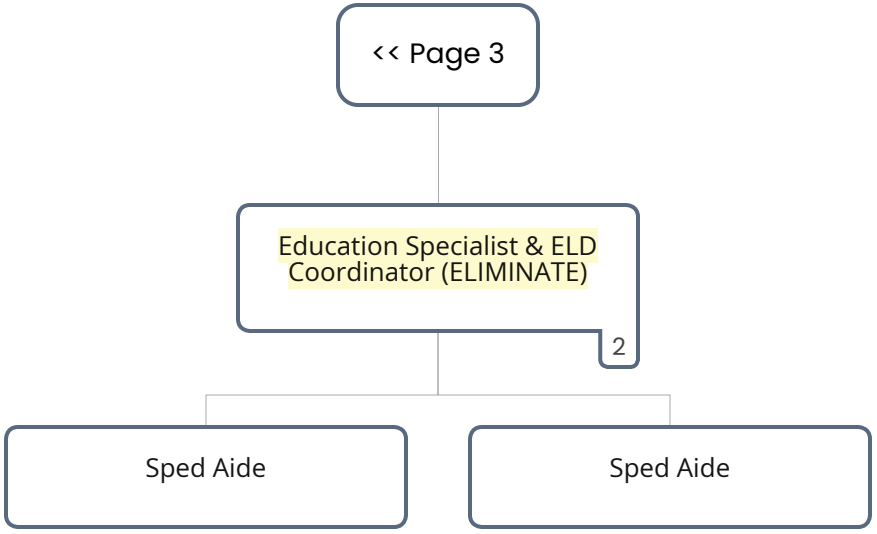
MSA

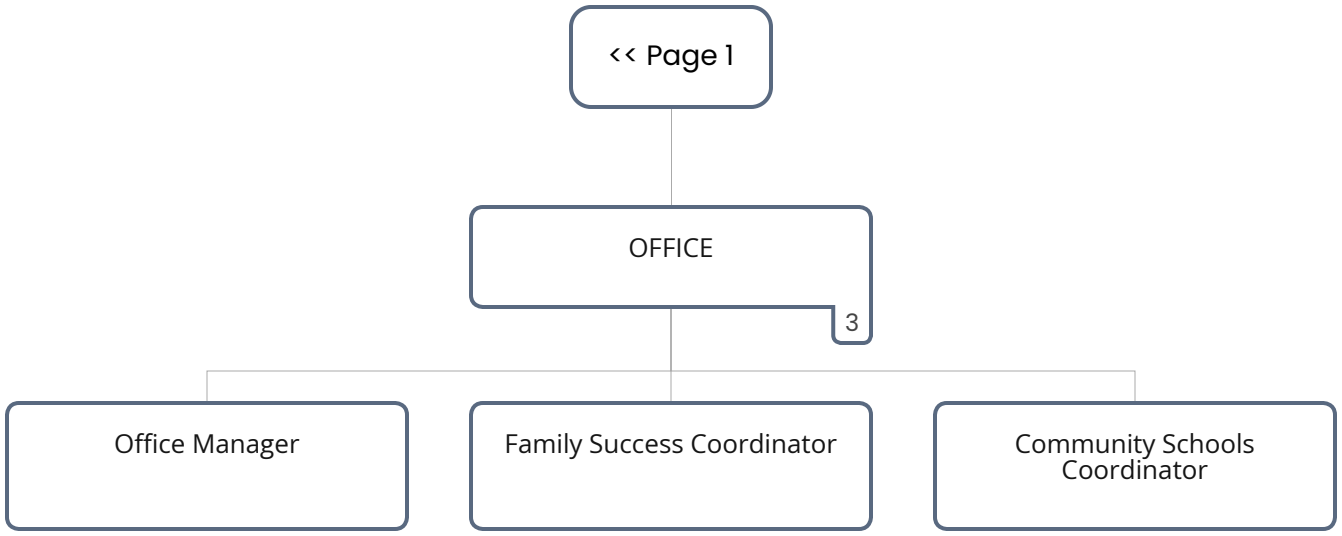
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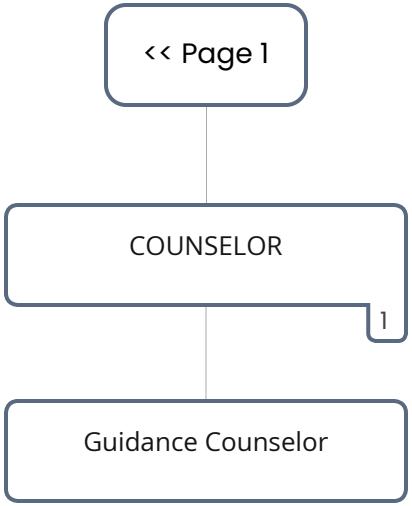

Principal (MSA6)
17
1
Assistant Principal
16
13
TEACHERS
7 Page 2 >>
SPED
4 Page 3 >>
OFFICE
3 Page 5 >>
COUNSELOR
1 Page 6 >>
IT
1 Page 7 >>

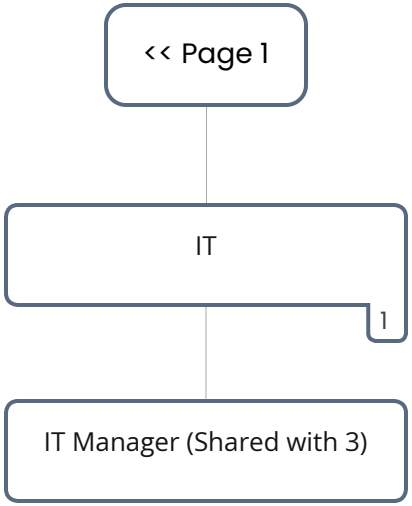

<< Page 1
TEACHERS
7
ELA Teacher
English Teacher
Social Studies Teacher
Science & Math Teacher
Physical Education Teacher
Science Teacher
Math Teacher


<< Page 1
SPED
4
1
Sped Coordinator & Education Specialist
3
1
Education Specialist & ELD Coordinator (ELIMINATE)
2
Page 4 >>


<< Page 3
Education Specialist & ELD Coordinator (ELIMINATE)
2
Sped Aide
Sped Aide

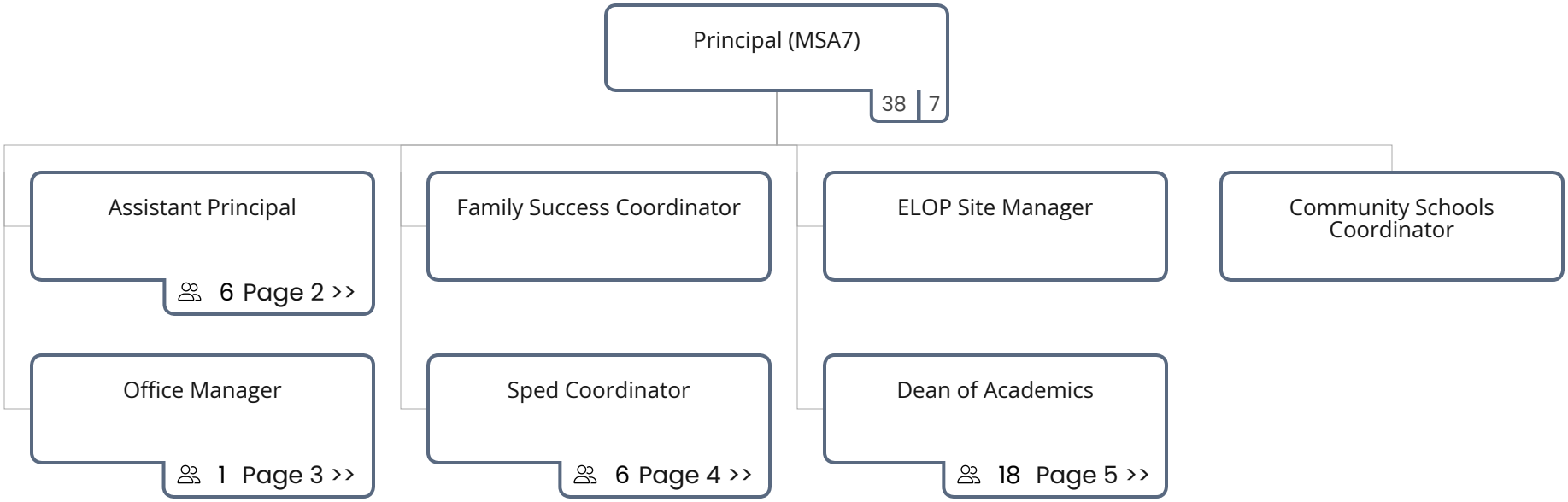

<< Page 1
OFFICE
3
Office Manager
Family Success Coordinator
Community Schools Coordinator

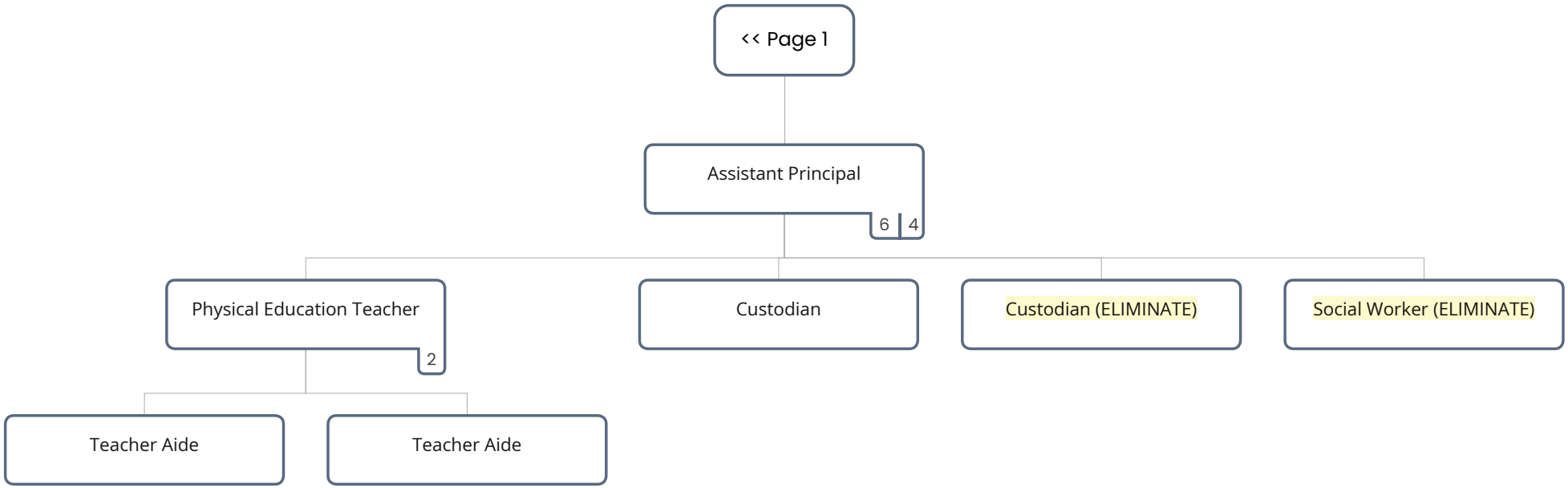

<< Page 1
COUNSELOR
1
Guidance Counselor

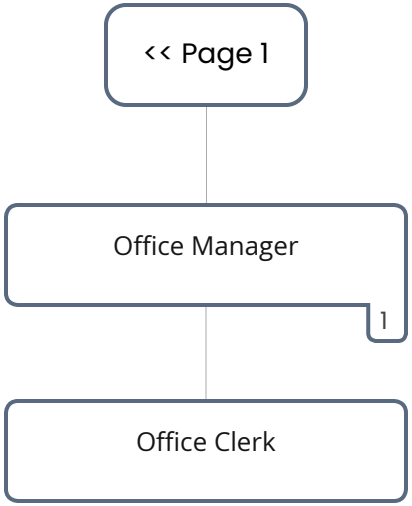

<< Page 1
IT
1
IT Manager (Shared with 3)

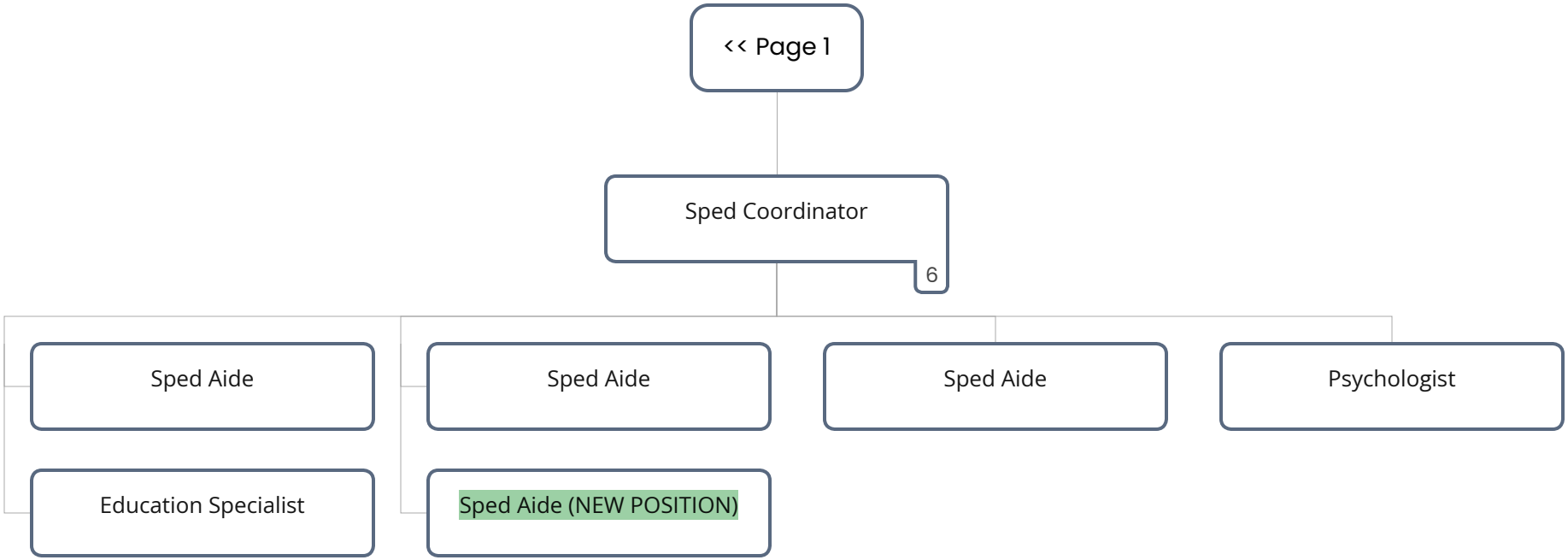
MSA

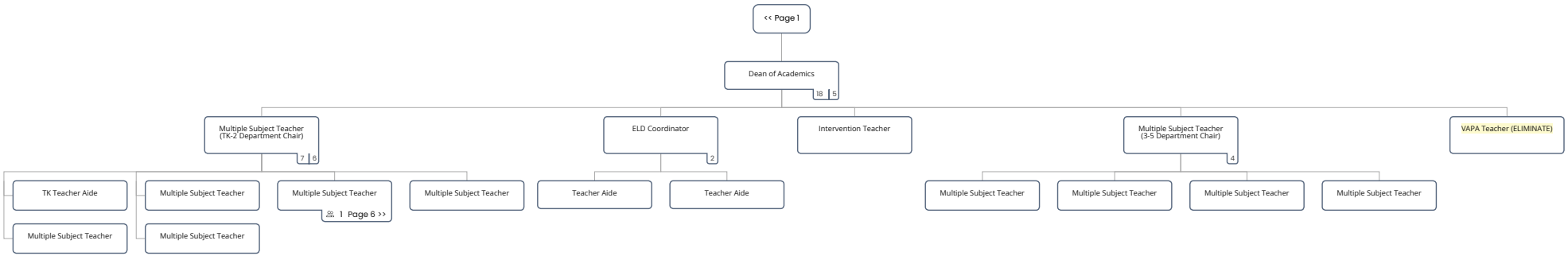
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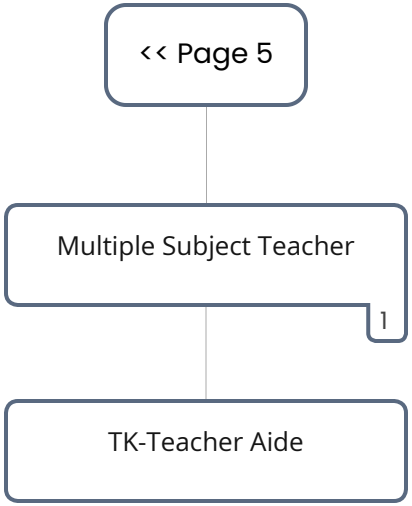

Principal (MSA7)
38
7
Assistant Principal
6 Page 2 >>
Family Success Coordinator
ELOP Site Manager
Community Schools Coordinator
Office Manager
1 Page 3 >>
Sped Coordinator
6 Page 4 >>
Dean of Academics
18 Page 5 >>


<< Page 1
Assistant Principal
6
4
Physical Education Teacher
2
Custodian
Custodian (ELIMINATE)
Social Worker (ELIMINATE)
Teacher Aide
Teacher Aide


<< Page 1
Office Manager
1
Office Clerk

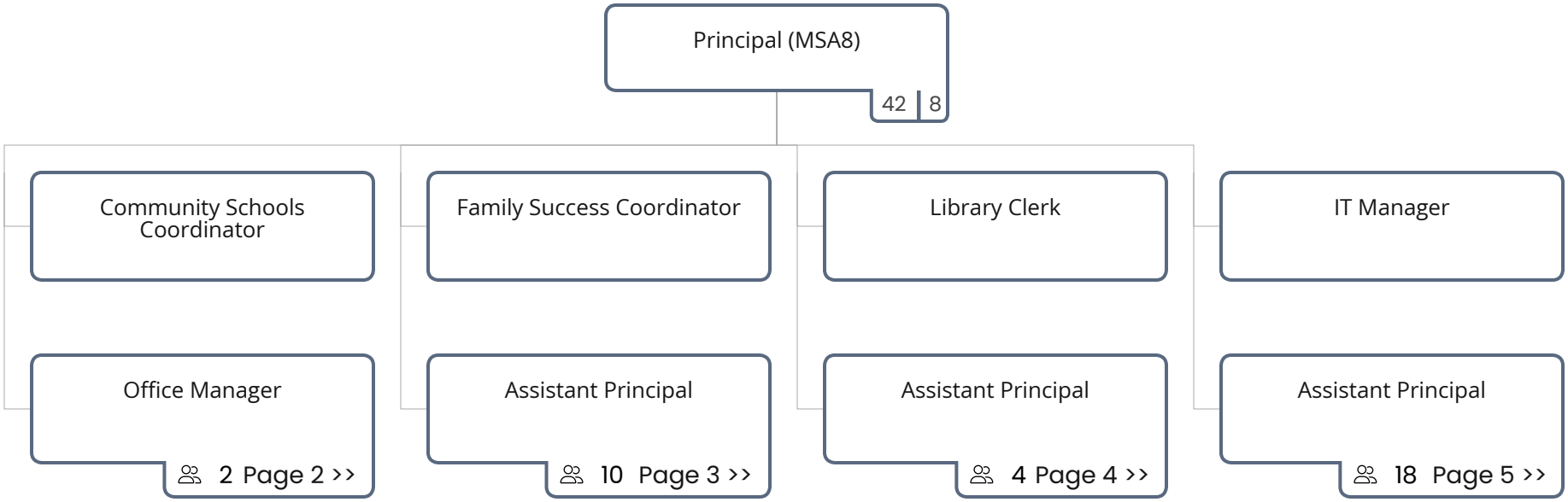

<< Page 1
Sped Coordinator
6
Sped Aide
Sped Aide
Sped Aide
Psychologist
Education Specialist
Sped Aide (NEW POSITION)

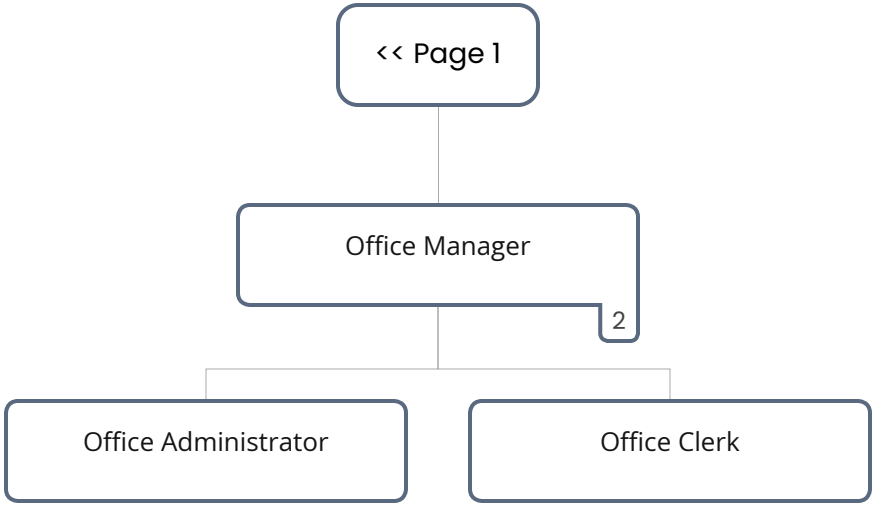

<< Page 1
Dean of Academics
18
5
Multiple Subject Teacher (TK-2 Department Chair)
7
6
ELD Coordinator
2
Intervention Teacher
Multiple Subject Teacher (3-5 Department Chair)
4
VAPA Teacher (ELIMINATE)
TK Teacher Aide
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Teacher Aide
Teacher Aide
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
1 Page 6 >>

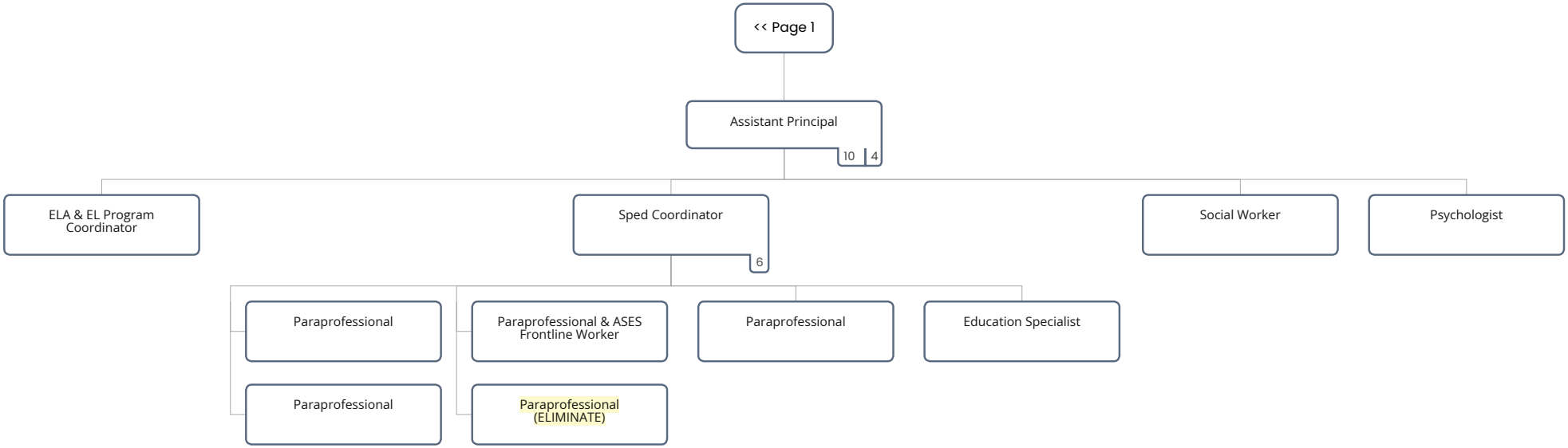

<< Page 5
Multiple Subject Teacher
1
TK-Teacher Aide

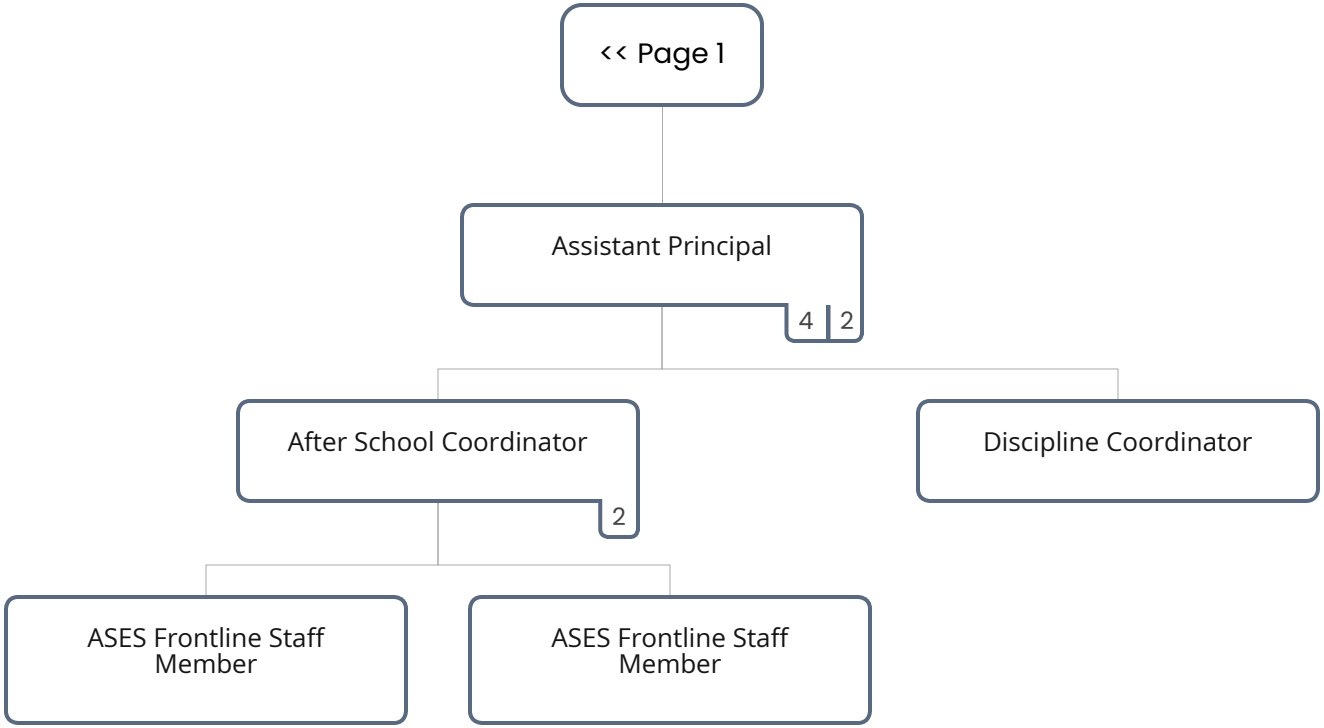
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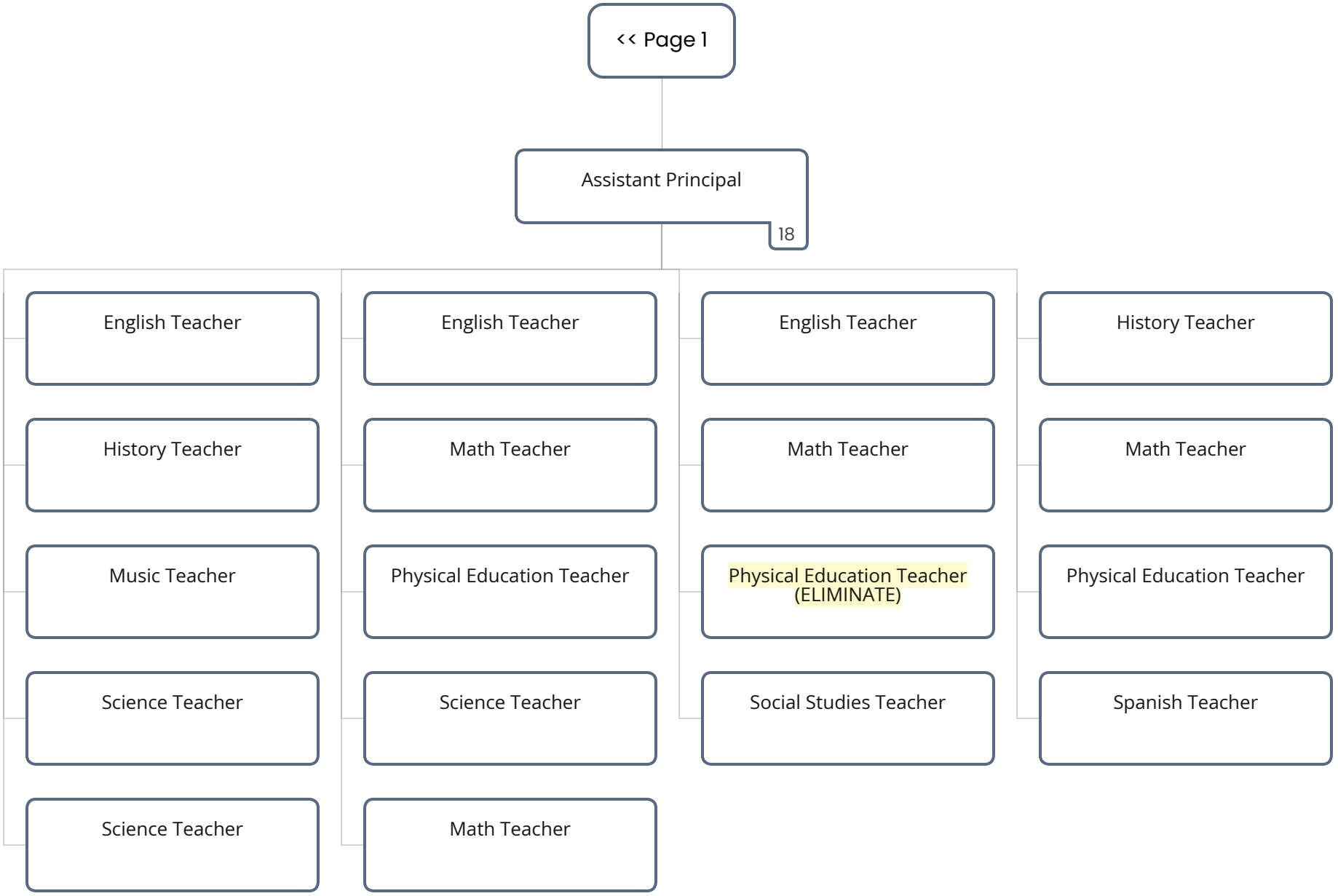
8


Principal (MSA8)
42
8
Community Schools Coordinator
Family Success Coordinator
Library Clerk
IT Manager
Office Manager
2 Page 2 >>
Assistant Principal
10 Page 3 >>
Assistant Principal
4 Page 4 >>
Assistant Principal
18 Page 5 >>


<< Page 1
Office Manager
2
Office Administrator
Office Clerk

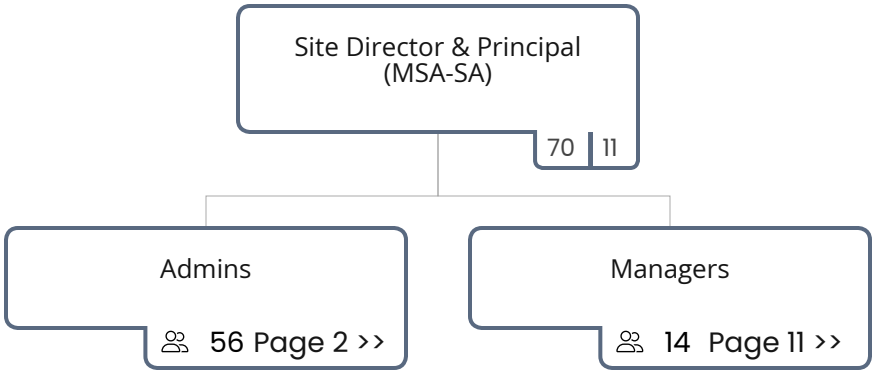

<< Page 1
Assistant Principal
10
4
ELA & EL Program Coordinator
Sped Coordinator
6
Social Worker
Psychologist
Paraprofessional
Paraprofessional & ASES Frontline Worker
Paraprofessional
Education Specialist
Paraprofessional
Paraprofessional (ELIMINATE)

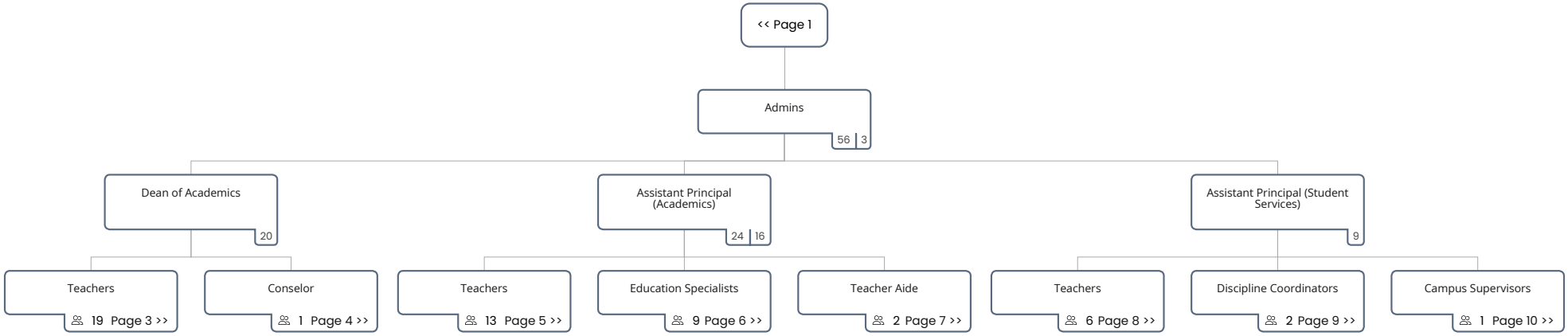

<< Page 1
Assistant Principal
4
2
After School Coordinator
2
Discipline Coordinator
ASES Frontline Staff Member
ASES Frontline Staff Member

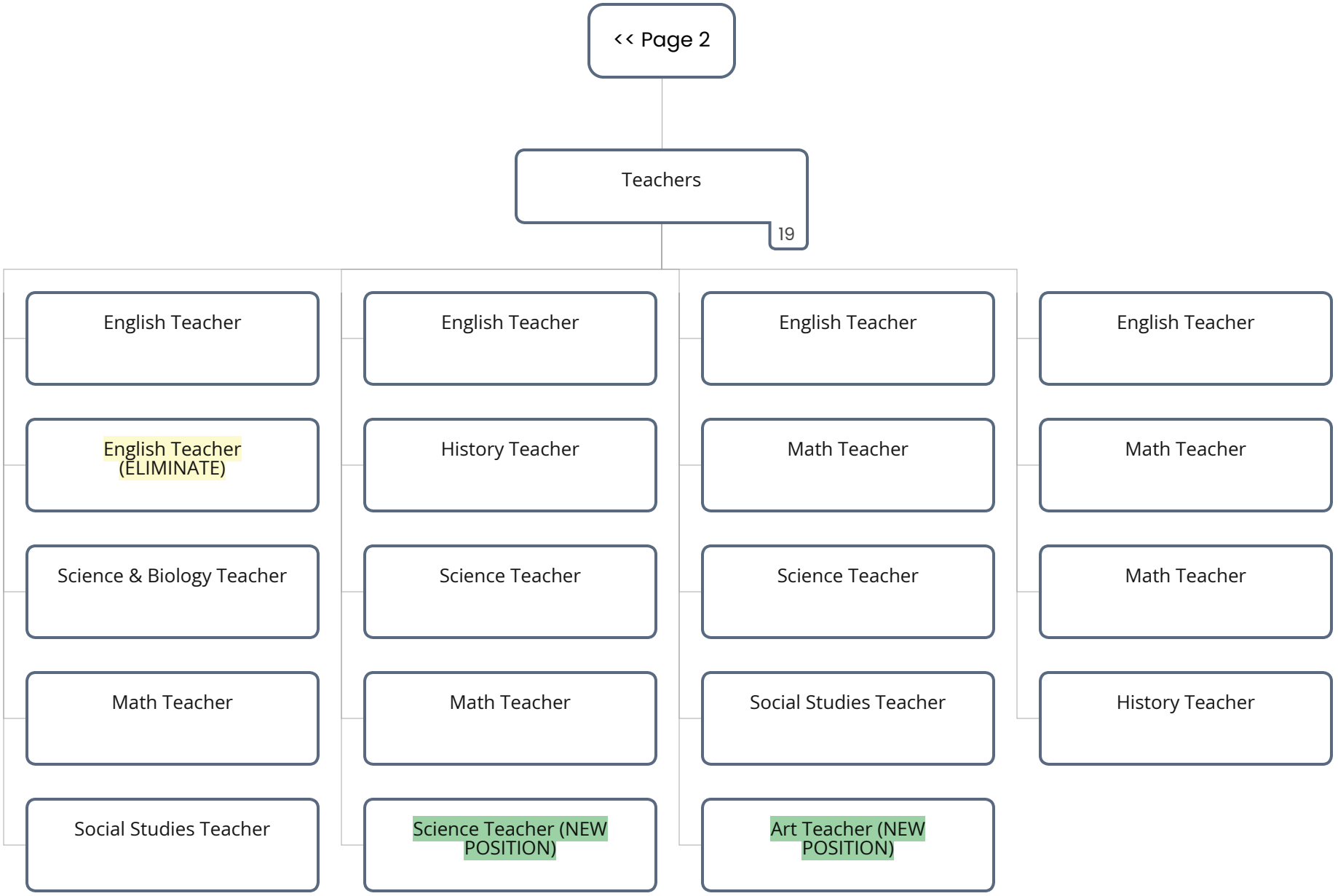

<< Page 1
Assistant Principal
18
English Teacher
History Teacher
Music Teacher
Science Teacher
Science Teacher
English Teacher
Math Teacher
Physical Education Teacher
Science Teacher
Math Teacher
English Teacher
Math Teacher
Physical Education Teacher (ELIMINATE)
Social Studies Teacher
History Teacher
Math Teacher
Physical Education Teacher
Spanish Teacher

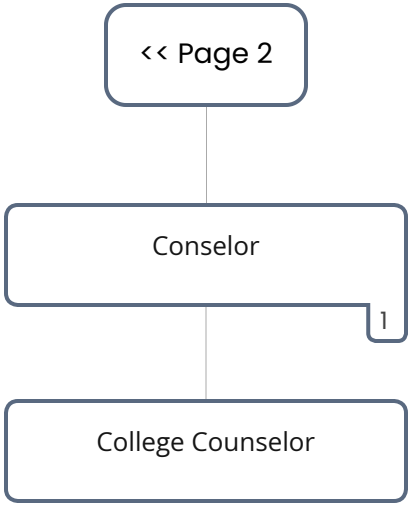
MSA

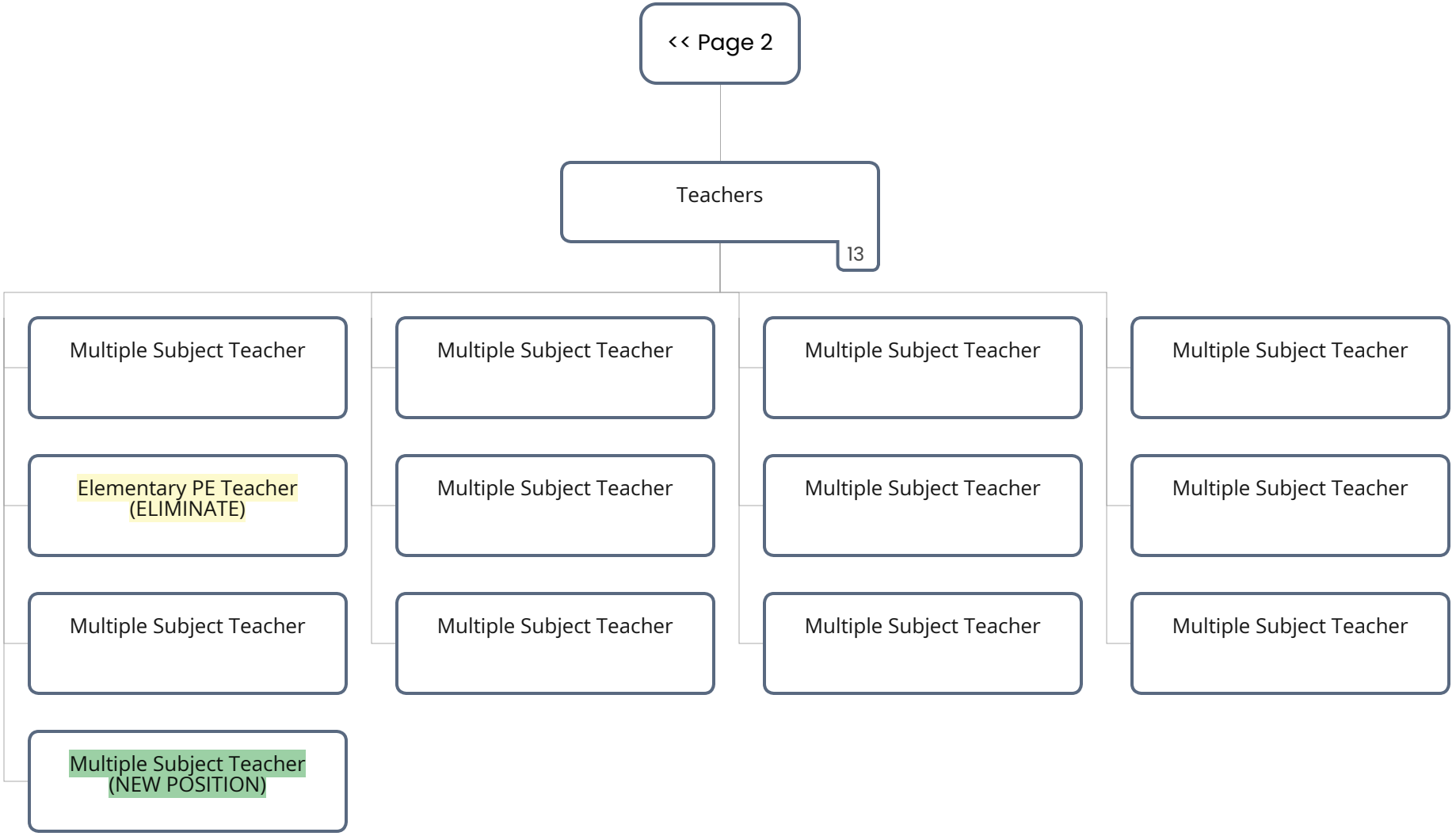
SA

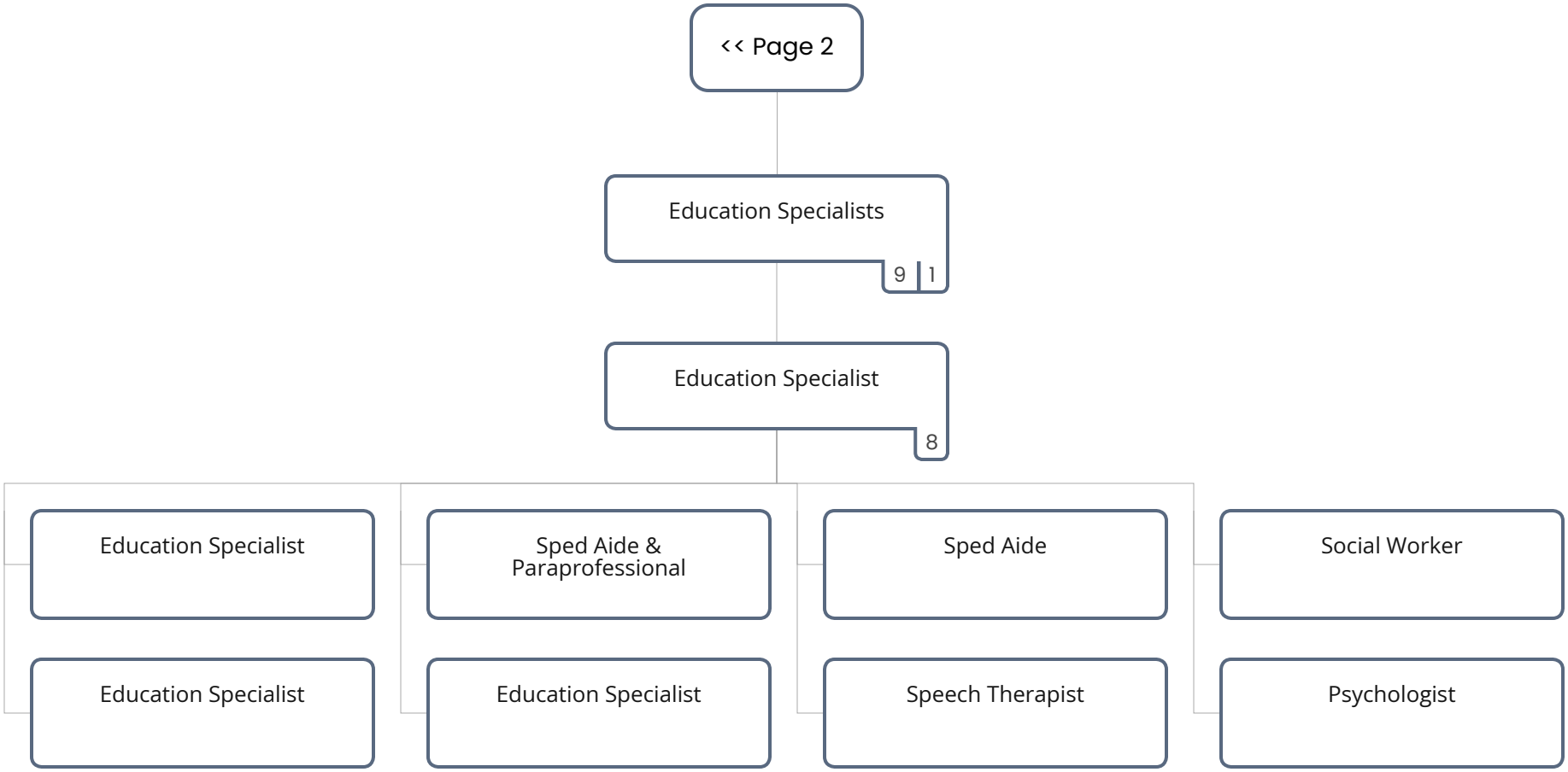

Site Director & Principal
(MSA-SA)
70
11
Admins
56 Page 2 >>
Managers
14 Page 11 >>

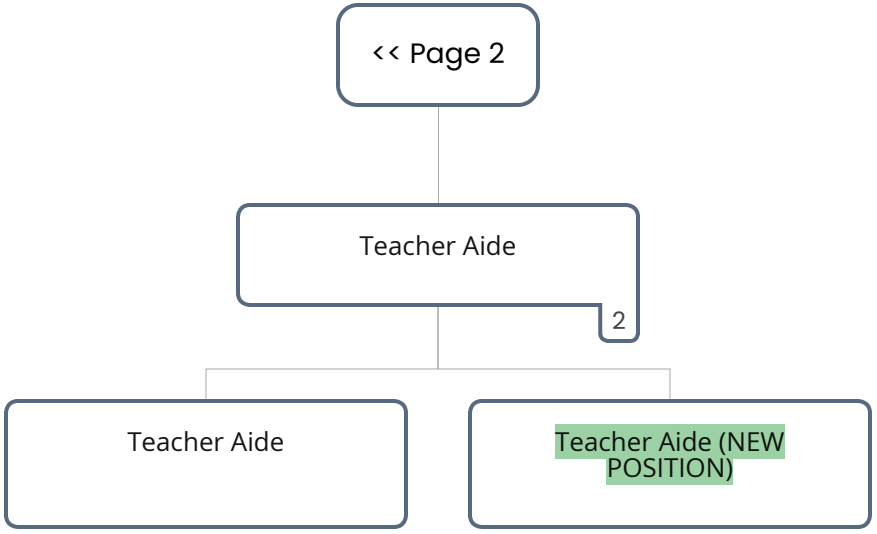

<< Page 1
Admins
56 | 3
Dean of Academics
20
Assistant Principal (Academics)
24 | 16
Assistant Principal (Student Services)
9
Teachers
19 Page 3 >>
Conselor
1 Page 4 >>
Teachers
13 Page 5 >>
Education Specialists
9 Page 6 >>
Teacher Aide
2 Page 7 >>
Teachers
6 Page 8 >>
Discipline Coordinators
2 Page 9 >>
Campus Supervisors
1 Page 10 >>

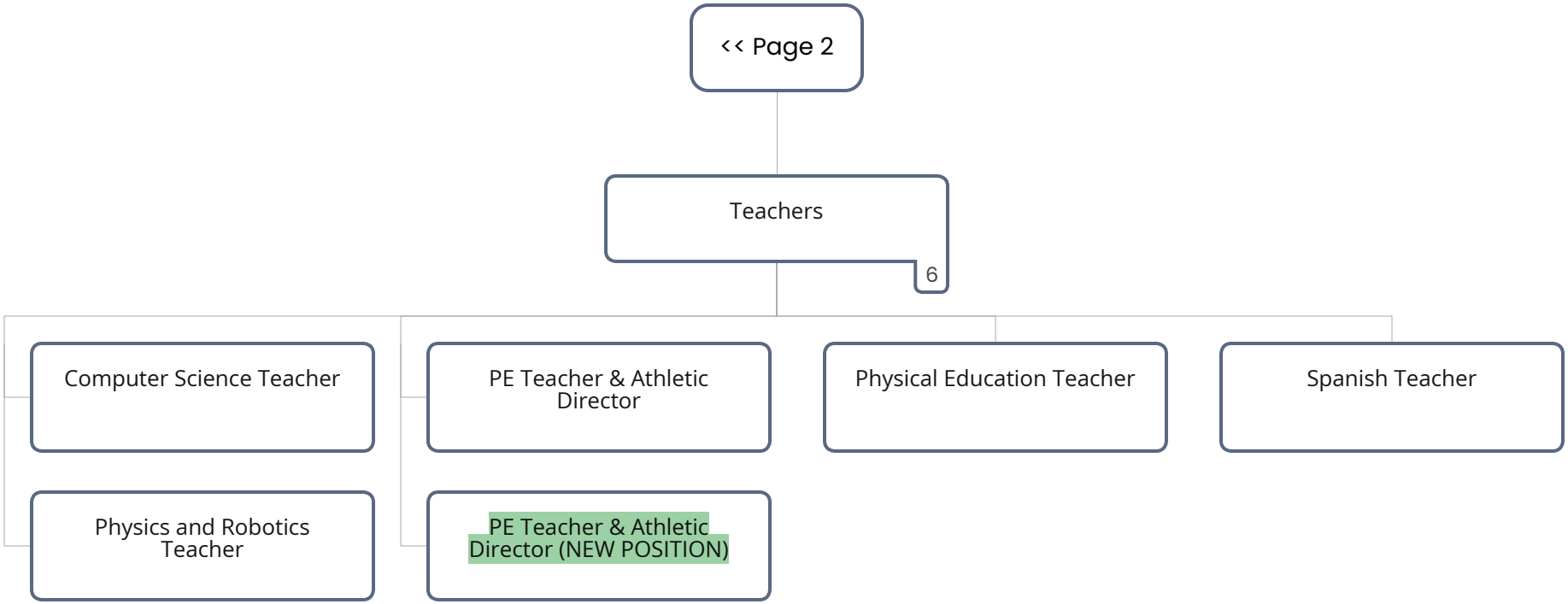

<< Page 2
Teachers
19
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher (ELIMINATE)
History Teacher
Math Teacher
Math Teacher
Science & Biology Teacher
Science Teacher
Science Teacher
Math Teacher
Math Teacher
Math Teacher
Social Studies Teacher
History Teacher
Social Studies Teacher
Science Teacher (NEW POSITION)
Art Teacher (NEW POSITION)

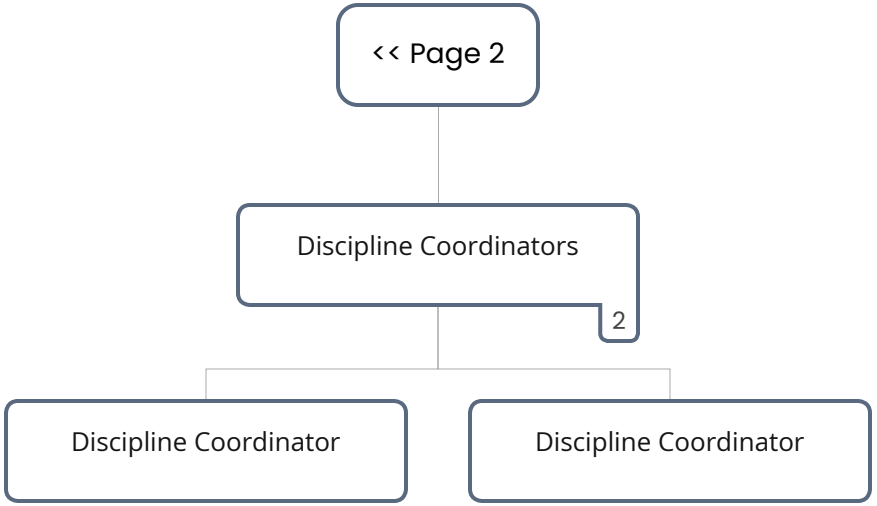

<< Page 2
Conselor
1
College Counselor

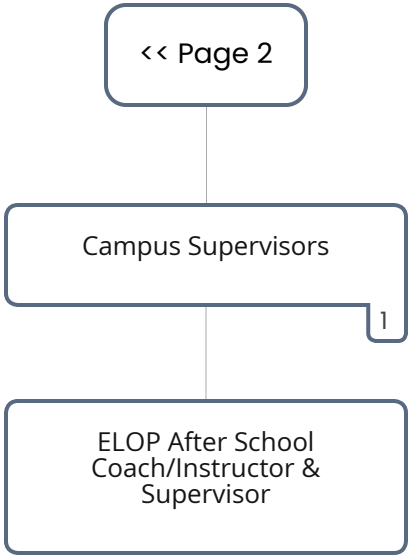

<< Page 2
Teachers
13
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Elementary PE Teacher (ELIMINATE)
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher
Multiple Subject Teacher (NEW POSITION)

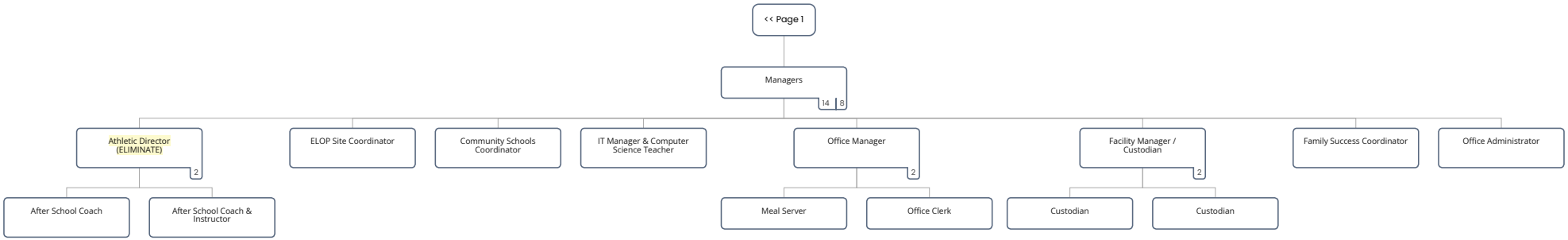

<< Page 2
Education Specialists
9
1
Education Specialist
8
Education Specialist
Sped Aide & Paraprofessional
Sped Aide
Social Worker
Education Specialist
Education Specialist
Speech Therapist
Psychologist


<< Page 2
Teacher Aide
2
Teacher Aide
Teacher Aide (NEW POSITION)


<< Page 2
Teachers
6
Computer Science Teacher
PE Teacher & Athletic Director
Physical Education Teacher
Spanish Teacher
Physics and Robotics Teacher
PE Teacher & Athletic Director (NEW POSITION)


<< Page 2
Discipline Coordinators
2
Discipline Coordinator
Discipline Coordinator


<< Page 2
Campus Supervisors
1
ELOP After School Coach/Instructor & Supervisor


<< Page 1
Managers
14
8
Athletic Director (ELIMINATE)
2
After School Coach
After School Coach & Instructor
ELOP Site Coordinator
Community Schools Coordinator
IT Manager & Computer Science Teacher
Office Manager
2
Meal Server
Office Clerk
Facility Manager / Custodian
2
Custodian
Custodian
Family Success Coordinator
Office Administrator

Coversheet

Approval of the MPS School Site Classified Employees' Pay Raise Schedule for 2026-27 School Year

Section: V. Action Items
Item: D. Approval of the MPS School Site Classified Employees' Pay Raise Schedule for 2026-27 School Year
Purpose: Vote
Submitted by:
Related Material:
Approval of the MPS School Site Classified Employees' Pay Raise Schedule for 2026-27 Report Final.pdf

Agenda Item:	A D: Action Item
Date:	May 21, 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
RE:	Approval of the MPS School Site Classified Employees' Pay Raise Schedule for 2026-27

Action Proposed:

Staff recommends and moves that the Board approves the MPS school site classified employee's pay raise schedule for 2026-27 fiscal year effective July 1, 2026.

Analysis:

Each fiscal year ("FY"), Magnolia Public Schools ("MPS") reviews compensation structures as part of the annual budget development process. This review includes collaboration between the Home Office, Finance, and school leadership teams to evaluate enrollment, staffing needs, operational priorities, and long-term fiscal sustainability across the network.

As part of the 2026–27 budget planning process and broader fiscal stabilization efforts, MPS conducted a comprehensive review of staffing and compensation allocations to balance organizational sustainability with continued investment in employees and student services.

Based on this analysis, MPS proposes the following compensation adjustments for school site classified employees effective July 1, 2026:

- A $1,015 increase for all full-time classified exempt employees
- A $0.50 (50 cent) hourly increase for all classified hourly employees, including both part-time and full-time non-exempt employees

These adjustments reflect MPS's continued commitment to supporting employees while aligning compensation decisions with current budget realities and long-term organizational planning.

Some Key Notes:

- For the 2026–27 school year, MSA-1 will add one (1) part-time Hockey Coach position.
- During the 2025–26 fiscal year, there are 131 classified employees working across MPS school sites under this compensation structure, including 12 part-time employees, 117 full-time employees, and 2 temporary employees. Fiscal projections for 2026–27 are based on current staffing assumptions.
- Classified employees across MPS school sites include both part-time and full-time positions. Full-time employees may work under either 11-month or 12-month agreements depending on their assigned role and work calendar.

- Classified employees may also be eligible for one-time annual assignment duties. In the 2026–27 fiscal year, classified exempt employees will be compensated based on the approved annual assignment amounts identified in APPENDIX 1 unless otherwise specified in their job description. Non-exempt classified employees performing additional duties will be compensated at their applicable hourly rate.

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Chart 1: 2025-26 FY Classified Titles and average rates

Position	Count of Position	Min of Hourly Rate ($)	Max of Hourly Rate ($)
Administrative Assistant	2	29.36	32.50
After School Coach & Instructor	2	30.00	30.00
After School Coordinator & SPED Aide	1	25.50	25.50
ASES Coordinator	1	23.75	23.75
ASES Frontline Staff Member	1	16.90	16.90
Athletic Director	2	37.86	39.34
Behavior Implementation Interventionist & Coach	1	25.92	25.92
Campus Aide	4	22.00	24.49
Campus Supervisor	2	20.33	26.88
Coach	2	23.38	27.00
Community Schools Coordinator	7	36.69	41.54
Custodian	9	20.38	22.40
Discipline Coordinator	5	33.19	34.94
ELOP After School Coach/Instructor and Supervisor	1	21.15	21.15
ELOP Site Coordinator	1	45.75	45.75
ELOP Site Manager	2	33.84	36.06
Facility Manager	2	33.81	35.12

Family Success Coordinator	10	33.65	36.17
Hockey Coach	1	25.00	35.00
IT Manager	6	40.77	49.46
Library Clerk	1	29.91	29.91
Meal Server	2	18.50	19.00
Mental Health Support Provider	2	27.00	27.00
Office Administrator	3	22.44	25.76
Office Clerk	11	20.58	28.02
Office Manager	13	33.81	42.44
Paraprofessional	9	18.66	28.26
Restorative Justice Coordinator	1	36.81	36.81
Sped Aide	16	19.03	26.01
Teacher Aide	10	19.05	31.11
TK Teacher Aide	2	20.33	21.15
Grand Total	**131**	**16.90**	**49.46**

Budget Implications:

A proposed $0.50 per hour increase for classified employees is estimated to increase personnel costs by approximately $176,000 annually MPS-wide, excluding statutory benefits. The estimate is based on 131 classified positions and standard annual work hours. Actual costs may vary depending on staffing levels, hours worked, and position assignments during the 2026–27 fiscal year.

Exhibits (attachments):

- Annual one- time assignments
- Hockey Coach job description

MAGNOLIA PUBLIC SCHOOLS

APPENDIX 1

MPS Board Approved Additional Duties-One Time Assignment for the 2025-26 School Year

Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	$25	VISIT	Refer to Home Visit Policy
3	Saturday School	$50	HOUR	Refer to School Admin
4	Parent Academy Coordinator	$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	$70	HOUR	Refer to School Admin
6	After School Coordinator	$30	HOUR	Refer to School Admin
7	After School Support	$30	HOUR	Refer to School Admin
8	Zero Period Assistance	$30	HOUR	Refer to School Admin
9	Substituting for another teacher	$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	$35	PERIOD	Refer to School Admin

21	High School Seasonal Sports Coach (per sport)	$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
25	Referee assignment	$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance

				matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.
28	Parent meeting outside home	$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources. This will be an extension of a project focused on community reflective tours.
29	Administrative Hearing Committee	$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial and "on call" to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service. Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.
30	Intersession Instruction (Winter, Spring, etc.)	$50	HOUR	Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.

HSHL – Head Coach

Job Qualifications

- All coaches must be a minimum of USA Hockey Level 1 Certified.
- USA Hockey Certification must be current and valid for the entire League season (August 17th, 2026 – March 20th, 2027)
- All coaches must complete USA Hockey Certification, CAHA Screening, SafeSport Training.
- Must maintain insurance through USA Hockey Membership

Job Description

The Head Coach of the Reseda Hockey Club is a part-time position out of Reseda Rink in Reseda, California. The Head coach is responsible to attend and coach the team for all regular season and playoff games subject to suspension rules outlined in the League Official Rules and Procedures Document.

Essential Functions

- Head coach is responsible to attend, plan, and run two weekly practices each week commencing the week of August 24,2026 through the end of the League regular season and playoffs.
- Head coach is responsible for transportation to and from games and practices.
- Head coaches will be given written notice from the League regarding any bi or optional practice weeks.
- If a head coach's team qualifies for the League playoffs, the head coach is responsible to plan, attend, and run two weekly practices for the duration of the team's playoff run.
- Head coach must notify the League in advance is he/she is unable to attend a team practice or game.
- Head Coach is subject to all guidelines outlined in the League's Official Rules and Procedures Document and subject to suspension or termination per the League's Official Rules and Procedures Document.
- Head Coach is responsible for ensuring players adhere to all player guidelines outlined in the League's Official Rules and Procedures Document including but not limited to player eligibility and game play rules.
- Head Coaches are required to represent the League in a professional manner at all times.
- Head coaches engaging in any act determined to be detrimental to the League or Company are subject to termination.
- Head coach will make a player's safety paramount during all on-ice activities.

Job Knowledge

- Previous coaching experience (Pewee aged players and above is preferred)
- In-depth knowledge of the sport of hockey
- Previous club or collegiate playing experience is preferred

Coversheet

Approval of the Updated MPS Board Officers

Section: V. Action Items
Item: E. Approval of the Updated MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: Updated Board Officers_May 21, 2026.pdf

Agenda Item:	V E: Action Item
Date:	May 21, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Updated 2025-26 Board Officers

Action Proposed:

Staff recommends and moves that the Board approve Erdinc Acar to serve as the interim MPS Board Secretary effective May 21, 2026. All other current appointments remain the same for 2025-26.

The Board will revisit the Board appointments for the 2026-27 school year at a later scheduled Board Meeting for further revisions or continuations of the officers.

Purpose:

There is a current vacancy in the role of Board Secretary. The interim will serve to temporarily fill the role and sign minutes and execute the duties assigned to the role until it is filled and the Board makes the determination final.

Background:

The Board Secretary is an Officer of the Board, and not a Board Member.

Impact:

All other officers of the Board remain the same for 2025-26:

- Mr. Mekan Muhammedov, Board Chair
- Ms. Sandra Covarrubias, Board Vice-Chair
- Mr. Cafer Turan, Acting Treasurer (Officer)

Coversheet

Approval of the Magnolia Science Academy-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework

Section: V. Action Items
Item: F. Approval of the Magnolia Science Academy-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework
Purpose: Vote
Submitted by:
Related Material:
Approval of the Magnolia Science Academy-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework Report Final.pdf

Agenda Item:	V F. Action Item
Date:	May 21, 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 MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework

Action Proposed:

Staff recommends that the Board approve the MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework, and authorizes staff to submit the Board-adopted plan and related attachments to the Los Angeles County Office of Education (LACOE) as requested by LACOE, subject to non-substantive edits approved by the CEO/Superintendent and legal/finance staff.

Purpose:

The purpose of this item is to present a Board-adopted contingency plan addressing the additional bond issuance debt associated with the MSA-5 facilities project. The plan responds to LACOE's request for a clear framework describing how MERF/MPS would respond if MSA-5 does not meet projected enrollment or ADA targets, experiences cash-flow pressure, or is otherwise unable to support debt-related obligations solely from site-level resources.

Background:

MSA-5 is transitioning to its permanent standalone campus at 7111 Winnetka Avenue in Winnetka. The project includes additional bond financing to complete the school facility and related capital improvements necessary for operation of the campus. LACOE requested a contingency plan identifying specific steps MSA-5 and MPS would take to remain financially stable, manage any cash-flow gaps, identify reliable funding sources, and establish a timeline for corrective action.

The attached plan is supported by the MSA-5 Multi-Year Projection (MYP), cash-flow forecast, and debt service schedule. The MYP reflects projected enrollment growth from 197 students in 2025-26 to 264 students in 2026-27 and 460 students beginning in 2027-28; ADA projected at approximately 92.01%; and debt service coverage above the required 1.10 threshold in each projected year.

Analysis:

The contingency plan is structured as an ongoing fiscal oversight framework, rather than an open-ended commitment of organizational support. It combines site-level accountability, enrollment and ADA

monitoring, cash-flow forecasting, debt service oversight, expense controls, CMO fee flexibility, and Board-governed short-term support if needed.

Key components of the plan include:

- Enrollment and demand assumptions tied to current applications, registrations, re-enrollment data, changed market conditions, and the move to a permanent facility.
- ADA monitoring and attendance recovery strategies, short-term independent study, including permissible Saturday/weekend or other attendance recovery opportunities where allowable and properly documented.
- Monthly and quarterly review of enrollment, ADA, budget-to-actual performance, cash flow, debt service coverage, and construction/occupancy milestones.
- Tiered contingency triggers for enrollment, ADA, budget, cash-flow, and debt service variances.
- Corrective actions that may include enrollment recovery, ADA improvement, expense controls, staffing alignment, CMO fee reduction or deferral, site-level reserves, and Board-approved intraorganizational or interfund support where legally permissible.
- A consolidated timeline aligning Student Recruitment and Enrollment (SRE) /year-of-arc enrollment tracking, budget updates, cash-flow forecasting, Finance Committee review, and Board action if necessary.

Impact:

Approval of the plan demonstrates Board oversight, fiscal stewardship, and responsiveness to LACOE's authorizer request. The plan supports continued operation of MSA-5, protects student services and instructional quality, and establishes a transparent process for monitoring enrollment, ADA, cash flow, and debt repayment capacity during the facility transition period.

Budget Implications:

Approval of this agenda item does not, by itself, authorize new expenditures beyond amounts already reflected in the MSA-5 MYP, financing documents, and related budget materials. The plan recognizes the $17,590,000 bond financing, projected annual debt service of approximately $1.14 million after the initial partial payment, and projected short-term intraorganizational loan support of up to $450,000 FY 2027-28. Any future use of organizational reserves, interfund borrowing, CMO fee adjustment, or additional support would be subject to applicable laws, financing covenants, Board policy, and any required Board approvals.

Exhibits:

Exhibit A: Draft LACOE Transmittal Letter
Exhibit B: MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework
Exhibit C: MSA-5 Multi-Year Projection Budget
Exhibit D: MSA-5 Cash-Flow Forecast
Exhibit E: MSA-5 Debt Service Schedule

Magnolia Educational & Research Foundation

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

May 21, 2026

Dr. Cheli Nye
Coordinator III, Charter School Office
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

Subject: Board-Adopted MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework

Dear Dr. Nye,

On behalf of the Magnolia Educational & Research Foundation ("MERF") Board of Directors, we appreciate the Los Angeles County Office of Education's ("LACOE") continued guidance and oversight regarding the Magnolia Science Academy-5 ("MSA-5") facilities project and related financing.

This letter transmits MERF's **Board-Adopted MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework**, which addresses the additional bond issuance debt associated with the MSA-5 project. The attached contingency plan provides the detailed framework for responding to potential scenarios in which MSA-5 does not meet projected enrollment or Average Daily Attendance ("ADA"), experiences cash-flow pressure, or is otherwise unable to support debt-related obligations solely from site-level resources.

The MERF Board recognizes its fiduciary responsibility to ensure that MSA-5 remains financially stable, operationally viable, and able to continue serving students. The Board also recognizes that MERF's financial position is regularly reported through financial submissions, audits, and quarterly organizational reporting. Accordingly, the attached plan is designed to be realistic, transparent, structured, and sustainable rather than dependent on open-ended or undocumented organizational support.

The current project schedule reflects construction and closeout activities continuing through 2026, including final inspection, turnover, and occupancy-readiness milestones, all in time for the Fall 2026 school year. This makes proactive monitoring of enrollment, ADA, cash flow, debt service, and transition planning especially important during the construction and occupancy period.

Enrollment and ADA Basis

MSA-5's financial plan is tied to current enrollment conditions, confirmed enrollment activity for 2026–27, and projected enrollment growth associated with the school's transition to its permanent, standalone campus at **7111 Winnetka Avenue**.

MSA-5 is projected to grow from **197 students in 2025–26** to **264 students in 2026–27**, and to **460 students in 2027–28 and beyond**. These projections reflect materially changed conditions since fall 2025, including MSA-5's recognition as a **California Distinguished School**, a more focused marketing and recruitment campaign, the move to a state-of-the-art standalone facility, and changing local charter school conditions in the San Fernando Valley.

As of May 12, 2026, MSA-5 had received **340 submitted enrollment applications** for the 2026–27 school year. Of these, **166 applications were converted to completed registrations**, and an additional **116 applications were on track to convert during the month**. MSA-5 also completed its spring re-enrollment campaign with current families, with **100% of families responding** and **88% indicating they intend to return** to MSA-5 for the upcoming school year.

These data points support the reasonableness of the projected enrollment increase to 264 students in 2026–27 and the longer-term projection of 460 students beginning in 2027–28. The attached contingency plan provides additional detail regarding the enrollment assumptions, demand factors, monitoring protocols, and intervention triggers.

Financial Basis, Debt Service, and Cash Flow

The contingency plan is supported by the MSA-5 Multi-Year Projection ("MYP"), which was previously provided to LACOE as part of the charter renewal petition materials. The MYP incorporates enrollment and ADA assumptions, LCFF revenue, federal and state funding, staffing and operating costs, facility-related revenues, depreciation, debt service, fund balance, unrestricted net position, and debt service coverage.

The MYP uses conservative assumptions for categorical and local funding and does not rely on uncertain fundraising or discretionary local grants to support core operations or debt service. The MYP assumes ADA at approximately **92% of enrollment** and an LCFF unduplicated pupil percentage of approximately **87%**, based on recent actual rates.

MSA-5 obtained additional debt as a $17,590,000 **bond** to complete the school facility and related capital improvements necessary for operation of the permanent campus. The bond carries a **5.75% interest rate** with a **40-year term**. After an initial partial interest payment in FY 2025–26, annual debt service is projected to remain generally stable at approximately **$1.14 million per year** through final maturity.

The MYP shows projected debt service coverage above the required **1.10** threshold in each projected year as shown in the attached plan.

The cash-flow forecast also projects positive ending cash balances in each year presented. Because the project includes significant facility-related transactions and non-cash depreciation expense, MERF will monitor cash flow separately from net income, with particular attention to liquidity, receivables, facility-related outflows, and scheduled debt service payments.

Contingency Framework and Oversight

The attached plan establishes a structured response model that does not assume unlimited organizational support. If enrollment, ADA, cash flow, budget performance, or debt service coverage varies materially from projections, MERF will use a layered set of contingency tools, including:

- Targeted enrollment recovery and ADA improvement efforts;
- Ongoing registration conversion and family retention monitoring;
- Reduction, deferral, or temporary suspension of the CMO fee as a first-line internal stabilization tool;
- Expense controls, including delaying non-essential purchases and freezing non-essential hiring;
- Staffing alignment based on actual enrollment, ADA, student needs, and available revenue;
- Use of MSA-5 site-level cash and reserves for short-term timing differences;
- Board-approved short-term organizational support or intraorganizational borrowing, if feasible and legally permissible; and
- Refinancing, restructuring, or lender engagement if longer-term debt pressure emerges.

The MYP also includes a projected **$450,000 intraorganizational loan** from MERF to MSA-5 in FY 2027–28 to support short-term operational cash-flow needs during the early years following facility completion. This support is intended to be temporary, documented, and governed through MERF's internal oversight process.

The MERF Board will monitor implementation of the contingency plan through the Board Finance Committee and regular Board reporting. MERF will also provide updates to LACOE if MSA-5 enrollment or ADA falls materially below projection, debt service coverage becomes a concern, organizational reserves or interfund borrowing are used to support MSA-5, the construction or occupancy timeline materially changes, or the MYP materially changes.

MERF remains committed to ensuring that MSA-5 remains open, operational, financially stable, and able to continue serving students. The attached contingency plan is designed to preserve student services, instructional quality, fiscal solvency, debt repayment capacity, compliance with authorizer and financing requirements, and transparency with LACOE.

Attached for LACOE's review are the following materials:

1. **Board-Adopted MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework**
2. **MSA-5 Multi-Year Projection Budget**
3. **MSA-5 Cash-Flow Forecast**
4. **MSA-5 Debt Service Schedule**

We appreciate LACOE's partnership and oversight and remain committed to responsible fiscal stewardship, transparency, and proactive planning.

Sincerely,

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Mekan Muhammedov
Board Chair
Magnolia Educational & Research Foundation

_____

Alfredo Rubalcava
CEO and Superintendent
Magnolia Public Schools

_____

Cafer Turan
Interim Chief Financial Officer
Magnolia Public Schools

cc: MERF Board of Directors
Magnolia Public Schools Executive Leadership Team
Alfredo Rubalcava, CEO / Superintendent Name
Erdinc Acar, Deputy Superintendent
Cafer Turan Interim Chief Financial Officer Name

MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework

Additional Bond Issuance Debt, Enrollment / ADA Risk, Cash Flow, Debt Service, and Fiscal Oversight

Prepared for Submission to the Los Angeles County Office of Education

Magnolia Educational & Research Foundation / Magnolia Public Schools

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Executive Summary

The Magnolia Educational & Research Foundation ("MERF") Board of Directors recognizes LACOE's request for a clear contingency plan addressing the additional bond issuance debt associated with the Magnolia Science Academy-5 ("MSA-5") facilities project. This plan is designed to address potential scenarios in which MSA-5 does not meet projected enrollment or Average Daily Attendance ("ADA") targets, experiences cash-flow gaps, or is otherwise unable to meet debt-related obligations from site-level resources alone.

MERF will manage this risk through a **portfolio-level financial strategy** that includes site-level accountability, centralized cash oversight, targeted short-term support, expense controls, CMO fee flexibility, Board governance, and recurring monitoring of enrollment, ADA, cash flow, debt service coverage, and multi-year financial performance.

This plan does **not** assume unlimited organizational support. Instead, it establishes a structured response model based on:

1. Balanced budget expectations for each school site;
2. Strategic surplus generation at higher-performing sites;
3. Centralized cash and reserve management at the MERF level;
4. Time-limited and Board-governed financial support for MSA-5, if needed;
5. Defined intervention triggers tied to enrollment, ADA, budget, cash flow, and debt service;
6. Use of CMO fee flexibility as a first-line stabilization tool;
7. Monitoring of current and projected multi-year budget performance;
8. Monthly cash-flow forecasting;
9. Ongoing debt service monitoring; and
10. Regular Board, Finance Committee, and LACOE reporting.

The current construction schedule reflects project activities continuing through 2026, including final inspection and turnover milestones in July 2026, making proactive monitoring of enrollment, cash flow, debt service, and occupancy timing especially important during the construction and transition period.

The plan is further supported by the MSA-5 Multi-Year Projection ("MYP") previously provided to LACOE as part of the charter renewal petition. The MYP shows enrollment growth from **197 students in FY 2025–26** to **264 students in FY 2026–27** and **460 students beginning in FY 2027–28**, ADA projected at approximately **92.01%**, positive ending net position throughout the projection period, and debt service coverage above the required **1.10** threshold in each projected year.

1. Purpose of the Contingency Plan

This contingency plan addresses five primary risk areas:

Risk Area	Description	Contingency Objective
Enrollment / ADA Shortfall	MSA-5 does not meet projected enrollment or ADA assumptions	Stabilize revenue through recruitment, retention, ADA recovery, and budget adjustments
Cash Flow Gap	Timing mismatch between revenues, debt service, construction obligations, or operating expenses	Maintain liquidity through forecasting and a structured cash-flow waterfall
Debt Repayment Pressure	MSA-5 site-level resources are insufficient to meet bond or related debt obligations	Use Board-governed tools while protecting MERF reserves and network operations
Construction / Occupancy Timing	Facility completion or occupancy timeline affects enrollment growth or operating assumptions	Monitor schedule, update projections, and adjust recruitment and cash-flow plans
Expense Misalignment	Staffing or operating costs exceed sustainable levels due to lower enrollment / ADA	Align expenditures to actual enrollment while protecting instructional quality

2. Enrollment, ADA, and Demand Assumptions

MSA-5's financial plan and contingency framework are tied to current enrollment conditions, confirmed enrollment activity for 2026–27, and projected enrollment growth associated with the school's transition to its permanent standalone campus at **7111 Winnetka Avenue**.

MSA-5 is projected to grow from **197 students in 2025–26** to **264 students in 2026–27**, and to **460 students in 2027–28 and beyond**. These projections are based on materially changed conditions since enrollment was originally triangulated in fall 2025, including the school's recognition as a **California Distinguished School on March 10, 2026**, a more focused marketing and recruitment campaign, the upcoming move to a new state-of-the-art facility, and changing local charter school conditions in the San Fernando Valley. During the 2025–26 period, several charter schools in the broader Valley region have closed or announced closure, including **Ingenium Middle School**, **Ivy Bound Academy Middle School in Sherman Oaks**, **New Horizons Charter Academy**, and **Ivy Academy in Woodland Hills**. MSA-5

has received inquiries and expressions of interest from families impacted by these closures, and enrollment activity from these school communities is being tracked as part of the school's broader recruitment and registration pipeline. These factors, together with the school's academic performance, safety record, and transition to a permanent standalone campus, support the reasonableness of the projected enrollment growth.

2.1 Current Enrollment Pipeline and 2026–27 Outlook

As of **May 13, 2026**, MSA-5 has received **325 submitted enrollment applications** for the 2026–27 school year. Of these, **168 applications have been converted to completed registrations, and an additional 108 are on track to convert this month**. This current application and registration pipeline supports the reasonableness of the projected increase to **264 students in 2026–27**.

Enrollment Indicator	2026–27 Status	Previous School Year 2025-2026
Submitted enrollment applications	**325**	50
Completed registrations	**168**	31
Applications on track to convert during the month	**108**	15
Projected 2026–27 enrollment	**264**	230

The school's current recruitment momentum has been supported by a more intentional marketing campaign, open houses, family information sessions, direct community outreach, and partnership-based events near the new Winnetka campus. Current MSA-5 families have also supported recruitment through word-of-mouth outreach within their own networks.

2.2 Retention and Re-Enrollment

MSA-5 completed its spring re-enrollment campaign with current families. **100% of families responded**, and **88% indicated they intend to return to MSA-5** for the upcoming school year. Families not returning to MSA-5 primarily indicated they would continue at the current MSA-1 school site because of proximity to home.

This retention data strengthens the 2026–27 enrollment projection because the projected increase is supported by both returning MSA-5 students and a substantially expanded new-student application and registration pipeline.

2.3 Changed Conditions Since Fall 2025 Enrollment Assumptions

MSA-5's enrollment projections should be viewed in light of materially changed conditions since the original fall 2025 enrollment triangulation. These changed conditions include:

Changed Condition	Enrollment Relevance
California Distinguished School recognition on March 10, 2026	Strengthens family confidence and academic reputation
Focused marketing and recruitment campaign	Increases awareness and application volume
New state-of-the-art standalone facility	Removes long-standing facility constraints
Increased community awareness of the permanent Winnetka campus	Expands the school's local market
Current application and registration activity	Supports 2026–27 projection
Local charter school closures	Creates additional demand for stable charter options

Several charter schools in the broader Valley region have closed or announced closure during the 2025–26 period, including **Ingenium Middle School, Ivy Bound Academy Middle School in Sherman Oaks, New Horizons Charter Academy**, and **Ivy Academy in Woodland Hills**. These closures have created additional family demand for stable, high-quality charter school options in the region. MSA-5 has already received inquiries and expressions of interest from families impacted by these closures, and some students from these school communities have either enrolled or are in the enrollment process for the upcoming school year. MSA-5's strong record of school safety, academic rigor, and continuity of operations positions the school as a viable option for families seeking a new school community.

2.4 Facility-Driven Enrollment Growth

Since **2013**, MSA-5 has operated in co-located settings, first with **LAUSD** and later with **MSA-1**. While these arrangements allowed the school to operate successfully, they consistently constrained enrollment growth due to limited physical capacity, restricted access to shared spaces, and family hesitation associated with co-located campuses.

Beginning in 2026–27, MSA-5 will transition to its own standalone facility at **7111 Winnetka Avenue**. This transition represents a fundamental change in the school's enrollment capacity and family value proposition. The new site provides substantially more instructional and common space, better equipped science and robotics labs, allows for additional grade-level sections and student supports, and strengthens the school's ability to recruit and retain families. The new location is approximately **2.5 miles from the current campus**, minimizing disruption for existing families while opening access to a broader surrounding community.

2.5 Academic Performance as a Demand Driver

MSA-5's academic performance provides a strong, data-backed basis for increased demand once facility limitations are removed. Based on the most recent California School Dashboard comparison of K–12, middle, and high schools within five miles of MSA-5's new facility, MSA-5 consistently performs at or near the top of local schools across multiple indicators and exceeds state averages.

Indicator	MSA-5 Performance Summary
English Language Arts	Ranks highly among nearby comparison schools and exceeds local and state benchmarks
Mathematics	Ranks first among nearby comparison schools and significantly exceeds local and state benchmarks
English Learner Progress	Strong performance above local and state averages
College and Career Indicator	Highest among nearby comparison schools and substantially above local and state averages
Graduation Rate	Above local median and state average

These results demonstrate that MSA-5 offers a high-performing academic option in an area where many nearby schools perform below state benchmarks.

2.6 Geographic Access and Local Market Opportunity

The new MSA-5 campus is located near multiple elementary, middle, and high schools serving large student populations. Many lower-grade schools are located within approximately one mile of the new site, while high school options are generally within two to three miles. For families in the immediate area, access to a high-performing public charter school within a reasonable distance is important, especially for families who rely on walking, public transportation, or short-distance commuting.

The new facility strengthens MSA-5's ability to serve families in Winnetka, Reseda, Canoga Park, Tarzana, Woodland Hills, and nearby communities.

2.7 Recruitment and Retention Strategy

Beginning in **2024–25**, MPS implemented a refined systemwide recruitment and retention strategy that directly supports MSA-5's projected growth. Key elements include a retention-first focus through proactive family engagement, coordinated student supports, intentional engagement of current families as ambassadors, strengthened partnerships with community organizations, and targeted outreach and marketing that highlights MSA-5's academic outcomes, school climate, safety, and upcoming standalone facility.

These efforts provide an operational basis for the projected growth rather than relying solely on facility completion.

2.8 Contingency Plan Implication

The enrollment projections used in the MSA-5 financing plan are reasonable and supported by current enrollment activity, facility-related growth potential, academic performance, community demand, and changed local market conditions. However, MERF will continue to treat enrollment and ADA as key monitoring areas because projected growth is essential to long-term fiscal strength and repayment capacity.

Accordingly, MERF will monitor MSA-5 enrollment, completed registrations, registration conversion, ADA, retention, budget-to-actual revenue performance, and multi-year enrollment projections on a recurring basis. If enrollment or ADA falls below projected levels, MERF will activate the contingency triggers described in this plan.

3. Multi-Year Budget Summary and Financial Assumptions

MSA-5's contingency plan is supported by the MSA-5 Multi-Year Projection ("MYP"), which was previously provided to LACOE as part of the charter renewal petition. The MYP incorporates enrollment and ADA assumptions, LCFF revenue, federal and state funding, staffing and operating costs, facility-related revenues, depreciation, debt service, fund balance, unrestricted net position, and debt service coverage.

The projection shows that MSA-5 is expected to maintain a positive net position and remain compliant with debt service coverage requirements throughout the projection period. The projection also distinguishes between accounting results and cash-flow strength, particularly because depreciation becomes a significant non-cash expense beginning in FY 2027–28.

3.1 Enrollment and ADA Assumptions

The MYP assumes enrollment growth from **197 students in FY 2025–26** to **264 students in FY 2026–27**, and then to a stabilized enrollment level of **460 students beginning in FY 2027–28**. ADA is projected at approximately **92.01% of enrollment**, resulting in projected ADA of approximately **181.26 in FY 2025–26**, **242.90 in FY 2026–27**, and **423.25 beginning in FY 2027–28**. The LCFF unduplicated pupil percentage is projected at approximately **87%** after FY 2025–26.

In addition to the base ADA assumption, MSA-5 has implemented effective **attendance recovery strategies** to mitigate the instructional and fiscal impacts of student absences. MSA-5's attendance recovery efforts include opportunities such as **Saturday School / weekend attendance recovery sessions**, short-term independent study, targeted attendance outreach, and follow-up with students and families to recover missed instructional time where permissible. For ADA and revenue planning purposes, MSA-5's current attendance recovery impact is estimated at approximately **1.03 ADA**, which provides an additional positive contribution to ADA-based revenues beyond the base attendance assumptions.

Accordingly, MERF will monitor MSA-5's enrollment, ADA, attendance recovery participation, recovered ADA, and related revenue impact as part of the ongoing fiscal oversight framework. If ADA falls below projections, MSA-5 will continue to use attendance recovery, family engagement, chronic absenteeism outreach, and other attendance interventions to support both student learning continuity and fiscal stability.

Fiscal Year	Enrollment	ADA	LCFF Unduplicated %
2025–26	191 Census 197 Current	175.41	87.07% one-year / 89.02% three-year
2026–27	264	242.90	87.00% one-year / 87.05% three-year
2027–28	460	423.25	87.00%
2028–29	460	423.25	87.00%
2029–30	460	423.25	87.00%
2030–31	460	423.25	87.00%

3.2 Funding Assumptions

The detailed funding assumptions are included in the attached MSA-5 Multi-Year Projection budget previously submitted to LACOE as part of the charter renewal materials. These assumptions include LCFF funding, federal programs, state categorical programs, special education funding, facility-related revenues, and local revenues.

The MYP uses conservative assumptions for categorical and local funding. In particular, the base projection does not rely on uncertain fundraising or discretionary local grants to support core operations or debt service. Any future fundraising, philanthropy, or local grant revenue would strengthen the school's cash position or support one-time needs, but it is not required for the base-case financial projection.

For authorizer-facing purposes, facility funding is described as **CSFP / CSFA-related state facility funding**, while accounting schedules may continue to track the specific state bond source as required.

3.3 Multi-Year Budget and Reserve Position

The MYP shows positive net income in FY 2025–26 and FY 2026–27, followed by accounting deficits in FY 2027–28 through FY 2030–31. These later-year deficits are largely influenced by non-cash depreciation expense of approximately **$1.04 million annually**, which reduces accounting income but does not represent an operating cash outflow.

MSA-5 is projected to maintain a positive ending net position throughout the multi-year projection, ranging from approximately **$14.15 million in FY 2025–26** to approximately **$15.84 million in FY 2030–31**. Unrestricted net position is also projected to remain positive across all years, though it narrows as facility-related obligations and operating costs increase.

This reserve position provides fiscal protection, but the contingency plan still requires active monitoring because unrestricted net position narrows during the projection period.

3.4 Debt Service Coverage

The projection includes a debt service coverage analysis and shows compliance in each year. Debt service coverage is projected to remain above the **1.10 required threshold**, with coverage ranging from **1.46 to 3.13** during FY 2026–27 through FY 2030–31.

Fiscal Year	Net Income Available for Debt Service	Debt Service Coverage	Required Limit	Compliance
2025–26	$468,787	1.90	1.10	YES
2026–27	$4,278,617	3.13	1.10	YES
2027–28	$2,599,396	1.46	1.10	YES
2028–29	$2,607,188	1.49	1.10	YES
2029–30	$2,572,975	1.48	1.10	YES
2030–31	$2,870,966	1.65	1.10	YES

4. Expense Assumptions and Cost-Control Framework

MSA-5's MYP includes staffing, benefits, books and supplies, services, and other operating expenses based on historical actuals, enrollment growth assumptions, and the staffing framework reflected in the charter petition. The expense assumptions are designed to support projected program growth while preserving flexibility to adjust staffing and expenditures if enrollment or ADA does not materialize as projected.

4.1 Staffing Assumptions

MSA-5 will make every reasonable effort to maintain a stable instructional environment and minimize staff turnover. However, staffing levels will be managed in alignment with actual enrollment, pre-enrollment, ADA, student demographics, grade-level needs, special education requirements, and available revenues.

All staff are employed **at-will**, and staffing decisions will be made in a manner that protects instructional quality while maintaining fiscal solvency.

If pre-enrollment does not indicate capacity enrollment, teaching staff will be retained only at levels necessary to meet core instructional and programmatic needs. Additional teachers and staff will be added as enrollment grows and revenue assumptions are confirmed. If enrollment or ADA later declines, MSA-5 will first use vacancy management, attrition, reassignment, and non-instructional cost controls where feasible. If necessary, staff reductions may be implemented to maintain fiscal solvency in response to lower ADA-based revenues.

The staffing structure and staffing levels are generally consistent with historical actuals and the framework outlined in the charter petition. Final staffing allocations may be adjusted based on enrollment, grade-level

distribution, student demographics, special education needs, English learner needs, programmatic requirements, class-size targets, available revenues, and fiscal sustainability.

4.2 Staffing Contingency Protocol

Condition	Staffing Response
Enrollment meets or exceeds projection	Maintain planned staffing and add FTEs consistent with growth model
Pre-enrollment below projection	Delay or limit additional hiring until enrollment is confirmed
Enrollment / ADA 3% below projection	Review vacancies, class-size assumptions, and discretionary staffing
Enrollment / ADA 5% below projection	Freeze non-essential hiring and evaluate staffing alignment
Enrollment / ADA 8% below projection	Prepare staffing adjustment plan tied to revised budget
Enrollment / ADA 10% or more below projection	Board Finance Committee review of staffing, budget, and cash-flow plan

4.3 Benefits Assumptions

Employee benefit costs are budgeted using standard retirement, payroll tax, health and welfare, and insurance assumptions. Certificated staff are assumed to participate in CalSTRS, classified staff are assumed to participate in CalPERS after meeting the applicable eligibility threshold, and statutory payroll costs include OASDI and Medicare. Health and welfare and insurance costs are budgeted as overall estimates and include COLA assumptions. These assumptions will be updated as needed based on final staffing, benefit participation, published retirement rates, and actual benefit costs.

4.4 Books, Supplies, Services, and Operating Expense Assumptions

Books, supplies, materials, services, and other operating expenses are based on historical actuals and adjusted in future years based on projected enrollment growth and student count.

Expense Category	Assumption
Books and Supplies	Based on historical actuals and adjusted for enrollment growth
Instructional Materials	Scaled with student count and program needs

Other Services	Based on historical actuals and projected operational needs
Operating Expenses	Adjusted for increased enrollment in out years
Facility-Related Operating Costs	Monitored separately as the school transitions to the new facility

If enrollment or ADA underperforms, non-essential purchases and discretionary operating expenses will be delayed, reduced, or eliminated before reductions to core instructional services are considered.

5. Facilities Financing and Debt Service

MSA-5 obtained a **$17,590,000 bond** to complete the school facility and related capital improvements necessary for operation of the permanent campus. The bond carries a **5.75% interest rate** with a **40-year term**.

Debt service payments have been incorporated into the MYP. After an initial partial interest payment in FY 2025–26, annual debt service is projected to remain generally stable at approximately **$1.14 million per year** through final maturity in 2065.

Debt Service Category	Amount
Total Principal	$17,590,000.00
Total Interest	$27,159,274.47
Total Debt Service	$44,749,274.47
Net Debt Service	$44,749,274.47

5.1 Debt Service Schedule

The full debt service schedule is included as an attachment to this plan. The schedule identifies annual principal, interest, and net debt service through final maturity in 2065.

5.2 Debt Service Monitoring

The CFO will review debt service capacity in connection with:

Area	Monitoring Focus
Enrollment	Actual enrollment compared with budgeted enrollment
ADA	Actual ADA compared with 92.01% assumption

LCFF Revenue	Impact of enrollment and ADA changes
Operating Cash Flow	Cash available after operating expenses
CMO Fee Flexibility	Potential reduction, deferral, or suspension if needed
Site-Level Cash	MSA-5 available cash and reserves
MERF-Level Support	Board-approved support if necessary and feasible
Debt Service Coverage	Ability to meet scheduled annual debt payments
Long-Term Obligations	Impact of debt service through final maturity

6. Cash Flow Forecast and Liquidity Monitoring

MSA-5's contingency plan is supported by annual and monthly cash-flow projections for FY 2025–26 through FY 2028–29. The detailed cash-flow schedules are included as attachments to this plan and were developed to monitor the timing of operating revenues, operating expenses, facility-related transactions, debt-related activity, and projected ending cash balances.

Because the MSA-5 project includes significant facility-related transactions, MERF will monitor cash flow separately from net income. This distinction is important because the MYP includes both non-cash accounting entries, such as depreciation, and facility-related balance sheet activity, such as work-in-progress and CSFP / CSFA-related loan or grant activity.

The cash-flow forecast shows significant year-to-year movement due to facility-related cash activity. However, MSA-5 is projected to maintain positive ending cash balances in each year presented. The forecast shows ending cash balances of approximately **$386,506 in FY 2025–26**, **$387,056 in FY 2026–27**, **$663,454 in FY 2027–28**, and **$939,586 in FY 2028–29**.

These projected cash balances support the conclusion that the accounting deficits shown in later years do not, by themselves, indicate a liquidity concern. MERF will continue to monitor monthly cash flow, timing of receivables, facility-related outflows, debt service payments, and any need for short-term organizational support.

6.1 Liquidity Monitoring Protocol

The CFO will monitor:

Liquidity Area	Monitoring Purpose
Monthly beginning and ending cash	Ensure adequate liquidity throughout the year
Operating surplus / deficit	Separate recurring operations from project-related activity

Liquidity Area	Monitoring Purpose
Facility-related cash transactions	Monitor CSFP / CSFA funding, WIP, and fixed asset activity
Debt service timing	Ensure cash is available for scheduled payments
Accounts receivable and payables	Monitor timing delays that could affect cash
Intraorganizational support	Track any MERF support, amount, timing, and repayment expectations
Minimum cash balance	Identify early warning signs of liquidity stress
Monthly variance from forecast	Determine whether contingency actions are required

7. Organizational Financial Philosophy

MERF will manage MSA-5 within a broader network financial strategy. This strategy balances site-level accountability with organization-level risk management.

7.1 Balanced Budget as the Baseline

Each school site, including MSA-5, is expected to operate at or above a balanced budget as the minimum financial standard. Site budgets will be developed based on realistic enrollment, ADA, staffing, programmatic needs, facility obligations, and debt service assumptions.

If MSA-5 falls below budgeted enrollment or ADA, the site will be required to implement corrective actions to return to a balanced budget or Board-approved financial recovery path.

7.2 Strategic Surplus Generation

Higher-performing and financially stronger schools in the Magnolia Public Schools portfolio may be expected to generate targeted operating surpluses where feasible. These surpluses strengthen the overall organization by building reserves and improving liquidity.

These reserves are intended to support organizational stability, including temporary support for sites facing enrollment or facility-related pressures.

7.3 Centralized Cash and Reserve Management

MERF will continue to monitor cash and reserves centrally at the organizational level. This approach allows MERF to:

- strengthen overall liquidity;
- monitor cash needs across the network;
- prepare for facility-related obligations;
- support sites with short-term enrollment or capital challenges;
- preserve the organization's ability to meet debt service obligations; and
- ensure that cash support decisions are aligned with Board policy, legal requirements, and financing covenants.

Network-level support will be subject to Board approval, applicable laws, reserve policies, financing covenants, and the organization's overall liquidity position.

7.4 Time-Limited and Corrective Support

Any financial support provided to MSA-5 will be:

- time-limited;
- tied to a corrective action plan;
- reviewed by executive leadership and the Board Finance Committee;
- designed to return the site to financial self-sufficiency; and
- structured to avoid creating an indefinite operating subsidy.

8. CMO Fee Flexibility as a Financial Buffer

One of the primary internal stabilization tools available to MERF is the ability to reduce, defer, or temporarily eliminate the CMO fee charged to MSA-5.

This tool may be used before deeper reserve support is required.

Condition	Potential Action
Minor enrollment or ADA shortfall	Maintain CMO fee but monitor monthly
Moderate enrollment or ADA shortfall	Partially reduce or defer CMO fee
Significant enrollment or ADA shortfall	Temporarily eliminate CMO fee until stabilization
Enrollment and cash flow stabilize	Gradually restore CMO fee based on financial capacity

The target condition for restoring the full CMO fee would be MSA-5 reaching sustainable enrollment and cash-flow performance, including progress toward the projected enrollment level of approximately **460 students**.

9. Intraorganizational Loan Support

To support short-term cash-flow needs during the early years following facility completion, MSA-5 is projected to receive intraorganizational loan support from Magnolia Educational & Research Foundation totaling up to **$450,000** across FY 2026–27 and FY 2027–28.

Support Item	Assumption
Source	Magnolia Educational & Research Foundation
Recipient	Magnolia Science Academy-5
Amount	$450,000 in FY 2027–28
Fiscal Year	FY 2027–28
Purpose	Short-term operational cash-flow support during early post-completion years

This support is intended to be temporary, documented, and governed through MERF's internal oversight process. It is consistent with the contingency framework's portfolio-level approach while avoiding an open-ended subsidy model.

10. Contingency Triggers and Corrective Actions

MERF will activate additional review and corrective action if enrollment, ADA, cash flow, budget performance, or debt service coverage varies materially from projection.

10.1 Enrollment and ADA Triggers

Trigger	Required Action
Enrollment or ADA 3% below projection	Enhanced monitoring; targeted recruitment and attendance recovery
Enrollment or ADA 5% below projection	Freeze non-essential spending; review staffing and class-size assumptions; consider CMO fee adjustment
Enrollment or ADA 8% below projection	Formal site-level financial review and corrective action plan submitted to executive leadership
Enrollment or ADA 10% or more below projection	Board Finance Committee review; network-level support decision; budget revision
Continued underperformance for two consecutive reporting periods	Root cause analysis and corrective action plan

10.2 Budget and Expense Triggers

Trigger	Required Action
Revenue materially below budget	CFO review and updated projection
Personnel costs exceed revised revenue capacity	Staffing alignment review
Services and operating expenses exceed budget	Expense-control plan
Accounting deficit driven by cash expenses rather than depreciation	Immediate CFO and Finance Committee review
Unrestricted net position below expected trend	Board Finance Committee review
Debt service coverage approaching covenant limit	Corrective action plan

10.3 Cash Flow Triggers

Trigger	Required Action
Monthly ending cash materially below forecast	CFO review and updated 13-week cash-flow forecast
Operating cash flow turns negative for two consecutive months	Executive leadership review and expense-control plan
Cash balance projected below minimum operating threshold	Activate cash-flow waterfall
Debt service payment projected to create liquidity pressure	Board Finance Committee review
Receivables delayed beyond expected timing	Update cash-flow forecast and evaluate bridge options
Facility-related outflows exceed forecast	Review project budget, draw schedule, and funding timing
Ending cash projected to fall below Board-approved threshold	Board-level action plan

11. Cash Flow Waterfall

If MSA-5 experiences a projected cash-flow gap, MERF will use the following sequence of actions:

Priority	Action / Funding Source	Purpose
1	MSA-5 site-level cash and reserves	Cover short-term timing differences
2	Reduction, deferral, or temporary suspension of CMO fee	Provide immediate site-level budget relief
3	Freeze non-essential hiring and discretionary spending	Reduce operating cash outflows
4	Re-forecast staffing and non-instructional expenses	Align expenses with actual enrollment and ADA
5	Board-approved short-term organizational cash support	Bridge temporary site cash gaps, if feasible
6	Board-approved interfund or intraorganizational borrowing, where legally permissible	Provide temporary liquidity with repayment plan
7	Philanthropy, grants, and external support	Supplement one-time or transitional needs
8	Refinancing, restructuring, or lender engagement	Address longer-term debt pressure if required

This waterfall ensures that MERF first uses site-level and budgetary tools before relying on broader organizational support.

12. Enrollment Recovery Actions

If enrollment falls below projection, MSA-5 will implement:

1. Targeted recruitment in Winnetka, Reseda, Canoga Park, Tarzana, Woodland Hills, and surrounding communities;
2. Family retention outreach tied to the permanent campus transition;
3. Grade-level enrollment tracking and weekly enrollment pipeline review;
4. Community information sessions and campus-focused marketing;
5. Feeder-school outreach and sibling enrollment campaigns;
6. Direct outreach to waitlisted and interested families;
7. Transportation need assessment if transportation is identified as a barrier;
8. Follow-up with families impacted by nearby school closures;
9. Review of program offerings to strengthen family demand; and
10. Continued use of current families as ambassadors.

13. ADA Recovery Actions

If ADA falls below projection, MSA-5 will implement targeted attendance improvement and attendance recovery strategies designed to improve daily attendance, reduce chronic absenteeism, recover eligible instructional time, and strengthen ADA-based revenue stability.

MSA-5 has implemented effective ADA recovery strategies, including **Saturday School / weekend attendance recovery opportunities**, targeted family outreach, and student re-engagement supports. The school's current ADA recovery impact is approximately **1.03 ADA**, which provides a positive contribution to ADA-based revenues while also supporting students in recovering missed instructional time.

If ADA falls below projection, MSA-5 will implement or expand the following actions:

1. Weekly chronic absenteeism and ADA variance reports;
2. Parent / guardian outreach for students with repeated absences;
3. Attendance intervention meetings with students and families;
4. Student engagement and re-engagement plans;
5. Review of transportation, health, family, or scheduling barriers impacting attendance;
6. Saturday School / weekend Attendance Recovery sessions, where permissible;
7. Before-school, after-school, or intersession Attendance Recovery opportunities, where appropriate and feasible;
8. Standards-aligned instructional activities during Attendance Recovery sessions;
9. Documentation and attendance accounting procedures consistent with CDE requirements;
10. Monitoring of recovered ADA and related revenue impact;
11. Use of Attendance Recovery only within applicable participation and claim limits; and
12. Principal-level monitoring of attendance improvement goals.

MSA-5 will treat Attendance Recovery as a supplemental tool—not a substitute for strong daily attendance practices—to improve student engagement, recover eligible instructional time, and support revenue stability.

14. Expense Control and Expense Control and Corrective Action Measures

14.1 Immediate Controls — Within 30 Days of Material Variance

- Freeze non-essential discretionary spending;
- Delay non-critical purchases;
- Review all open positions before hiring;
- Limit overtime and supplemental staffing where feasible;
- Review vendor contracts and service agreements for savings opportunities;
- Prioritize spending required for instruction, safety, compliance, debt service, and student services;
- Update budget-to-actual and cash-flow forecasts.

14.2 Intermediate Controls — Within 60 to 90 Days of Continued Variance

- Reforecast staffing based on actual enrollment and ADA;
- Review class-size and grade-level staffing assumptions;
- Adjust non-instructional staffing where feasible;
- Use attrition and vacancy management before reductions where possible;
- Review program costs relative to student count;
- Evaluate shared-service efficiencies;
- Prepare a revised site budget if necessary.

14.3 Board-Level Stabilization — If Variance Continues Beyond 90 Days

If enrollment, ADA, or revenue variance persists, the CFO and executive leadership team will prepare a formal stabilization plan for review by the Board Finance Committee. The plan may include:

- revised enrollment and ADA assumptions;
- updated LCFF revenue projections;
- staffing alignment recommendations;
- CMO fee reduction, deferral, or suspension;
- cash-flow support options;
- expense reductions;
- use of site-level reserves;
- possible Board-approved organizational support; and
- timeline for returning the site to a balanced budget or Board-approved recovery path.

15. Site Stabilization Before Growth

If enrollment is materially below target, MSA-5 will focus first on operational stabilization before pursuing aggressive growth.

This means the school may temporarily operate at a sustainable enrollment level that aligns with staffing, class size, program needs, and available cash flow. Once academic, operational, and financial stability are demonstrated, future growth can be planned more deliberately.

16. Governance and Board Oversight

16.1 MERF Board Responsibilities

The MERF Board will:

- adopt the contingency plan;
- monitor implementation through the Finance Committee;
- review enrollment, ADA, cash flow, multi-year budget, and debt service performance;
- approve any material use of organizational reserves;
- approve any interfund borrowing or significant financial support;

- require corrective action plans when thresholds are triggered;
- ensure MSA-5 remains financially stable and operational; and
- ensure that any support provided to MSA-5 is structured, documented, and time-limited.

16.2 Finance Committee Responsibilities

The Board Finance Committee will:

- review monthly and quarterly financial reports;
- monitor cash flow and debt service coverage;
- review enrollment and ADA variances;
- evaluate corrective action plans;
- recommend Board action when needed;
- monitor the effect of any support on the broader network; and
- review scenario analyses tied to enrollment, ADA, budget, cash flow, and debt service.

16.3 Executive Leadership Responsibilities

Role	Responsibility
CEO / Superintendent	Overall executive accountability
Deputy Superintendent	Coordination of operations, facilities, and school support
CFO	Cash flow, reserves, debt service, budget revisions, and financial scenarios
Chief Schools Officer	Enrollment, ADA, retention, academic program stability
COO / Facilities Lead	Construction schedule, occupancy planning, facilities risk
Principal	Site-level enrollment, attendance, family engagement, staffing execution

17. Timeline for Action

17.1 Ongoing Monitoring

Timeline	Action
Monthly	Enrollment, ADA, completed registrations, budget-to-actual, and cash-flow review
Monthly	CFO updates 13-week cash-flow forecast
Monthly during construction	Review project schedule, cost exposure, and occupancy readiness
Quarterly	Finance Committee reviews debt service, reserves, multi-year budget, and scenario analysis
Annually	Board adopts budget and reviews reserve strategy

17.2 Contingency Response Timeline, Student Recruitment and Enrollment (SRE) Milestones, and Budget Review Calendar

MERF will use a consolidated monthly monitoring calendar that aligns with **SRE/year-of-arc enrollment tracking**, ADA review, budget monitoring, cash-flow forecasting, construction oversight, and contingency response actions. This calendar is intended to ensure that enrollment trends, ADA performance, budget assumptions, cash flow, and debt service capacity are reviewed on a predictable schedule and that variances are escalated in a timely manner.

Timeline	Enrollment / SRE Milestone	Budget, Cash Flow, and Fiscal Oversight Action	Contingency Response / Escalation
August 2026 and monthly thereafter	Review beginning-of-year enrollment, SRE enrollment pipeline, completed registrations, no-shows, withdrawals, and grade-level enrollment compared with projections	Review ADA, budget-to-actual performance, cash-flow status, and enrollment-driven revenue assumptions	Identify any early enrollment, ADA, or revenue variance and assign follow-up actions

September 2026 and monthly thereafter	Review SRE conversion trends, enrollment stabilization, late enrollments, and retention risk	CFO updates and reviews the 13-week cash-flow forecast	Determine whether cash-flow timing or enrollment variance requires corrective action
October 2026	Review enrollment impact of facility transition, family retention, and waitlist/inquiry activity tied to the new campus	Review project schedule, construction cost exposure, occupancy readiness, and related cash-flow impact	Update enrollment, staffing
November 2026	Review SRE year-of-arc enrollment progress against the 264-student 2026–27 target and early indicators for the 2027–28 recruitment cycle	CFO and executive leadership review any material enrollment, ADA, budget, or cash-flow variances and assess operational impact	Determine whether variance is temporary, timing-related, or structural
December 2026	Review mid-year enrollment retention, SRE recruitment pipeline, and family re-engagement needs	Review staffing, expense levels, ADA performance, and revenue assumptions against actual results	Implement enrollment, ADA, staffing, and expense-control interventions, as necessary
January 2027	Review post-winter-break enrollment retention, new student inquiries, and early 2027–28 application / intent-to-enroll activity	Update cash-flow forecast and prepare budget revisions, if needed	Adjust revenue, staffing, CMO fee, and expense assumptions if the variance continues
February 2027	Review SRE enrollment trends for the upcoming year, registration conversion, and early demand indicators for the 460-student target	Finance team reviews updated projections, debt service capacity, and cash-flow outlook	Consider and present a formal stabilization plan to the Finance Committee if material variances continue

March 2027	Review spring enrollment campaign progress, re-enrollment intent, application conversion, and recruitment needs	Board reviews reserve impact, CMO fee assumptions, and debt service implications if corrective action is needed	The board may consider reserve support, interfund borrowing, CMO fee adjustments, or other corrective actions, if necessary
April 2027	Review spring re-enrollment results, projected returning students, and remaining recruitment gap for 2027–28	Update multi-year projection based on confirmed enrollment and re-enrollment data	Activate additional recruitment, staffing, or budget interventions if the enrollment target remains at risk
May 2027	Review completed registrations, waitlist, grade-level balance, and projected 2027–28 enrollment against the 460-student target	Prepare preliminary budget assumptions for the upcoming fiscal year based on the actual enrollment pipeline	Align staffing offers, discretionary spending, and CMO fee assumptions with projected enrollment
June 2027	Review final pre-summer enrollment pipeline, registration completion, and summer follow-up needs	Finalize budget assumptions, cash-flow forecast, debt service plan, and staffing model for the upcoming year	Present any required Board actions prior to the fiscal year close
Quarterly	Review SRE trend data, enrollment conversion, retention, ADA, attendance recovery, and recruitment effectiveness, with specific focus on progress toward the projected enrollment target of **460 students**	Finance Committee reviews debt service, reserve levels, multi-year budget projections, cash-flow outlook, and scenario analysis	Finance Committee reviews whether the steps outlined above are being implemented as planned and recommends corrective action if projected performance falls below plan, including actions necessary to support progress toward the enrollment target of **460 students**

Annually	Review full-year enrollment performance and reset SRE year-of-arc targets for the next cycle	Board adopts annual budget and reviews reserve strategy	Board confirms whether contingency plan assumptions or thresholds need revision
Ongoing until stabilized	Continue monthly tracking of enrollment, SRE pipeline, registrations, retention, ADA, and recovery actions	Provide monthly reporting to executive leadership and periodic updates to the Board and LACOE, as appropriate	Continue monitoring and corrective actions, as appropriate, until enrollment, ADA, budget, cash flow, and debt service indicators demonstrate stabilization trends

18. Communication with LACOE Authorizer

MERF will maintain transparency with LACOE regarding material financial developments related to MSA-5.

MERF will provide updates to LACOE if any of the following occur:

- MSA-5 enrollment or ADA falls materially below projection;
- Debt service coverage becomes a concern.
- MERF uses organizational reserves or interfund borrowing to support MSA-5.
- the construction or occupancy timeline materially changes;
- A formal financial review and corrective action plan are triggered.
- The multi-year budget materially changes, or
- Long-term repayment assumptions materially change.

19. Commitment to Continued Operations

MERF is committed to ensuring that MSA-5 remains open, operational, and financially stable. The contingency plan is designed to preserve:

- student services;
- instructional quality;
- fiscal solvency;
- debt repayment capacity;
- compliance with authorizer and financing requirements;
- transparency with LACOE; and
- long-term sustainability of MSA-5 and the broader MPS network.

The MERF Board will not rely on a single solution. Instead, the Board will use a disciplined, multi-layered approach that combines enrollment recovery, ADA improvement, expense control, CMO fee flexibility, centralized reserve management, cash-flow forecasting, debt service monitoring, and Board-governed financial support.

Exhibit A: Financial Contingency Matrix

Scenario	Condition	Immediate Action	Financial Action	Governance Action
Base Case	Enrollment / ADA meets projections	Continue monitoring	Maintain budget and debt service plan	Regular Board reporting
Watch Case	3% below projection	Recruitment and ADA interventions	Freeze selected discretionary spending	Report to the executive team
Moderate Stress	5% below projection	Intensified enrollment and retention plan	CMO fee reduction or deferral considered; budget revision	Finance Committee review
Significant Stress	8% below projection	Site stabilization plan	Staffing alignment, expense reductions, and possible short-term support	Finance Committee recommendation
Severe Stress	10%+ below projection	Formal corrective action plan	Board-approved reserve support or interfund borrowing, if feasible	Board action required
Debt Service Risk	Projected inability to meet debt obligation	Immediate CFO review	Activate cash-flow waterfall; evaluate restructuring options	Board and LACOE notification as appropriate
Delayed Occupancy	Facility move-in timeline changes materially	Update enrollment and cash-flow assumptions	Reforecast budget and debt service capacity	Finance Committee and LACOE update as appropriate

Exhibit B: Enrollment and Demand Snapshot

Category	Current / Projected Status
2025–26 projected enrollment	197
2026–27 projected enrollment	264
2027–28 and beyond projected enrollment	460
2026–27 submitted applications as of May 11, 2026	340
2026–27 completed registrations	166
2026–27 applications on track to convert	116
Re-enrollment campaign response rate	100%
Favorable returning-family response	88%

Exhibit C: Debt Service Coverage Summary

Fiscal Year	Net Income Available for Debt Service	Debt Service Coverage	Required Limit	Compliance
2025–26	$468,787	1.90	1.10	YES
2026–27	$4,278,617	3.13	1.10	YES
2027–28	$2,599,396	1.46	1.10	YES
2028–29	$2,607,188	1.49	1.10	YES
2029–30	$2,572,975	1.48	1.10	YES
2030–31	$2,870,966	1.65	1.10	YES

Exhibit D: Board-Adoption Language

The Magnolia Educational & Research Foundation Board of Directors adopts this **MSA-5 Financing Contingency Plan and Ongoing Fiscal Oversight Framework** to guide the organizational response in the event of enrollment, ADA, cash flow, budget, or debt repayment challenges related to the MSA-5 facilities project and additional bond issuance.

The Board authorizes the executive leadership team to implement the monitoring protocols, corrective actions, expense controls, CMO fee adjustments, cash-flow management strategies, debt service monitoring, and Expense Control and Corrective Action Measures described in this plan, subject to applicable laws, Board policies, financing covenants, and any required Board approvals.

The Board further directs the executive leadership team to report regularly to the Board and Finance Committee regarding MSA-5 enrollment, ADA, completed registrations, budget-to-actual performance, cash flow, debt service coverage, and implementation of any required corrective actions.

MULTI-YEAR PROJECTION MSA -5		Current 2025-26	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
REVENUE SUMMARY							
	LCFF Entitlement	2,823,868	4,021,310	7,149,896	7,492,732	7,740,742	7,996,960
	Federal Revenue	338,121	330,486	410,267	437,834	240,065	242,296
	Other State Revenues	1,557,293	4,332,024	886,956	1,003,158	1,015,127	1,026,565
	Other Local Revenues	32,597	137,597	212,597	32,597	32,597	32,597
	Total Revenue	**4,751,879**	**8,821,416**	**8,659,716**	**8,966,321**	**9,028,531**	**9,298,418**
EXPENDITURE SUMMARY							
	Certificated Salaries	1,723,565	1,844,128	2,222,012	2,295,561	2,371,544	2,450,042
	Classified Salaries	687,251	530,221	568,999	691,536	714,426	503,446
	Benefits	967,921	898,035	1,089,561	1,119,835	1,046,392	1,074,311
	Books and Supplies	232,731	332,009	598,306	618,110	638,570	659,706
	Services and Operating Exp.	1,026,397	1,424,804	1,712,636	1,769,930	1,821,407	1,880,818
	Depreciation & Cap Outlay	24,179	24,179	1,039,916	1,039,916	1,039,916	1,039,916
	Other Outflows	-	1,014,488	1,778,252	1,752,480	1,744,143	1,735,230
	Total Expendiures	**4,662,045**	**6,067,863**	**9,009,684**	**9,287,369**	**9,376,398**	**9,343,470**
Net Income		**$89,834**	**$2,753,553**	**($349,967)**	**($321,048)**	**($347,867)**	**($45,052)**
Fund Balance							
	Beginning Balance	**14,061,967**	**14,151,801**	**16,905,355**	**16,555,388**	**16,234,340**	**15,886,473**
	Net Revenues	89,834	2,753,553	(349,967)	(321,048)	(347,867)	(45,052)
Ending Net Position		**14,151,801**	**16,905,355**	**16,555,388**	**16,234,340**	**15,886,473**	**15,841,422**
	Net Investment in Capital Assets	11,532,820	15,282,619	15,131,306	14,981,491	14,833,159	14,686,296
	Restricted Net Position	273,238	305,719	300,000	396,820	203,335	210,066
Unrestricted Net Position		**2,345,743**	**1,317,017**	**1,124,082**	**856,028**	**849,979**	**945,060**

			2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment								
TK								
K								
1								
2								
3								
4								
5								
6			21	30	90	60	60	60
7			39	52	90	85	60	60
8			27	52	83	85	80	60
9			24	49	60	80	73	76
10			38	24	60	57	78	72
11			20	37	39	55	56	77
12			23	20	38	38	53	55
Total Enrollment (before changes)			**191**	**264**	**460**	**460**	**460**	**460**
Average Daily Attendance								
K-3		0.000%	-	-	-	-	-	-
4-6		92.010%	18.99	27.60	82.81	55.21	55.21	55.21
7-8		92.010%	60.58	95.69	159.18	156.42	128.81	110.41
9-12		92.010%	95.84	119.61	181.26	211.62	239.23	257.63
Total ADA (before changes)			**175.41**	**242.90**	**423.25**	**423.25**	**423.25**	**423.25**
CBEDS Enrollment			191	264	460	460	460	460
CBEDS Unduplicated Count			166	230	400	400	400	400
LCFF Unduplicated Percentage (1-Year):			**87.07%**	**87.00%**	**87.00%**	**87.00%**	**87.00%**	**87.00%**
LCFF Unduplicated Percentage (3-Year):			**89.02%**	**87.05%**	**87.00%**	**87.00%**	**87.00%**	**87.00%**
REVENUE DETAIL								
LCFF Entitlement								
8011	State Aid		1,613,780	2,325,980	4,155,854	4,458,700	4,606,283	4,758,751
8012	EPA Entitlement		469,956	670,428	1,208,165	1,248,155	1,289,469	1,332,150
8096	InLieuPropTaxes		740,132	1,024,902	1,785,877	1,785,877	1,844,990	1,906,059
	SUBTOTAL - LCFF Entitlement		**2,823,868**	**4,021,310**	**7,149,896**	**7,492,732**	**7,740,742**	**7,996,960**
Federal Revenue								
8181	SpEd - Revenue		33,136	26,864	37,132	64,699	66,930	69,161
8290	All Other Federal Revenue		304,985	303,622	373,135	373,135	173,135	173,135
	SUBTOTAL - Federal Revenue		**338,121**	**330,486**	**410,267**	**437,834**	**240,065**	**242,296**
Other State Revenue								
8311	SpEd Revenue		188,627	216,293	376,887	378,529	381,403	383,867
8550	MandCstReimburs		7,989	9,779	16,532	18,337	19,482	20,246
8560	StateLotteryRev		49,833	69,006	120,242	120,242	120,242	120,242
8590	AllOthStateRev		1,310,844	4,036,946	373,295	486,049	494,000	502,210
	SUBTOTAL - Other State Revenue		**1,557,293**	**4,332,024**	**886,956**	**1,003,158**	**1,015,127**	**1,026,565**
Local Revenue								
8699	Other Revenue		25,000	25,000	25,000	25,000	25,000	25,000
8803	Fundraising		7,597	7,597	7,597	7,597	7,597	7,597
8660	Interest Earning			105,000	180,000			
	SUBTOTAL - Local Revenue		**32,597**	**137,597**	**212,597**	**32,597**	**32,597**	**32,597**
TOTAL REVENUE			**4,751,879**	**8,821,416**	**8,659,716**	**8,966,321**	**9,028,531**	**9,298,418**
EXPENDITURES DETAIL								
Certificated Salaries								
1100	TeacherSalaries		1,068,070	1,257,692	1,615,521	1,668,995	1,724,239	1,781,311
1200	Cert Aid		252,131	199,220	206,033	212,853	219,899	227,177
1300	Cert Adminis		403,364	387,215	400,458	413,713	427,407	441,554
	SUBTOTAL - Certificated Salaries		**1,723,565**	**1,844,128**	**2,222,012**	**2,295,561**	**2,371,544**	**2,450,042**

MULTI-YEAR PROJECTION

MSA -5

		Current 2025-26	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
Classified Salaries							
2100	Instructional Aides	134,518	85,471	110,818	136,595	141,116	145,787
2200	Classified Support	166,536	148,320	152,799	158,025	163,256	86,786
2400	Clerical & Tech	386,197	296,430	305,382	396,917	410,054	270,873
2900	OtherClassStaff		-	-	-	-	-
	SUBTOTAL - Classified Salaries	**687,251**	**530,221**	**568,999**	**691,536**	**714,426**	**503,446**
Employee Benefits							
3101	STRS	340,690	352,228	424,404	438,452	452,965	467,958
3201	PERS	107,093	153,061	192,247	195,753	137,944	142,510
3301	OASDI/Med	64,334	70,268	85,122	87,939	72,901	75,314
3401	HlthWelfareCert	410,625	289,575	349,626	361,198	344,999	356,418
3501	UI-Certificated	10,916	1,207	1,457	1,505	1,437	1,485
3601	WorkersCmp	25,599	31,696	36,705	34,988	36,146	30,626
3901	Other Benefits	8,664	8,533	10,030	10,735	11,090	10,614
	SUBTOTAL - Employee Benefits	**967,921**	**898,035**	**1,089,561**	**1,119,835**	**1,046,392**	**1,074,311**
Books & Supplies							
4100	Text&CoreCurric	36,865	52,591	94,773	97,910	101,150	104,498
4200	BooksOthRefMats	13,885	19,808	35,696	36,877	38,098	39,359
4310	Ins Mats & Sups	15,103	21,546	38,827	40,112	41,440	42,811
4315	OthrSupplies	3,115	4,444	8,008	8,273	8,547	8,830
4320	Office Supplies	12,000	17,119	30,850	31,871	32,926	34,016
4325	ProfDevMat&Sups		-	-	-	-	-
4326	Arts&MusicSupps	10,385	14,815	26,698	27,581	28,494	29,438
4335	PE Supplies	7,000	9,986	17,996	18,591	19,207	19,842
4340	Educat Software	41,379	59,030	106,377	109,898	113,536	117,294
4345	NonInstStdntSup	26,499	37,803	68,125	70,380	72,709	75,116
4346	TeacherSupplies	3,000	4,280	7,712	7,968	8,231	8,504
4350	Cust. Supplies	3,000	4,280	7,712	7,968	8,231	8,504
4351	Yearbook	-	-	-	-	-	-
4390	Uniforms	15,000	21,399	38,562	39,838	41,157	42,519
4400	NonCapEquip-Gen	5,000	7,133	12,854	13,279	13,719	14,173
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-
4430	OffceFurnEqp<5k	500	713	1,285	1,328	1,372	1,417
4440	Computers <$5k	6,000	8,559	15,425	15,935	16,463	17,008
4461	Fixed Asset Susp (Imp)		-	-	-	-	-
4464	Equipment (Pre-Cap)	2,000	2,853	5,142	5,312	5,488	5,669
4710	Food	7,000	9,986	17,996	18,591	19,207	19,842
4720	Food:Other Food	25,000	35,664	64,270	66,397	68,595	70,866
4999	Misc Expenditure (Suspense)		-	-	-	-	-
	SUBTOTAL - Books and Supplies	**232,731**	**332,009**	**598,306**	**618,110**	**638,570**	**659,706**
Services & Other Operating Expenses							
5101	CMO Fees	215,003	267,289	262,389	271,680	273,564	281,742
5205	Conference Fees	1,651	2,355	4,244	4,385	4,530	4,680
5210	MilesParkTolls	1,101	1,571	2,830	2,924	3,021	3,121
5215	TravConferences		-	-	-	-	-
5220	TraLodging	10,634	15,170	27,338	28,243	29,178	30,143
5300	DuesMemberships	15,162	21,630	38,979	40,269	41,602	42,979
5450	Other Insurance	45,143	64,400	116,054	119,895	123,864	127,964
5500	OpsHousekeeping	10,000	14,266	25,708	26,559	27,438	28,346
5510	Gas & Electric	3,115	4,444	8,008	8,273	8,547	8,830
5610	Rent & Leases	247,272	352,752	-	-	-	-
5620	EquipmentLeases	5,750	8,203	14,782	15,271	15,777	16,299
5621	EquipmentLeases- Interest	750	1,070	1,928	1,992	2,058	2,126
5630	Reps&MaintBldng	4,000	5,706	10,283	10,624	10,975	11,339
5800	ProfessServices	53,711	76,623	138,080	142,651	147,372	152,250
5810	Legal	5,000	7,133	12,854	13,279	13,719	14,173
5813	SchPrgAftSchool	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-
5819	SchlProgs-Other	23,325	33,275	59,965	61,950	64,000	66,119
5820	Audit & CPA	9,907	14,133	25,469	26,312	27,183	28,083
5825	DMSBusinessSvcs		-	-	-	-	-
5835	Field Trips	40,000	57,063	102,832	106,236	109,752	113,385
5836	FieldTrip Trans	15,000	21,399	38,562	39,838	41,157	42,519
5840	MarkngStdtRecrt	55,000	78,462	141,394	146,074	150,909	155,904
5850	Oversight Fees	33,382	47,622	85,819	88,659	91,594	94,625
5857	Payroll Fees	20,000	28,532	51,416	53,118	54,876	56,693
5860	Service Fees	1,101	1,571	2,830	2,924	3,021	3,121
5861	Prior Year Services		-	-	-	-	-
5863	Prof Developmnt	13,000	18,545	33,420	34,527	35,669	36,850
5864	Prof Dev-Other	9,000	12,839	23,137	23,903	24,694	25,512
5869	SpEd Ctrct Inst	70,000	99,860	179,956	185,913	192,066	198,424
5870	Livescan	826	1,178	2,123	2,194	2,266	2,341
5872	SPED Fees (incl Encroachment)		-	-	-	-	-
5875	Staff Recruiting		-	-	-	-	-
5884	Substitutes	60,000	85,595	154,248	159,354	164,628	170,078
5890	OthSvcsNon-Inst		-	-	-	-	-
5900	Communications	3,302	4,711	8,489	8,770	9,060	9,360
5920	TelecomInternet	22,015	31,406	56,596	58,470	60,405	62,404
5930	PostageDelivery	4,403	6,281	11,319	11,694	12,081	12,481
5940	Technology	27,844	39,721	71,581	73,951	76,398	78,927
	SUBTOTAL - Services & Operations	**1,026,397**	**1,424,804**	**1,712,636**	**1,769,930**	**1,821,407**	**1,880,818**
Capital Outlay & Depreciation							
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-
6900	Depreciation	24,179	24,179	1,039,916	1,039,916	1,039,916	1,039,916
	SUBTOTAL - Cap Outlay & Dep.	**24,179**	**24,179**	**1,039,916**	**1,039,916**	**1,039,916**	**1,039,916**
Other Outflows							
7310	Indirect Costs						
7438	InterestExpense		1,014,488	1,778,252	1,752,480	1,744,143	1,735,230

MULTI-YEAR PROJECTION MSA -5	Current 2025-26	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
SUBTOTAL - Other Outflows	-	1,014,488	1,778,252	1,752,480	1,744,143	1,735,230
TOTAL EXPENDITURES	4,662,045	6,067,863	9,009,684	9,287,369	9,376,398	9,343,470

	DEBT SERVICE COVERAGE					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Net Income	89,834	2,753,553	(349,967)	(321,048)	(347,867)	(45,052)
Add Back: Depreciation	24,179	24,179	1,039,916	1,039,916	1,039,916	1,039,916
Add Back: Rent Related Expenses	247,272	1,367,240	1,778,252	1,752,480	1,744,143	1,735,230
Add Back: 50% of CMO Fee	107,502	133,644	131,195	135,840	136,782	140,871
Net Income Available for Debt Service	**468,787**	**4,278,617**	**2,599,396**	**2,607,188**	**2,572,975**	**2,870,966**
Debt Service Coverage	**1.90**	**3.13**	**1.46**	**1.49**	**1.48**	**1.65**
Limit	1.10	1.10	1.10	1.10	1.10	1.10
Compliance	**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

Magnolia Science Academy - 5
Charter Renewal - Financial Projection
2025-26 Current Year Monthly Cash Flow Statement

Description	2025-26 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		**656,745**	**709,587**	**601,153**	**661,602**	**784,126**	**2,396,758**	**3,996,902**	**5,753,862**	**7,397,128**	**8,977,988**	**10,760,273**	**12,229,141**		**656,745**
REVENUES															
LCFF State Aid	1,643,683	-	91,376	91,376	164,477	116,681	116,681	116,681	116,681	165,946	165,946	165,946	165,946	165,946	1,643,683
Education Protection Account	469,956	-	-	-	130,905	-	-	130,905	-	-	130,905	-	-	77,241	469,956
In-Lieu-Of Property Taxes	740,132	-	148,437	65,971	65,972	41,378	41,378	41,378	41,378	58,848	58,848	58,848	58,848	58,848	740,132
Federal Revenues	338,121	-	-	-	22,907	-	-	70,520	-	-	70,520	-	-	174,174	338,121
Other State Revenues	1,557,293	580,750	121,664	4,014,588	489,984	1,197,161	1,197,161	1,197,161	1,197,161	1,204,567	1,204,567	1,092,575	1,092,575	(13,032,621)	1,557,293
Other Local Revenues	32,597	41	-	-	8,750	2,645	2,645	2,645	2,645	2,645	2,645	2,645	2,645	2,646	32,597
TTL REVENUES	**4,781,782**	**580,791**	**361,477**	**4,171,935**	**882,995**	**1,357,865**	**1,357,865**	**1,559,290**	**1,357,865**	**1,432,006**	**1,633,431**	**1,320,014**	**1,320,014**	**(12,553,766)**	**4,781,782**
EXPENDITURES															
All Certificated Salaries	1,800,588	56,022	146,450	151,657	155,413	143,450	143,450	143,450	143,450	143,450	143,450	143,450	143,450	143,446	1,800,588
All Classified Salaries	657,045	38,107	54,049	54,263	54,050	50,731	50,731	50,731	50,731	50,731	50,731	50,731	50,731	50,727	657,045
All Benefits	977,217	21,898	73,639	80,917	81,577	79,910	79,910	79,910	79,910	79,910	79,910	79,910	79,910	79,906	977,217
All Materials & Supplies	221,728	28,297	39,691	34,029	32,511	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,864	221,728
All Services and Operations	991,812	4,174	89,714	80,367	62,460	83,900	83,900	83,900	83,900	83,900	83,900	83,900	83,900	83,897	991,812
All Capital Outlay	24,179	-	569	285	285	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	0	24,179
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	**4,672,570**	**148,498**	**404,113**	**401,519**	**386,296**	**370,538**	**370,538**	**370,538**	**370,538**	**370,538**	**370,538**	**370,538**	**370,538**	**367,840**	**4,672,570**
	109,212														**109,212**
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		432,870	(6,703)	33,623	51,142	44,608	44,608								600,149
Net Change in Payables		(43,719)	2,670	(13,919)	(7,307)	12,489									(49,786)
Prop 1D Loan		571,830	98,510	3,798,613	459,064	1,047,551	1,047,551	1,047,551	1,047,551	1,047,551	1,047,551	1,047,551	1,047,551		13,308,424
WIP		(1,143,661)	(197,019)	(7,597,225)	(918,129)	(431,549)	(431,549)	(431,549)	(431,549)	(431,549)	(431,549)	(431,549)	(431,549)		(13,308,424)
Other Assets/ Liabilities		(196,489)	50,282	68,655	39,964	(50,674)	(50,674)	(50,674)	37,058	(99,490)	(99,490)	(99,490)	(99,490)		**(550,513)**
Fixed Asset Acquisitions		(282)	(13,537)	285	1,091	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880		10,596
TTL OTHER TRANSACTIONS		**(379,451)**	**(65,797)**	**(3,709,968)**	**(374,175)**	**625,306**	**612,817**	**568,208**	**655,940**	**519,392**	**519,392**	**519,392**	**519,392**		**10,447**
NET INCREASE (DECREASE)		**52,842**	**(108,434)**	**60,448**	**122,524**	**1,612,633**	**1,600,144**	**1,756,960**	**1,643,267**	**1,580,860**	**1,782,285**	**1,468,868**	**1,468,868**		**119,659**
ENDING CASH BALANCE		**709,587**	**601,153**	**661,602**	**784,126**	**2,396,758**	**3,996,902**	**5,753,862**	**7,397,128**	**8,977,988**	**10,760,273**	**12,229,141**	**13,698,009**		

Magnolia Science Academy - 5
Charter Renewal - Financial Projection
2026-27 Projected Monthly Cash Flow Statement

Description		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		**13,698,009**	**13,494,097**	**447,206**	**196,918**	**382,771**	**325,313**	**267,854**	**436,416**	**499,702**	**452,476**	**658,445**	**614,185**		**13,698,009**
REVENUES															
LCFF State Aid	2,325,980	-	116,299	116,299	209,338	209,338	209,338	209,338	209,338	209,338	209,338	209,338	209,338	209,338	2,325,980
Education Protection Account	670,428	-	-	-	167,607	-	-	167,607	-	-	167,607	-	-	167,607	670,428
In-Lieu-Of Property Taxes	1,024,902	44,408	88,816	59,211	59,211	59,211	59,211	59,211	196,556	75,391	75,391	75,391	75,391	97,505	1,024,902
Federal Revenues	330,486	-	-	-	82,622	-	-	82,622	-	-	82,622	-	-	82,622	330,486
Other State Revenues	4,332,024	312,483	350,761	350,761	381,383	381,383	381,383	381,383	381,383	381,382	381,382	381,382	381,382	(114,424)	4,332,024
Other Local Revenues	137,597	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	11,466	(0)	137,597
TTL REVENUES	**8,821,416**	**368,357**	**567,342**	**537,737**	**911,626**	**661,398**	**661,398**	**911,626**	**798,744**	**677,578**	**927,807**	**677,578**	**677,578**	**442,647**	**8,821,416**
EXPENDITURES															
All Certificated Salaries	1,844,128	76,839	160,359	160,359	160,359	160,359	160,359	160,359	160,359	160,359	160,359	160,359	160,359	3,341	1,844,128
All Classified Salaries	530,221	13,256	44,934	44,934	44,934	44,934	44,934	44,934	44,934	44,934	44,934	44,934	44,934	22,692	530,221
All Benefits	898,035	34,076	77,647	77,647	77,647	77,647	77,647	77,647	77,647	77,647	77,647	77,647	77,647	9,846	898,035
All Materials & Supplies	332,009	15,091	36,890	83,002	20,751	13,834	13,834	38,043	30,434	19,782	16,815	16,815	16,815	9,904	332,009
All Services and Operations	1,424,804	71,240	109,600	109,600	109,600	109,600	109,600	109,600	109,600	109,600	109,600	109,600	109,600	147,960	1,424,804
All Capital Outlay	24,179	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	0	24,179
All Other Expenditures	-								-	-	-	-	-	-	-
TTL EXPENDITURES	**5,053,375**	**212,516**	**431,445**	**477,557**	**415,305**	**408,388**	**408,388**	**432,597**	**424,989**	**414,337**	**411,370**	**411,370**	**411,370**	**193,743**	**5,053,375**
	3,768,041														**3,768,041**
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		224,794	(12,778,560)												(12,553,766)
Net Change in Payables		(274,079)	(93,761)												(367,840)
Prop 1D Loan		312,483	312,483	312,483	312,483	312,483	312,483	312,483	312,483	312,483	312,483	312,483	312,483		3,749,799
WIP		(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)	(624,966)		(7,499,592)
Other Assets/ Liabilities															-
Fixed Asset Acquisitions		2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015		24,179
TTL OTHER TRANSACTIONS		**(359,753)**	**(13,182,788)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**	**(310,468)**		**(16,647,220)**
NET INCREASE (DECREASE)		**(203,912)**	**(13,046,891)**	**(250,288)**	**185,853**	**(57,458)**	**(57,458)**	**168,561**	**63,287**	**(47,227)**	**205,969**	**(44,259)**	**(44,259)**		**(12,879,179)**
ENDING CASH BALANCE		**13,494,097**	**447,206**	**196,918**	**382,771**	**325,313**	**267,854**	**436,416**	**499,702**	**452,476**	**658,445**	**614,185**	**569,926**		

Magnolia Science Academy - 5
Charter Renewal - Financial Projection
2027-28 Projected Monthly Cash Flow Statement

Description		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For
BEGINNING CASH		**569,926**	**511,313**	**793,728**	**403,120**	**523,110**	**403,164**	**283,108**	**543,340**	**717,643**	**646,603**	**983,027**	**914,732**	**846,324**	**569,926**
REVENUES															
LCFF State Aid	4,155,854	-	207,793	207,793	374,027	374,027	374,027	374,027	374,027	374,027	374,027	374,027	374,027	374,027	4,155,854
Education Protection Account	1,208,165	-	-	-	302,041	-	-	302,041	-	-	302,041	-	-	302,041	1,208,165
In-Lieu-Of Property Taxes	1,785,877	61,494	122,988	81,992	81,992	81,992	81,992	81,992	393,173	146,158	146,158	146,158	146,158	213,628	1,785,877
Federal Revenues	410,267	-	-	-	102,567	-	-	102,567	-	-	102,567	-	-	102,567	410,267
Other State Revenues	886,956	44,348	44,348	44,348	79,826	79,826	79,826	79,826	79,826	70,956	70,956	70,956	70,956	70,956	886,956
Other Local Revenues	212,597	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	0	212,597
TTL REVENUES	**8,659,716**	**123,558**	**392,845**	**351,849**	**958,169**	**553,561**	**553,561**	**958,169**	**864,743**	**608,858**	**1,013,466**	**608,858**	**608,858**	**1,063,219**	**8,659,716**
EXPENDITURES															
All Certificated Salaries	2,222,012	92,584	193,218	193,218	193,218	193,218	193,218	193,218	193,218	193,218	193,218	193,218	193,218	4,025	2,222,012
All Classified Salaries	568,999	14,225	48,220	48,220	48,220	48,220	48,220	48,220	48,220	48,220	48,220	48,220	48,220	24,351	568,999
All Benefits	1,089,561	41,696	94,253	94,253	94,253	94,253	94,253	94,253	94,253	94,253	94,253	94,253	94,253	11,078	1,089,561
All Materials & Supplies	598,306	27,196	36,890	83,002	20,751	13,834	13,834	38,043	30,434	19,782	16,815	16,815	16,815	264,097	598,306
All Services and Operations	1,712,636	85,632	131,741	131,741	131,741	131,741	131,741	131,741	131,741	131,741	131,741	131,741	131,741	177,851	1,712,636
All Capital Outlay	1,039,916	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	0	1,039,916
All Other Expenditures	1,778,252	148,188	148,188	148,188	148,188	148,188	148,188	148,188	148,188	148,188	148,188	148,188	148,188	-	1,778,252
TTL EXPENDITURES	**9,009,684**	**496,180**	**739,171**	**785,283**	**723,031**	**716,114**	**716,114**	**740,323**	**732,715**	**722,063**	**719,096**	**719,096**	**719,096**	**481,402**	**9,009,684**
	(349,967)														(349,967)
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		306,843	135,805	-											442,647
Net Change in Payables		(35,879)			(157,864)										(193,743)
Prop 1D Loan		(43,615)	(43,724)	(43,834)	(43,943)	(44,053)	(44,163)	(44,274)	(44,384)	(44,495)	(44,606)	(44,718)	(44,830)		
WIP															
Other Assets/ Liabilities			450,000												**450,000**
Fixed Asset Acquisitions		86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660		1,039,916
TTL OTHER TRANSACTIONS		**314,009**	**628,740**	**42,826**	**(115,148)**	**42,607**	**42,497**	**42,386**	**42,276**	**42,165**	**42,053**	**41,942**	**41,830**		**1,738,821**
NET INCREASE (DECREASE)		**(58,613)**	**282,415**	**(390,608)**	**119,991**	**(119,946)**	**(120,056)**	**260,232**	**174,303**	**(71,040)**	**336,424**	**(68,296)**	**(68,407)**		**1,388,854**
ENDING CASH BALANCE		**511,313**	**793,728**	**403,120**	**523,110**	**403,164**	**283,108**	**543,340**	**717,643**	**646,603**	**983,027**	**914,732**	**846,324**		

Magnolia Science Academy - 5
Charter Renewal - Financial Projection
2028-29 Projected Monthly Cash Flow Statement

Description		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For
BEGINNING CASH		**846,324**	**1,091,701**	**896,278**	**549,577**	**904,987**	**845,703**	**786,306**	**1,124,083**	**1,152,510**	**1,037,569**	**1,346,978**	**1,234,775**	**1,122,456**	**846,324**
REVENUES															
LCFF State Aid	4,458,700	-	222,935	222,935	401,283	401,283	401,283	401,283	401,283	401,283	401,283	401,283	401,283	401,283	4,458,700
Education Protection Account	1,248,155	-	-	-	312,039	-	-	312,039	-	-	312,039	-	-	312,039	1,248,155
In-Lieu-Of Property Taxes	1,785,877	107,153	214,305	142,870	142,870	142,870	142,870	142,870	247,523	103,649	103,649	103,649	103,649	87,951	1,785,877
Federal Revenues	437,834	-	-	-	109,459	-	-	109,459	-	-	109,459	-	-	109,459	437,834
Other State Revenues	1,003,158	50,158	50,158	50,158	90,284	90,284	90,284	90,284	90,284	80,253	80,253	80,253	80,253	80,253	1,003,158
Other Local Revenues	32,597	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	(0)	32,597
TTL REVENUES	**8,966,321**	**160,027**	**490,115**	**418,679**	**1,058,651**	**637,154**	**637,154**	**1,058,651**	**741,806**	**587,901**	**1,009,398**	**587,901**	**587,901**	**990,984**	**8,966,321**
EXPENDITURES															
All Certificated Salaries	2,295,561	95,648	199,614	199,614	199,614	199,614	199,614	199,614	199,614	199,614	199,614	199,614	199,614	4,159	2,295,561
All Classified Salaries	691,536	17,288	58,605	58,605	58,605	58,605	58,605	58,605	58,605	58,605	58,605	58,605	58,605	29,595	691,536
All Benefits	1,119,835	42,339	96,804	96,804	96,804	96,804	96,804	96,804	96,804	96,804	96,804	96,804	96,804	12,654	1,119,835
All Materials & Supplies	618,110	28,096	36,890	83,002	20,751	13,834	13,834	38,043	30,434	19,782	16,815	16,815	16,815	283,001	618,110
All Services and Operations	1,769,930	88,496	136,148	136,148	136,148	136,148	136,148	136,148	136,148	136,148	136,148	136,148	136,148	183,800	1,769,930
All Capital Outlay	1,039,916	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	0	1,039,916
All Other Expenditures	1,752,480	146,040	146,040	146,040	146,040	146,040	146,040	146,040	146,040	146,040	146,040	146,040	146,040	-	1,752,480
TTL EXPENDITURES	**9,287,369**	**504,568**	**760,761**	**806,873**	**744,621**	**737,704**	**737,704**	**761,913**	**754,305**	**743,653**	**740,686**	**740,686**	**740,686**	**513,209**	**9,287,369**
	(321,048)														(321,048)
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		587,654	475,565												1,063,219
Net Change in Payables		(39,454)	(441,948)												(481,402)
Prop 1D Loan		(44,942)	(45,054)	(45,167)	(45,280)	(45,393)	(45,506)	(45,620)	(45,734)	(45,849)	(45,963)	(46,078)	(46,193)		(546,779)
WIP															-
Other Assets/ Liabilities															**-**
Fixed Asset Acquisitions		86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660	86,660		1,039,916
TTL OTHER TRANSACTIONS		**589,918**	**75,222**	**41,493**	**41,380**	**41,267**	**41,153**	**41,040**	**40,926**	**40,811**	**40,697**	**40,582**	**40,466**		**1,074,955**
NET INCREASE (DECREASE)		**245,377**	**(195,424)**	**(346,701)**	**355,410**	**(59,284)**	**(59,397)**	**337,777**	**28,427**	**(114,941)**	**309,409**	**(112,203)**	**(112,318)**		**753,907**
ENDING CASH BALANCE		**1,091,701**	**896,278**	**549,577**	**904,987**	**845,703**	**786,306**	**1,124,083**	**1,152,510**	**1,037,569**	**1,346,978**	**1,234,775**	**1,122,456**		

ANNUAL - Fiscal Year

Magnolia Public Schools MSA-5 - Series 2026AB Bonds

	[A]	[B]	[A+B] [C]
Period Ending	Principal	Interest	Debt Service
6/30/2026		$242,969	$242,969
6/30/2027	$165,000	$920,725	$1,085,725
6/30/2028	$175,000	$911,650	$1,086,650
6/30/2029	$180,000	$902,850	$1,082,850
6/30/2030	$190,000	$895,650	$1,085,650
6/30/2031	$195,000	$888,050	$1,083,050
6/30/2032	$205,000	$880,250	$1,085,250
6/30/2033	$215,000	$872,050	$1,087,050
6/30/2034	$220,000	$863,450	$1,083,450
6/30/2035	$230,000	$854,650	$1,084,650
6/30/2036	$240,000	$845,450	$1,085,450
6/30/2037	$250,000	$835,850	$1,085,850
6/30/2038	$260,000	$823,350	$1,083,350
6/30/2039	$275,000	$810,350	$1,085,350
6/30/2040	$290,000	$796,600	$1,086,600
6/30/2041	$305,000	$782,100	$1,087,100
6/30/2042	$320,000	$766,850	$1,086,850
6/30/2043	$335,000	$750,850	$1,085,850
6/30/2044	$350,000	$734,100	$1,084,100
6/30/2045	$370,000	$716,600	$1,086,600
6/30/2046	$385,000	$698,100	$1,083,100
6/30/2047	$405,000	$678,850	$1,083,850
6/30/2048	$430,000	$657,588	$1,087,588
6/30/2049	$450,000	$635,013	$1,085,013
6/30/2050	$475,000	$611,388	$1,086,388
6/30/2051	$500,000	$586,450	$1,086,450
6/30/2052	$525,000	$560,200	$1,085,200
6/30/2053	$550,000	$532,638	$1,082,638
6/30/2054	$580,000	$503,763	$1,083,763
6/30/2055	$610,000	$473,313	$1,083,313
6/30/2056	$645,000	$441,288	$1,086,288
6/30/2057	$675,000	$407,425	$1,082,425
6/30/2058	$715,000	$371,144	$1,086,144
6/30/2059	$750,000	$332,713	$1,082,713
6/30/2060	$795,000	$292,400	$1,087,400
6/30/2061	$835,000	$249,669	$1,084,669
6/30/2062	$880,000	$204,788	$1,084,788
6/30/2063	$925,000	$157,488	$1,082,488
6/30/2064	$975,000	$107,769	$1,082,769
6/30/2065	$1,030,000	$55,363	$1,085,363
6/30/2066			
TOTAL	**$17,905,002**	**$24,651,740**	**$42,556,741**

ANNUAL - Fiscal Year

Magnolia Public Schools MSA-5 - Prop 1D Loan Amortization Schedule

Summary based on monthly payment schedule

	[A]	[B]	[A+B] [C]
Period Ending	Principal	Interest	Debt Service
6/30/2028	$494,205	$703,369	$1,197,576
6/30/2029	$509,235	$688,339	$1,197,576
6/30/2030	$524,723	$672,851	$1,197,576
6/30/2031	$540,683	$656,891	$1,197,576
6/30/2032	$557,129	$640,445	$1,197,576
6/30/2033	$574,074	$623,502	$1,197,576
6/30/2034	$591,535	$606,037	$1,197,576
6/30/2035	$609,528	$588,047	$1,197,576
6/30/2036	$628,066	$569,509	$1,197,576
6/30/2037	$647,170	$550,406	$1,197,576
6/30/2038	$666,855	$530,720	$1,197,576
6/30/2039	$687,137	$510,438	$1,197,576
6/30/2040	$708,038	$489,536	$1,197,576
6/30/2041	$729,572	$468,002	$1,197,576
6/30/2042	$751,766	$445,809	$1,197,576
6/30/2043	$774,630	$422,943	$1,197,576
6/30/2044	$798,191	$399,384	$1,197,576
6/30/2045	$822,469	$375,107	$1,197,576
6/30/2046	$847,485	$350,091	$1,197,576
6/30/2047	$873,261	$324,315	$1,197,576
6/30/2048	$899,824	$297,752	$1,197,576
6/30/2049	$927,191	$270,384	$1,197,576
6/30/2050	$955,395	$242,180	$1,197,576
6/30/2051	$984,452	$213,123	$1,197,576
6/30/2052	$1,014,395	$183,180	$1,197,576
6/30/2053	$1,045,249	$152,326	$1,197,576
6/30/2054	$1,077,041	$120,535	$1,197,576
6/30/2055	$1,109,801	$87,773	$1,197,576
6/30/2056	$1,143,557	$54,017	$1,197,576
6/30/2057	$1,178,090	$19,237	$1,197,327
TOTAL	**$23,670,747**	**$12,256,248**	**$35,927,031**

Coversheet

Approval of Resolutions for Restructuring and New Intra-Organization Loans

Section: V. Action Items
Item: G. Approval of Resolutions for Restructuring and New Intra-Organization Loans
Purpose: Vote
Submitted by:
Related Material:
Approval of Resolutions for Restructuring and New Intra-Organization Loans Report Final.pdf

Agenda Item:	V G: Action Item
Date:	May 21,2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Approval of Resolutions for Restructuring and New Intra-Organization Loans

Action Proposed

Staff recommends Board approval of intra-organization loan restructuring, extensions, and new loan agreements among Magnolia schools and Magnolia Educational & Research Foundation (MERF)

Purpose:

The purpose of this item is to restructure and extend existing intra-organization loan arrangements to provide greater financial flexibility, align repayment terms with projected cash flows, and ensure continued operational support across Magnolia Public Schools.

Background:

Magnolia Science Academy – Bell and Magnolia Science Academy – 8 (MSA-8) previously provided intra-organization loans to Magnolia Educational & Research Foundation (MERF), which in turn provides operational funding support to Magnolia Science Academy – 7 (MSA-7) and Magnolia Science Academy – Orange County (MSA-OC).

As part of ongoing fiscal oversight and year-end reconciliation, staff is recommending updates to the existing loan structures to better align with current financial conditions and long-term planning assumptions.

In addition, staff is recommending the issuance of new intra-organization loans from MSA-6 to MERF and from MERF to MSA-OC to support operational needs and cash flow alignment

Proposed Structure:

The updated structure includes the following intra-organization loan relationships:

• MSA-8 → MERF → MSA-OC (Pass-through loan structure)
• MSA-8 → MERF → MSA-7 (Pass-through loan structure)
• MSA-6 → MERF → MSA-OC (NEW)

MERF will continue to serve as the central financing entity, facilitating internal funding allocations to support school operations.

Summary of Loan Flows

Source (Lender)	Flow	Total Amount	Interest Rate	Term	Repayment Start
MSA–8	**MSA-8 → MERF → MSA-OC**	**$3,700,000**	**4.00%**	**5 Years**	**July 1, 2027**
MSA–8	**MSA-8 → MERF → MSA-7**	**$1,308,806.85**	**4.00%**	**5 Years**	**July 1, 2027**
MSA–6	**MSA-6 → MERF → MSA-OC**	**$800,000**	**4.00%**	**5 Years**	**July 1, 2027**

Key Terms (Revised)

- **Repayment Term: Five (5) years, maturing June 30, 2032**
- **Interest Rate: 4.00% annually**
- **Repayment Start Date: July 1, 2027**
- **Payment Frequency: Quarterly (July 15, October 15, January 15, April 15)**
- **Prepayment: Permitted without penalty**

Analysis:

This restructuring represents a prudent financial approach that leverages internal resources to support school operations while reducing financial burden through lower interest rates. Extending the repayment period allows for improved cash flow management and aligns obligations with projected revenues, including state apportionments.

The proposed structure is consistent with prior intra-organization lending practices and complies with applicable accounting guidance, including Fiscal Crisis and Management Assistance Team ("FCMAT") recommendations.

Budget Implication:
Principal and interest payments associated with these loans will be reflected in each school's multi-year budget projections and annual operating budgets. The revised terms are incorporated into financial projections and are not expected to require additional funding sources.

Exhibits:

Exhibit A – Resolutions Authorizing Intra-Organization Loans

• Exhibit A-1 – Resolution Approving Restructured MSA-8 to MERF Loan ($3.7M)
• Exhibit A-2 – Resolution Approving Restructured MERF to MSA-OC Loan ($3.7M)
• Exhibit A-3 – Resolution Approving Restructured MSA-8 to MERF Loan ($1.3M)

• Exhibit A-4 – Resolution Approving Restructured MERF to MSA-7 Loan ($1.3M)
• Exhibit A-5 – Resolution Approving New MSA-6 to MERF Loan ($800K)
• Exhibit A-6 – Resolution Approving New MERF to MSA-OC Loan ($800K)

Exhibit B – Updated Intra-Organization Loan Agreements

• Exhibit B-1 – Restructured MSA-8 to MERF Loan Agreement ($3.7M)
• Exhibit B-2 – Restructured MERF to MSA-OC Loan Agreement ($3.7M)
• Exhibit B-3 – Restructured MSA-8 to MERF Loan Agreement ($1.3M)
• Exhibit B-4 – Restructured MERF to MSA-7 Loan Agreement ($1.3M)
• Exhibit B-5 – New MSA-6 to MERF Loan Agreement ($800K)
• Exhibit B-6 – New MERF to MSA-OC Loan Agreement ($800K)

Exhibit C – Amortization Schedules

- Exhibit C-1 – Amortization Schedule ($3.7M)
- Exhibit C-2 – Amortization Schedule ($1.3M)
- Exhibit C-3 – Amortization Schedule ($800K)

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS
(Amendment to Intra-Organization Loan – Magnolia Science Academy-Bell to MERF)

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-Bell ("MSA-8") to MERF to support organizational and operational needs related to Magnolia Science Academy – Orange County ("MSA-OC");

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, MSA-8 and MERF previously entered into an Intraorganization Loan Agreement (the "Original Agreement") to formalize repayment terms for the outstanding loan balance;

WHEREAS, MSA-8 and MERF have entered into an amended Intraorganization Loan Agreement to revise the repayment terms of the Original Agreement in order to ensure orderly repayment and continued financial stability;

WHEREAS, under the amended terms:

· The loan bears interest at 4.0% per annum;

· no payments of principal or interest are required from January 1, 2026 through June 30, 2027;

· repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15;

· the loan shall mature on June 30, 2032;

WHEREAS, the amendment 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 amendment to the intra-organization loan from MSA-8 to MERF, in the outstanding principal amount of approximately $3,700,000, to reflect the revised repayment terms set forth in the amended Intraorganization Loan Agreement;

RESOLVED FURTHER,that the amended loan shall bear interest at a rate of 4.0% per annum, accruing beginning January 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through June 30, 2027, and that repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on June 30, 2032, unless prepaid earlier in accordance with the terms of the Agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the Agreement;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all agreements, amendments, exhibits, amortization schedules, and related documents necessary or advisable to implement the terms of the Agreement;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS
(Amendment to Intra-Organization Loan – MERF to Magnolia Science Academy-Orange County)

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 – Orange County ("MSA-OC") to support school-level operational and organizational 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, MERF and MSA-OC previously entered into an Intraorganization Loan Agreement (the "Original Agreement") to formalize repayment terms for the outstanding loan balance;

WHEREAS, MERF and MSA-OC have entered into an amended Intraorganization Loan Agreement to revise the repayment terms of the Original Agreement in order to ensure orderly repayment and continued financial stability;

WHEREAS, under the amended terms:

· The loan bears interest at 4.0% per annum;

· no payments of principal or interest are required from January 1, 2026 through June 30, 2027;

· repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15;

· the loan shall mature on June 30, 2032;

WHEREAS, the amendment of this intra-organization loan will provide MSA-OC 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 amendment to the intra-organization loan from MERF to MSA-OC, in the outstanding principal amount of approximately $3,700,000, to reflect the revised repayment terms set forth in the amended Intraorganization Loan Agreement;

RESOLVED FURTHER, that the amended loan shall bear interest at a rate of 4.0% per annum, accruing beginning January 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through June 30, 2027, and that repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on June 30, 2032, unless prepaid earlier in accordance with the terms of the agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the amended loan agreement;

RESOLVED FURTHER, that except as expressly amended, all other terms and conditions of the Original Agreement shall remain in full force and effect;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all amendments, agreements, and related documents necessary or advisable to implement the amended loan terms, including any amortization schedule attached thereto;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS
(Amendment to Intra-Organization Loan – Magnolia Science Academy-Bell to MERF)

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-Bell ("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, the Original Agreement established a five-year repayment structure with quarterly payments;

WHEREAS, MERF and MSA-8 have entered into an amended Intraorganization Loan Agreement to revise the repayment terms of the Original Agreement in order to ensure orderly repayment and continued financial stability;

WHEREAS, under the amended terms:

- The loan bears interest at **4.0% per annum**;
- **no payments of principal or interest are required from January 1, 2026 through June 30, 2027**;
- repayment shall commence **July 1, 2027**, with quarterly payments due **July 15, October 15, January 15, and April 15**;
- the loan shall mature on **June 30, 2032**

WHEREAS, the Amendment 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 amendment to the intra-organization loan from MSA-8 to MERF, in the outstanding principal amount of approximately **$1,308,806.85**, to reflect the revised repayment terms set forth in the amended Intraorganization Loan Agreement;

RESOLVED FURTHER, that the amended loan shall bear interest at a rate of **4.0% per annum**, accruing beginning January 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through **June 30, 2027**, and that repayment shall commence **July 1, 2027**, with quarterly payments due

July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on **June 30, 2032**, unless prepaid earlier in accordance with the terms of the agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the amended loan agreement;

RESOLVED FURTHER, that except as expressly amended, all other terms and conditions of the Original Agreement shall remain in full force and effect;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all amendments, agreements, and related documents necessary or advisable to implement the amended loan terms, including any amortization schedule attached thereto;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Amendment to Intra-Organization Loan – MERF to 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, MERF and MSA-7 previously entered into an Intraorganization Loan Agreement (the "Original Agreement") to formalize repayment terms for the outstanding loan balance;

WHEREAS, MERF and MSA-7 have entered into an amended Intraorganization Loan Agreement to revise the repayment terms of the Original Agreement in order to ensure orderly repayment and continued financial stability;

WHEREAS, under the amended terms:

- The loan bears interest at 4.0% per annum;
- no payments of principal or interest are required from January 1, 2026 through June 30, 2027;
- repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15;
- the loan shall mature on June 30, 2032;

WHEREAS, the amendment of this intra-organization loan will provide MSA-7 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 amendment to the intra-organization loan from MERF to MSA-7, in the outstanding principal amount of approximately $1,308,806.85, to reflect the revised repayment terms set forth in the amended Intraorganization Loan Agreement;

RESOLVED FURTHER, that the amended loan shall bear interest at a rate of 4.0% per annum, accruing beginning January 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through June 30, 2027, and that repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on June 30, 2032, unless prepaid earlier in accordance with the terms of the agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the amended loan agreement;

RESOLVED FURTHER, that except as expressly amended, all other terms and conditions of the Original Agreement shall remain in full force and effect;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all amendments, agreements, and related documents necessary or advisable to implement the amended loan terms, including any amortization schedule attached thereto;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Intraorganization Loan – Magnolia Science Academy-6 to MERF)

The Board of Directors (the "Board") of Magnolia Educational & Research Foundation ("MERF") hereby adopts the following resolutions:

WHEREAS, Magnolia Science Academy-6 ("MSA-6") has agreed to provide an intraorganization loan to MERF to support organizational and operational needs;

WHEREAS, MERF and MSA-6 desire to enter into an Intraorganization Loan Agreement (the "Agreement") to formalize the repayment terms for the loan in accordance with applicable accounting standards and the California Charter School Accounting and Best Practices Manual issued by the Fiscal Crisis and Management Assistance Team ("FCMAT");

WHEREAS, pursuant to the Agreement, MSA-6 shall provide a loan to MERF in an amount not to exceed $800,000;

WHEREAS, under the terms of the Agreement: · the loan shall bear interest at 4.0% per annum; interest shall accrue beginning July 1, 2026; · no payments of principal or interest shall be required from July 1, 2026 through June 30, 2027; · repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15; · the loan shall mature on June 30, 2032;

WHEREAS, the Board has determined that entering into the Agreement is in the best interests of MERF and will provide operational flexibility and financial stability while maintaining appropriate organizational liquidity;

NOW, THEREFORE, BE IT RESOLVED:

RESOLVED, that the Board hereby approves the Intraorganization Loan Agreement between Magnolia Science Academy-6 and MERF, substantially in the form presented to the Board, for a principal amount not to exceed $800,000;

RESOLVED FURTHER, that the loan shall bear interest at a rate of 4.0% per annum, accruing beginning July 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through June 30, 2027, and that repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on June 30, 2032, unless prepaid earlier in accordance with the terms of the Agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the Agreement;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all agreements, amendments, exhibits, amortization schedules, and related documents necessary or advisable to implement the terms of the Agreement;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Intraorganization Loan – MERF to Magnolia Science Academy-OC)

The Board of Directors (the "Board") of Magnolia Educational & Research Foundation ("MERF") hereby adopts the following resolutions:

WHEREAS, MERF has agreed to provide an intraorganization loan to Magnolia Science Academy-OC ("MSA-OC") to support school-level operational and organizational needs;

WHEREAS MERF and MSA-OC desire to enter into an Intraorganization Loan Agreement (the "Agreement") to formalize the repayment terms for the loan in accordance with applicable accounting standards and the California Charter School Accounting and Best Practices Manual issued by the Fiscal Crisis and Management Assistance Team ("FCMAT");

WHEREAS, pursuant to the Agreement, MERF shall provide a loan to MSA-OC in an amount not to exceed $800,000;

WHEREAS, under the terms of the Agreement:

- the loan shall bear interest at 4.0% per annum;
  interest shall accrue beginning July 1, 2026;
  no payments of principal or interest shall be required from July 1, 2026 through June 30, 2027;
  repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15;
  the loan shall mature on June 30, 2032;

WHEREAS, the Board has determined that entering into the Agreement is in the best interests of MERF and MSA-OC and will provide operational flexibility and financial stability while maintaining appropriate organizational liquidity;

NOW, THEREFORE, BE IT RESOLVED:

RESOLVED, that the Board hereby approves the Intraorganization Loan Agreement between MERF and Magnolia Science Academy-OC, substantially in the form presented to the Board, for a principal amount not to exceed $800,000;

RESOLVED FURTHER, that the loan shall bear interest at a rate of 4.0% per annum, accruing beginning July 1, 2026;

RESOLVED FURTHER, that no payments of principal or interest shall be required through June 30, 2027, and that repayment shall commence July 1, 2027, with quarterly payments due July 15, October 15, January 15, and April 15 of each year thereafter;

RESOLVED FURTHER, that the loan shall mature on June 30, 2032, unless prepaid earlier in accordance with the terms of the Agreement;

RESOLVED FURTHER, that the loan shall remain subject to any subordination provisions set forth in the Agreement;

RESOLVED FURTHER, that the officers of MERF are authorized and directed to execute, deliver, and perform any and all agreements, amendments, exhibits, amortization schedules, and related documents necessary or advisable to implement the terms of the Agreement;

RESOLVED FURTHER, that the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), are hereby authorized to take any and all actions necessary or desirable to carry out the purposes of these resolutions;

RESOLVED FURTHER, that these resolutions shall take effect 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 **May 21, 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 of the **21st day of May 2026**.

Secretary

INTRAORGANIZATION LOAN AGREEMENT
(Amending Agreement dated December 11, 2025)

This Intraorganization Loan Agreement (this "Agreement"), dated as of **May 21, 2026**, is entered into by **Magnolia Science Academy-Bell(8) ("Lender") and Magnolia Educational & Research Foundation dba Magnolia Public Schools,** a California nonprofit public benefit corporation **("MERF" or "Borrower").**

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 they were separate legal entities.

B. On January 16, 2025, the Board of Directors approved an intraorganization loan of up to $3,700,000 from Lender to Borrower to support organizational and operational needs.

C. On December 11, 2025, the parties entered into an Intraorganization Loan Agreement (the "Original Agreement") to extend and formalize the repayment terms applicable to the outstanding loan balance of approximately $3,700,000 (the "Loan Amount"), with a 5-year term and structured quarterly repayments beginning July 2026.

D. The parties desire to amend the repayment terms of the Original Agreement to better align with organizational cash flow and financial planning.

E. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the revised repayment terms for the outstanding intraorganization loan balance.

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 Loan Amount, not to exceed approximately **$3,700,000**, 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, 2027.

2. Repayment Terms

Commencing July 1, 2027, Borrower shall make quarterly payments of principal and accrued interest, due on:

- **July 15**
- **October 15**
- **January 15**
- **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan shall mature on June 30, 2032 (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 updated amortization schedule reflecting quarterly payments over the 5-year term shall be attached hereto 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 applicable loan documents.

AMENDMENT PROVISION

This Agreement amends the Intraorganization Loan Agreement dated December 11, 2025. Except as expressly modified herein, all terms and conditions of the Original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Lender:	**Borrower:**
Magnolia Science Academy – Bell(8)	**Magnolia Educational & Research Foundation dba Magnolia Public Schools**
By:	By:
Name:	Name:
Title:	Title:

INTRAORGANIZATION LOAN AGREEMENT
(Amending Agreement dated December 11, 2025)

This Intraorganization Loan Agreement (this "Agreement"), dated as of **May 21, 2026**, is entered into by **Magnolia Educational & Research Foundation dba Magnolia Public Schools,** a California nonprofit public benefit corporation **("MERF" or "Lender")** and **Magnolia Science Academy–Orange County ("MSA-OC" or "Borrower")**.

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 they were separate legal entities.

B. On January 16, 2025, the Board of Directors approved an intraorganization loan of up to $3,700,000 from Lender to Borrower to support school-level operational and organizational needs.

C. On December 11, 2025, the parties entered into an Intraorganization Loan Agreement (the "Original Agreement") to extend and formalize the repayment terms applicable to the outstanding loan balance of approximately $3,700,000 (the "Loan Amount"), with a 5-year term and structured quarterly repayments beginning July 2026.

D. The parties desire to amend the repayment terms of the Original Agreement to better align with Borrower's projected cash flow and operational stabilization.

E. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the revised repayment terms for the outstanding intraorganization loan balance.

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 Loan Amount, not to exceed approximately **$3,700,000**, 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, 2027.

2. Repayment Terms

Commencing **July 1, 2027**, Borrower shall make quarterly payments of principal and accrued interest, due on:

· **July 15**
· **October 15**
· **January 15**
· **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan shall mature on June 30, 2032 (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 updated amortization schedule reflecting quarterly payments over the 5-year term shall be attached hereto 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 applicable loan documents.

AMENDMENT PROVISION

This Agreement amends the Intraorganization Loan Agreement dated December 11, 2025. Except as expressly modified herein, all terms and conditions of the Original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

LENDER:
Magnolia Educational & Research Foundation dba Magnolia Public Schools

By: _____
Name:
Title:

BORROWER:
Magnolia Science Academy-Orange County

By: _____
Name:
Title:

INTRAORGANIZATION LOAN AGREEMENT
(Amending Agreement dated January 24, 2026)

This Intraorganization Loan Agreement (this "Agreement"), dated as of **May 21, 2026**, is entered into by **Magnolia Science Academy-Bell(8) ("Lender")** and **Magnolia Educational & Research Foundation dba Magnolia Public Schools**, a California nonprofit public benefit corporation ("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 a portion of the approved amount, which was originally scheduled to mature on February 15, 2026.

C. On January 24, 2026, the parties entered into an Intraorganization Loan Agreement (the "Original Agreement") to extend and formalize the repayment terms applicable to remaining outstanding loan balance of approximately **$1,308,806.85** (the "Loan Amount"), with a 5-year term and structured quarterly repayments beginning July 2026.

D. The parties desire to amend the repayment schedule to align with organizational cash flow and financial planning.

E. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the revised repayment terms for the outstanding intraorganization loan balance.

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 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, 2027**.

2. Repayment Terms

Commencing **July 1, 2027**, Borrower shall make quarterly payments of principal and accrued interest, due on:

- **July 15,**
- **October 15,**
- **January 15,**
- **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan shall mature on June 30, 2032 (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 updated 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.

AMENDMENT PROVISION

This Agreement amends the Intraorganization Loan Agreement dated January 24, 2026. Except as expressly modified herein, all terms and conditions of the Original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, Borrower and Lender have each executed this Agreement as of the date first written above.

Lender:	**Borrower:**
Magnolia Science Academy – Bell (8)	**Magnolia Educational & Research Foundation dba Magnolia Public Schools**
By:	By:
Name:	Name:
Title:	Title:

AMENDED INTRAORGANIZATION LOAN AGREEMENT
(Amending Agreement dated January 24, 2026)

This Amended Intraorganization Loan Agreement (this "Agreement") dated as of **May 21, 2026**, is entered into by **Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MERF" or "Lender") and Magnolia Science Academy-7 ("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.

C. On January 24, 2026, the parties entered into an Intraorganization Loan Agreement (the "Original Agreement") to extend and formalize the repayment terms applicable to the remaining outstanding loan balance of approximately $1,308,806.85 (the "Loan Amount"), with a 5-year term and structured quarterly repayments beginning July 2026.

D. The parties desire to amend the repayment terms of the Original Agreement to better align with Borrower's projected cash flow and operational stabilization.

E. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the revised repayment terms for the outstanding intraorganization loan balance.

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 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, 2027**

2. Repayment Terms

Commencing **July 1, 2027**, Borrower shall make quarterly payments of principal and accrued interest, due on:

- **July 15**
- **October 15**
- **January 15**
- **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan shall mature on June 30, 2032 (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 updated 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

AMENDMENT PROVISION

This Agreement amends the Intraorganization Loan Agreement dated January 24, 2026. Except as expressly modified herein, all terms and conditions of the Original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Lender:

Magnolia Educational & Research Foundation dba Magnolia Public Schools

By:

Name:

Title:

Borrower:

Magnolia Science Academy – 7

By:

Name:

Title:

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this "Agreement), dated as of **May 21, 2026**, is entered into by **Magnolia Science Academy-6 ("Lender")** and **Magnolia Educational & Research Foundation dba Magnolia Public Schools,** a California nonprofit public benefit corporation **("MERF" or "Borrower")**.

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 they were separate legal entities.

B. The Board of Directors has approved an intraorganization loan from Lender to Borrower in an amount not to exceed **$800,000** to support organizational and operational needs.

C. The parties desire to establish formal repayment terms for the loan consistent with organizational cash flow planning and financial sustainability.

D. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the terms of this intraorganization loan

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 loan amount (the "Loan Amount") shall not exceed **$800,000**.
The Loan Amount 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 **July 1, 2026.**

No payments of principal or interest shall be required from **July 1, 2026 through June 30, 2027**.

2. Repayment Terms

Commencing **July 1, 2027**, Borrower shall make **quarterly payments** of principal and accrued interest, due on:

- **July 15**
- **October 15**
- **January 15**
- **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan

shall mature on June 30, 2032 (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 term of the loan shall be attached hereto 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 applicable loan documents.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

LENDER:
Magnolia Science Academy-6

By: _____
Name:
Title:

BORROWER:
Magnolia Educational & Research Foundation dba Magnolia Public Schools

By: _____
Name:
Title:

INTRAORGANIZATION LOAN AGREEMENT

This Intraorganization Loan Agreement (this "Agreement"), dated as of **May 21, 2026**, is entered into by **Magnolia Educational & Research Foundation dba Magnolia Public Schools,** a California nonprofit public benefit corporation **("MERF" or "Lender")** and **Magnolia Science Academy–Orange County ("MSA-OC" or "Borrower")**.

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 they were separate legal entities.

B. The Board of Directors has approved an intraorganization loan from Lender to Borrower in an amount not to exceed **$800,000** to support organizational and operational needs.

C. The parties desire to establish formal repayment terms for the loan consistent with organizational cash flow planning and financial sustainability.

D. In accordance with the California Charter School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team ("FCMAT"), Magnolia desires to formally document the terms of this intraorganization loan

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 loan amount (the "Loan Amount") shall not exceed **$800,000**.The Loan Amount 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 **July 1, 2026.**

No payments of principal or interest shall be required from **July 1, 2026 through June 30, 2027**.

2. Repayment Terms

Commencing **July 1, 2027**, Borrower shall make **quarterly payments** of principal and accrued interest, due on:

- **July 15**
- **October 15**
- **January 15**
- **April 15**

of each year thereafter. Quarterly payments of principal and accrued interest shall be calculated based on an

amortization schedule designed to fully amortize the outstanding Loan Amount by the Maturity Date. The loan shall mature on June 30, 2032 (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 term of the loan shall be attached hereto 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 applicable loan documents.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

LENDER:
Magnolia Educational & Research Foundation dba Magnolia Public Schools

By: _____
Name:
Title:

BORROWER:
Magnolia Science Academy-Orange County

By: _____
Name:
Title:

MSA-OC Full Amortization Schedule

Static schedule: 4.00% annual interest, no payments until 7/1/2027, accrued interest capitalized, then 20 quarterly payments.

Original Loan Amount	$3,700,000.00
Annual Interest Rate	4.00%
Loan Date	12/1/2025
Repayment Start Date	10/1/2027
Days in Deferral Period	577
Accrued Interest During Deferral	$116,980.82
Capitalized Balance at Repayment Start	$3,816,980.82
Amortization Term (Years)	5
Payments per Year	4
Quarterly Payment	$201,026.84

PMT #	Period Start	Payment Date	Days	Beginning Balance	Beginning Accrued Interest	Interest Accrued	Payment	Interest Paid	Principal Paid	Ending Balance	Ending Accrued Interest	Notes
0	12/1/2025	7/1/2027	577	$3,700,000.00	-	$116,980.82	-	-	-	$3,700,000.00	$116,980.82	No payments during deferral period; interest accrues
0	7/1/2027	7/1/2027	0	$3,816,980.82	-	-	-	-	-	$3,816,980.82	-	Accrued interest capitalized into beginning balance
1	7/1/2027	10/1/2027	92	$3,816,980.82	-	$38,169.81	$201,026.84	$38,169.81	$162,857.03	$3,654,123.79	-	Quarterly amortization
2	10/1/2027	1/1/2028	92	$3,654,123.79	-	$36,541.24	$201,026.84	$36,541.24	$164,485.60	$3,489,638.19	-	Quarterly amortization
3	1/1/2028	4/1/2028	91	$3,489,638.19	-	$34,896.38	$201,026.84	$34,896.38	$166,130.46	$3,323,507.73	-	Quarterly amortization
4	4/1/2028	7/1/2028	91	$3,323,507.73	-	$33,235.08	$201,026.84	$33,235.08	$167,791.76	$3,155,715.97	-	Quarterly amortization
5	7/1/2028	10/1/2028	92	$3,155,715.97	-	$31,557.16	$201,026.84	$31,557.16	$169,469.68	$2,986,246.29	-	Quarterly amortization
6	10/1/2028	1/1/2029	92	$2,986,246.29	-	$29,862.46	$201,026.84	$29,862.46	$171,164.38	$2,815,081.91	-	Quarterly amortization
7	1/1/2029	4/1/2029	90	$2,815,081.91	-	$28,150.82	$201,026.84	$28,150.82	$172,876.02	$2,642,205.89	-	Quarterly amortization
8	4/1/2029	7/1/2029	91	$2,642,205.89	-	$26,422.06	$201,026.84	$26,422.06	$174,604.78	$2,467,601.11	-	Quarterly amortization
9	7/1/2029	10/1/2029	92	$2,467,601.11	-	$24,676.01	$201,026.84	$24,676.01	$176,350.83	$2,291,250.28	-	Quarterly amortization
10	10/1/2029	1/1/2030	92	$2,291,250.28	-	$22,912.50	$201,026.84	$22,912.50	$178,114.34	$2,113,135.94	-	Quarterly amortization
11	1/1/2030	4/1/2030	90	$2,113,135.94	-	$21,131.36	$201,026.84	$21,131.36	$179,895.48	$1,933,240.46	-	Quarterly amortization
12	4/1/2030	7/1/2030	91	$1,933,240.46	-	$19,332.40	$201,026.84	$19,332.40	$181,694.44	$1,751,546.02	-	Quarterly amortization
13	7/1/2030	10/1/2030	92	$1,751,546.02	-	$17,515.46	$201,026.84	$17,515.46	$183,511.38	$1,568,034.64	-	Quarterly amortization
14	10/1/2030	1/1/2031	92	$1,568,034.64	-	$15,680.35	$201,026.84	$15,680.35	$185,346.49	$1,382,688.15	-	Quarterly amortization
15	1/1/2031	4/1/2031	90	$1,382,688.15	-	$13,826.88	$201,026.84	$13,826.88	$187,199.96	$1,195,488.19	-	Quarterly amortization
16	4/1/2031	7/1/2031	91	$1,195,488.19	-	$11,954.88	$201,026.84	$11,954.88	$189,071.96	$1,006,416.23	-	Quarterly amortization
17	7/1/2031	10/1/2031	92	$1,006,416.23	-	$10,064.16	$201,026.84	$10,064.16	$190,962.68	$815,453.55	-	Quarterly amortization
18	10/1/2031	1/1/2032	92	$815,453.55	-	$8,154.54	$201,026.84	$8,154.54	$192,872.30	$622,581.25	-	Quarterly amortization
19	1/1/2032	4/1/2032	91	$622,581.25	-	$6,225.81	$201,026.84	$6,225.81	$194,801.03	$427,780.22	-	Quarterly amortization
20	4/1/2032	7/1/2032	91	$427,780.22	-	$4,277.80	$201,398.87	$4,277.80	$200,399.62	-	-	Quarterly amortization

MSA-OC Full Amortization Schedule

Static schedule: 4.00% annual interest, no payments until 7/1/2027, accrued interest capitalized, then 20 quarterly payments.

MSA-OC-MSA-6

Original Loan Amount	$800,000.00
Annual Interest Rate	4.00%
Loan Date	7/1/2026
Repayment Start Date	10/1/2027
Days in Deferral Period	-
Accrued Interest During Deferral	-
Capitalized Balance at Repayment St	$832,000.00
Amortization Term (Years)	5
Payments per Year	4
Quarterly Payment	$46,105.54

PMT #	Period Start	Payment Date	Days	Beginning Balance	Beginning Accrued Interest	Interest Accrued	Payment	Interest Paid	Principal Paid	Ending Balance	Ending Accrued Interest	Notes
0	7/1/2026	7/1/2027	365	$800,000.00	-	$32,000.00	-	-	-	$800,000.00	$32,000.00	No payments during deferral period; interest accrues
0	7/1/2027	7/1/2027	-	$832,000.00	-	-	-	-	-	$832,000.00	-	Accrued interest capitalized into beginning balance
1	7/1/2027	10/1/2027	92	$832,000.00	-	$8,320.00	$46,105.54	$8,320.00	$37,785.54	$794,214.46	-	Quarterly amortization
2	10/1/2027	1/1/2028	92	$794,214.46	-	$7,942.14	$46,105.54	$7,942.14	$38,163.40	$756,051.06	-	Quarterly amortization
3	1/1/2028	4/1/2028	91	$756,051.06	-	$7,560.51	$46,105.54	$7,560.51	$38,545.03	$717,506.03	-	Quarterly amortization
4	4/1/2028	7/1/2028	91	$717,506.03	-	$7,175.06	$46,105.54	$7,175.06	$38,930.48	$678,575.55	-	Quarterly amortization
5	7/1/2028	10/1/2028	92	$678,575.55	-	$6,785.76	$46,105.54	$6,785.76	$39,319.79	$639,255.76	-	Quarterly amortization
6	10/1/2028	1/1/2029	92	$639,255.76	-	$6,392.56	$46,105.54	$6,392.56	$39,712.98	$599,542.78	-	Quarterly amortization
7	1/1/2029	4/1/2029	90	$599,542.78	-	$5,995.43	$46,105.54	$5,995.43	$40,110.11	$559,432.66	-	Quarterly amortization
8	4/1/2029	7/1/2029	91	$559,432.66	-	$5,594.33	$46,105.54	$5,594.33	$40,511.22	$518,921.45	-	Quarterly amortization
9	7/1/2029	10/1/2029	92	$518,921.45	-	$5,189.21	$46,105.54	$5,189.21	$40,916.33	$478,005.12	-	Quarterly amortization
10	10/1/2029	1/1/2030	92	$478,005.12	-	$4,780.05	$46,105.54	$4,780.05	$41,325.49	$436,679.63	-	Quarterly amortization
11	1/1/2030	4/1/2030	90	$436,679.63	-	$4,366.80	$46,105.54	$4,366.80	$41,738.75	$394,940.88	-	Quarterly amortization
12	4/1/2030	7/1/2030	91	$394,940.88	-	$3,949.41	$46,105.54	$3,949.41	$42,156.13	$352,784.75	-	Quarterly amortization
13	7/1/2030	10/1/2030	92	$352,784.75	-	$3,527.85	$46,105.54	$3,527.85	$42,577.69	$310,207.06	-	Quarterly amortization
14	10/1/2030	1/1/2031	92	$310,207.06	-	$3,102.07	$46,105.54	$3,102.07	$43,003.47	$267,203.58	-	Quarterly amortization
15	1/1/2031	4/1/2031	90	$267,203.58	-	$2,672.04	$46,105.54	$2,672.04	$43,433.51	$223,770.08	-	Quarterly amortization
16	4/1/2031	7/1/2031	91	$223,770.08	-	$2,237.70	$46,105.54	$2,237.70	$43,867.84	$179,902.24	-	Quarterly amortization
17	7/1/2031	10/1/2031	92	$179,902.24	-	$1,799.02	$46,105.54	$1,799.02	$44,306.52	$135,595.72	-	Quarterly amortization
18	10/1/2031	1/1/2032	92	$135,595.72	-	$1,355.96	$46,105.54	$1,355.96	$44,749.58	$90,846.13	-	Quarterly amortization
19	1/1/2032	4/1/2032	91	$90,846.13	-	$908.46	$46,105.54	$908.46	$45,197.08	$45,649.05	-	Quarterly amortization
20	4/1/2032	7/1/2032	91	$45,649.05	-	$456.49	$46,105.54	$456.49	$45,649.05	-	-	Quarterly amortization

MSA-7 Updated Intra-Organization Loan Amortization Schedule

Formula-based schedule with revised terms: 4.00% annual interest, quarterly payments begin on 10/15/2027 after the first full quarter from 7/15/2027 to 10/15/2027, and accrued interest capitalized at repayment start.

Original Loan Amount	$1,736,437.11
Actual Payment Made on 5/15/2025	$445,052.58
Actual Interest Portion on 5/15/2025	$17,422.32
Remaining Principal After Actual Payment	$1,308,806.85
Historical Accrued Interest to 1/15/2026	$35,140.57
Revised Annual Interest Rate	4.00%
Payments per Year	4
Quarterly Rate	1.00%
Repayment Start Date	10/1/2027
Amortization Term (Years)	5
Number of Payments	20
Additional Deferral Interest (1/15/2026 to Repayment Start)	$89,500.87
Capitalized Balance at Repayment Start	$1,433,448.29
Quarterly Payment	$79,434.99

PMT #	Period Start	Payment Date	Days	Beg Principal	Beg Accrued Int	Interest Accrued	Payment	Interest Paid	Principal Paid	End Principal	End Accrued Int	Notes
0	5/15/2025	5/15/2025	0	$1,736,437.11	$0.00	$0.00	$445,052.58	$17,422.32	$427,630.26	$1,308,806.85	$0.00	Actual payment made
0	5/15/2025	1/15/2026	245	$1,308,806.85	$0.00	$35,140.57	$0.00	$0.00	$0.00	$1,308,806.85	$35,140.57	Accrue interest through original checkpoint
0	1/15/2026	7/15/2027	546	$1,308,806.85	$35,140.57	$89,500.87	$0.00	$0.00	$0.00	$1,308,806.85	$124,641.44	Revised no-payment period through repayment start
0	7/15/2027	7/15/2027	0	$1,433,448.29	$0.00	$0.00	$0.00	$0.00	$0.00	$1,433,448.29	$0.00	Capitalize accrued interest into principal balance
1	7/15/2027	10/15/2027	92	$1,433,448.29	$0.00	$14,334.48	$79,434.99	$14,334.48	$65,100.51	$1,368,347.78	$0.00	Quarterly amortization - first full quarter
2	10/15/2027	1/15/2028	92	$1,368,347.78	$0.00	$13,683.48	$79,434.99	$13,683.48	$65,751.51	$1,302,596.27	$0.00	Quarterly amortization
3	1/15/2028	4/15/2028	91	$1,302,596.27	$0.00	$13,025.96	$79,434.99	$13,025.96	$66,409.03	$1,236,187.24	$0.00	Quarterly amortization
4	4/15/2028	7/15/2028	91	$1,236,187.24	$0.00	$12,361.87	$79,434.99	$12,361.87	$67,073.12	$1,169,114.12	$0.00	Quarterly amortization
5	7/15/2028	10/15/2028	92	$1,169,114.12	$0.00	$11,691.14	$79,434.99	$11,691.14	$67,743.85	$1,101,370.27	$0.00	Quarterly amortization
6	10/15/2028	1/15/2029	92	$1,101,370.27	$0.00	$11,013.70	$79,434.99	$11,013.70	$68,421.29	$1,032,948.98	$0.00	Quarterly amortization
7	1/15/2029	4/15/2029	90	$1,032,948.98	$0.00	$10,329.49	$79,434.99	$10,329.49	$69,105.50	$963,843.48	$0.00	Quarterly amortization
8	4/15/2029	7/15/2029	91	$963,843.48	$0.00	$9,638.43	$79,434.99	$9,638.43	$69,796.56	$894,046.92	$0.00	Quarterly amortization
9	7/15/2029	10/15/2029	92	$894,046.92	$0.00	$8,940.47	$79,434.99	$8,940.47	$70,494.52	$823,552.40	$0.00	Quarterly amortization
10	10/15/2029	1/15/2030	92	$823,552.40	$0.00	$8,235.52	$79,434.99	$8,235.52	$71,199.47	$752,352.93	$0.00	Quarterly amortization
11	1/15/2030	4/15/2030	90	$752,352.93	$0.00	$7,523.53	$79,434.99	$7,523.53	$71,911.46	$680,441.47	$0.00	Quarterly amortization
12	4/15/2030	7/15/2030	91	$680,441.47	$0.00	$6,804.41	$79,434.99	$6,804.41	$72,630.58	$607,810.89	$0.00	Quarterly amortization
13	7/15/2030	10/15/2030	92	$607,810.89	$0.00	$6,078.11	$79,434.99	$6,078.11	$73,356.88	$534,454.01	$0.00	Quarterly amortization
14	10/15/2030	1/15/2031	92	$534,454.01	$0.00	$5,344.54	$79,434.99	$5,344.54	$74,090.45	$460,363.56	$0.00	Quarterly amortization
15	1/15/2031	4/15/2031	90	$460,363.56	$0.00	$4,603.64	$79,434.99	$4,603.64	$74,831.35	$385,532.21	$0.00	Quarterly amortization
16	4/15/2031	7/15/2031	91	$385,532.21	$0.00	$3,855.32	$79,434.99	$3,855.32	$75,579.67	$309,952.54	$0.00	Quarterly amortization
17	7/15/2031	10/15/2031	92	$309,952.54	$0.00	$3,099.53	$79,434.99	$3,099.53	$76,335.46	$233,617.08	$0.00	Quarterly amortization
18	10/15/2031	1/15/2032	92	$233,617.08	$0.00	$2,336.17	$79,434.99	$2,336.17	$77,098.82	$156,518.26	$0.00	Quarterly amortization
19	1/15/2032	4/15/2032	91	$156,518.26	$0.00	$1,565.18	$79,434.99	$1,565.18	$77,869.81	$78,648.45	$0.00	Quarterly amortization
20	4/15/2032	7/15/2032	91	$78,648.45	$0.00	$786.48	$79,434.93	$786.48	$78,648.45	$0.00	$0.00	Quarterly amortization

Coversheet

Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project

Section: V. Action Items
Item: H. Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project
Purpose: Vote
Submitted by:
Related Material:
Approval of Construction and Contractor Change Orders for the Magnolia Science Academy-5 (711 1 Winnetka) Project Report Final.pdf

Agenda Item:	V H: Action Item
Date:	May 21, 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 Construction and Contractor Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project

Action Proposed:

Staff recommends that the Board approve the proposed construction change orders submitted by the prime contractors, Del Amo Construction, Pro-Craft Construction and Silver Creek Modular, and a contract amendment for IMEG for survey services for the Magnolia Science Academy-5 project located at 7111 Winnetka Ave (the "**Project**"), in a total net amount not to exceed Four Hundred Twenty-Four Thousand Eight Hundred Ninety-Nine and 80/100 Dollars ($424,899.80).

Purpose:

This item is presented to obtain Board approval of construction change orders and contract amendments associated with the Project.

The proposed change orders and contract amendment address additional work required due to site conditions and utility coordination identified during construction. Staff is bringing this item forward to maintain transparency and ensure the Board is informed of project cost adjustments as the Project progresses.

Background:

Construction for the Project is ongoing and progressing toward completion. The following change orders are presented for approval by the contractors on the Project for both increments 1 and 2 from Del Amo Construction ("DAC"), Pro-Craft Construction ("PCC"), Silver Creek Modular ("SCM") and IMEG:

Description	Reason	Amount
DAC		
8. ROW Sidewalk/Urban Forestry	City required work; repair and replacement of sidewalks	$178,591.00
9. Call Switch Paths	Project specs for detail a call system that was not illustrated in the construction drawings. Design omission.	$2,861.35
16. Additional Sign letters "MIDDLE & HIGH SCHOOL" for perforated screen at the south-east corner of the building	Owner directed change order to modify wording on wrap around perforated screen at corner of Gault and Winnetka	$24,243.31
17. Catch Basin/Drain Modifications	Drain lines for the playfield were installed per plans. However, the catch basin sizes were not coordinated by the design team and as a result Kana had to reduce the size of the drain lines at various locations to accommodate the catch basins	$7,527.13
10. Kana – RFI 45*	Extend water line to a new location as the point of connection documented on DLR civil dwgs was not provided; reduce size of the sewer lateral from 6" to 4" as asbuilt drawings provided by Silver Creek incorrectly documented the point of connection at 6" when actual size was 4"	$14,753.33

Description	Reason	Amount
11. Kana – Storm Drain Reduction*	Work related to the reduction in storm drain size	$744.31
12. Safeway – RFI 52*	RFI 52 details (6) conduit that exits the north side pull box that does not match the conduit stub outs in the crawl space provided by Silver Creek. In addition, Safeway located a concrete footing obstructing one of the stub outs. RFI 52 response notes a scope gap (design deficiency) that exists between feeders and conduits from switchgear to in-building panels. A revised electrical drawing was provided. RFI 52.1 provided direction on resolving the obstruction issue.	$70,292.97
~~Safeway – Modular Panel Runs~~	~~To be provided~~	~~$65,162.15~~
14. Coring/Scanning for North Building RFIs, Breezeway SD, RFI 52*	During Inc 2 utility work, scanning and coring was required to ensure that storm drain and electrical runs could be completed without compromising rebar in the building foundation	$12,354.03
	SUBTOTAL-DAC:	**$311,367.43**
PCC		
20. Additional grading per CCDA	Inc 1 CCDA issued by DLR modified the grading and site control plan to provide additional crushed aggregate base.	$44,047.68
21. Additional Base per CCDA	Inc 1 CCDA issued by DLR modified the grading and site control plan to provide additional crushed aggregate base	$13,237.88
22. Added Concrete for Mechanical Pad Curb	DSA directed; Inc 1 CCDA issued by DLR relocated the mechanical pad from	$4,050.04

Description	Reason	Amount
	its original location adjacent to the east side of the building to the northern part of the site as directed by DSA.	
23. Additional pull boxes and conduit run	To accommodate the Spectrum fiber run, additional modifications were made to the electrical plan to shorten low voltage and electrical cable runs and ensure that the conduit would avoid any future gym footings.	$20,051.18
	Subtotal - PCC:	**$81,386.78**
SCM		
8. Digital Sign Relocation	Owner directed. Move digital signed from eastern side of building to northern side to increase visibility along Winnetka	$2,145.59
	Subtotal-SCM:	**$2,145.59**
IMEG		
Survey Budget Amendment Request	Amendment to current NTE contract of $46,450 for additional scope including: *Additional staking required by project scope additions; Re-staking due to weather; shifts resulting from RFI responses*	$30,000.00
	Subtotal - IMEG:	**$30,000.00**
Total Requested Approval (Net Increase):		**$424,899.80**

Notes:

* Updated change orders and descriptions

Analysis and Impact

The change order requests were reviewed by Gateway Science and Engineering ("GSE"), the Project's construction manager, who determined that the proposed costs are appropriate and reasonable.

These items were not included in the original contract documents as they were not fully known or identifiable at the time of bidding. As construction has progressed, additional coordination with utilities, field conditions, and weather impacts required adjustments to the original scope.

Budget Implications:

The contingency balance immediately prior to this approval is $741,264.92. After this approval the contingency balance will be $316,365.12. More unforeseen conditions will likely lead to additional change orders. At this time, MPS Staff believes that there will be sufficient contingency funds to cover any additional change orders. MPS Staff believes that all remaining costs will be covered by a combination of its CSFP award and the recent 2026 bond financing.

Exhibits:

- Exhibit A: Del Amo Construction Change Orders & Gateway Analysis
- Exhibit B: Pro-Craft Construction Change Orders & Gateway Analysis
- Exhibit C: Silver Creek Construction Change Order & Gateway Analysis
- Exhibit D: IMEG Amendment to Contract & Gateway Analysis
- Exhibit E: Progress Photos

Exhibit A

Del Amo Construction Change Orders & Gateway Analysis

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 008, Right-of-Way Work and Urban Forestry Work

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding work in the right-of-way along with Urban Forestry-required work. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
As part of the Urban Forestry (City of Los Angeles) permitting process to remove damaged trees and prune trees around the MSA 5 site, Urban Forestry requires modification of existing tree wells to a larger size. As this will damage the concrete around the MSA 5 site, a cost was included for replacement of concrete around the affected areas. However, based upon conversations with the City of Los Angeles, it was determined that full concrete replacement will likely be required. In addition, we anticipate significant damage to concrete along Winnetka Avenue due to the relocation of water meters on to the public right-of-way as all concrete leading to these meters will need to be demolished to accommodate the new water lines. The City of Los Angeles additionally may require the full replacement of curbs and gutters, however, that work is currently not anticipated and it not included in this cost.

Scope of Work
This work will be performed (and billed) in multiple phases starting with tree removal and pruning (currently in progress), concrete demolition, tree well enlargement, and concrete replacement.

Analysis and Cost
We have reviewed Del Amo'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 #008

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 #008: CE #108 - DAC - Right-of-Way and Urban Forestry

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/14/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$178,590.57

DESCRIPTION:
CE #108 - DAC - Right-of-Way and Urban Forestry
Concrete work in right-of-way and urban forestry work

ATTACHMENTS:
PCO 002.1 - CE 90001 - Permit A - Option 1 - Entire sidewalk replacement + Urban Forestry.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Catch basin/drain modifications	Right-of-way and urban forestry	$178,590.57
		Grand Total:	**$178,590.57**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$178,590.57
The new contract sum including this Change Order will be	$7,624,077.10
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #002.1

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

CE #90001.1 - SI#1 - Permit A - Option 1 - Permit A + Urban forestry

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	002.1 / 1	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	2/2 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Design Change
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90001.1 - SI#1 - Permit A Drawings dated 12.15.25 - OPTION 1
Option 1: Perform scope of work described in Permit A drawings and replace the entire sidewalk from Northernmost property line on Winnetka to Westernmost property line on Gault (excluding repairs of approaches included in DAC bid).

Qualifications/Exclusions:
Reference Subcontractor Proposal
Traffic Control

COR Approval Schedule:
Submitted Date: 2/2/2026
Approved Due Date: 2/15/2026
Estimated Billable Date: 2/28/2026

Schedule Impact:
Yes - TBD

DAC reserves our rights to additional time for the cumulative impact of this and other changes, in the event of delays caused by the cumulative effect of multiple changes exceed the days on this proposal, furthermore, DAC reserves our rights to submit additional time and time related costs for this change order.

R1 - 2.18.26
It has been confirmed that demo of the driveways is not included in SWC proposal. SWC has everything from the Urban Forestry plan included in our proposal. The proposal has also been revised to lower the price

ATTACHMENTS:

MSA #5 - A-Permit Scenario 1 - REV 3 - 02.18.26.pdf MSA #5 A-Permit Scenario 1.pdf

#	Cost Code	Description	Amount
1	32-1600-00 - Site Concrete	SWC Scenario 1	$ 160,115.25
2	00-1000-00 - Burden	General Labor	$ 4,343.06
3	02-2100-00 - Survey/Staking	Survey	$ 3,500.00
		Subtotal:	$167,958.31
		Overhead: 1.50%	$ 2,519.37
		Fee: 2.50%	$ 4,261.94

Prime - PCO #002.1

Insurance: 1.00%	$ 1,747.40
GRT: 0.19%	$ 335.33
Bonds: 1.00%	$ 1,768.22
Grand Total:	**$178,590.57**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**



Office: 1480 E. 3rd St.
Pomona, CA 91766
Phone: 909.622.1888
Job: MSA #5 Increment II

Date: 02/18/2026 **7111 Winnetka Ave**

A-Permit

Plan Date: Not Dated **Winnetka, CA 91306**
Sheets; A-Permit Plan

Prevailing Wage

REF#	Description	Size	Qty.	Cost	Total
	Gault Steet				
12,16	Demo Existing Concrete Sidewalk Paving and Base	sqft	2331		$16,317.00
12,16	Construct 4"T Pedestrian-Rated CIP Concrete Sidewalk Paving, 3000 PSI NWC	sqft	2347		$45,179.75
	o/4" of Crushed Aggregate Base o/12" of Recompacted Subgrade per Los Angeles				
	City Std. Plan S-444-1				
	Color: Natural Gray Color				
	Finish: Broom Finish				
	Winnetka Ave				
12,16	Demo Existing Concrete Sidewalk Paving and Base	sqft	1839		$12,873.00
12,16	Construct 4"T Pedestrian-Rated CIP Concrete Sidewalk Paving, 3000 PSI NWC	sqft	1506		$28,990.50
	o/4" of Crushed Aggregate Base o/12" of Recompacted Subgrade per Los Angeles				
	City Std. Plan S-444-1				
	Color: Natural Gray Color				
	Finish: Broom Finish				
	Rough Grading	sqft	4170		$23,105.00
	Haul Away of Demo'd Concrete and Base	CY	115		$10,800.00
	Sawcut Allowance				$5,000.00
	Equipment Allowance				$7,500.00
	Urban Forestry Scope-of-Work				
	Removal of Tree "1" Stump	each	1		
	Prune and Reshape Tree "2," Construct New 5'x8' Tree Well	each	1		
	Prune and Reshape Tree "3," Construct New 5'x8' Tree Well, Shave/Sheer	each	1		
	Roots Interfering With Sidewalk Construction				
	Prune and Reshape Tree "4," Construct New 5'x8' Tree Well, Shave/Sheer	each	1		
	Roots Interfering With Sidewalk Construction				
	Prune and Reshape Primary Tree "5," Remove Secondary Tree and Stump,	each	1		
	Construct New 5'x8' Tree Well				
	Prune and Reshape Primary Tree "6," Remove Secondary Tree Stump,	each	1		
	Construct New 5'x8' Tree Well				
	Remove Tree "7" and Stump	each	1		
	Plant New 24" "Pink Trumpet" Box Trees at Locations "A" and "B," Construct	each	2		
	New 5'x8' Tree Wells at Each Tree				
	Equipment Rental				
	Price to Complete Urban Forestry Scope-of-Work				$10,350.00

EXCLUSIONS:

Hardware: Bolts, Tie Downs, Straps, etc.
Items not on bid
Inspections
Unforeseen
Permits
Erosion Control
Water proofing
Soil hauling
Drainage
Temporary site fencing
Rough Grading U.N.O.
Cleaning beyond broom sweep
Traffic Control

Total **$160,115.25**

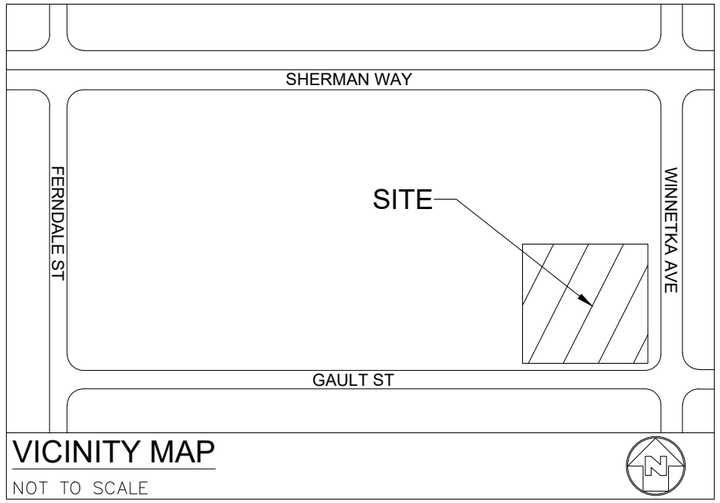
MAGNOLIA SCIENCE ACADEMY #5

A-PERMIT DRAWINGS

7111 WINNETKA AVENUE, WINNETKA, CA 91306

PROJECT SCOPE OF WORK

1. SIDEWALK REPLACEMENT. 466 LF OF SIDEWALK. 4,377 TOTAL SF.
2. 47 LINEAR FEET OF CURB WILL BE CONSTRUCTED.
3. DEMOLITION OF 1 EXISTING DRIVEWAY APPROACH ON WINNETKA AVENUE AND 1 DRIVEWAY APPROACH ON GAULT STREET AND REPLACE WITH NEW DRIVEWAY APPROACHES INCLUDING GUTTERS IN ACCORDANCE WITH CITY STANDARDS.
4. INSTALLATION OF 4 CITY STANDARD 5'X8' TREE WELLS ON WINNETKA AVENUE AND 3 ON GAULT STREET.
5. INSTALLATION OF 1 PARKWAY DRAN (4"X24") ON WINNETKA AVENUE AND 1 PARKWAY DRAIN (4"X24") ON GAULT STREET IN ACCORDANCE WITH CITY REQUIREMENTS AND STANDARDS.



VICINITY MAP

NOT TO SCALE

REGISTERED PROFESSIONAL ENGINEER
VIRGILIO C. AGUILAR
No. 36079
Exp. 6/30/26
CIVIL
STATE OF CALIFORNIA

VCA ENGINEERS INC
CIVIL • STRUCTURAL

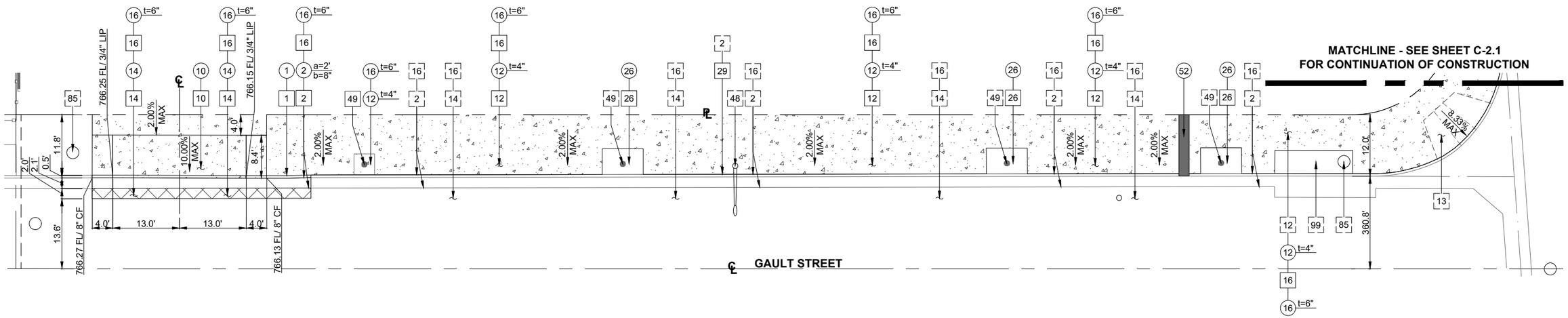
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APPROVED BY:	

COVER SHEET

7111 WINNETKA AVE, WINNETKA, LOS ANGELES, CA 91306
REPAIR OF SIDEWALK, DRIVEWAY, CURB AND GUTTER

FILE NAME

C1.0



CONSTRUCTION KEY NOTES

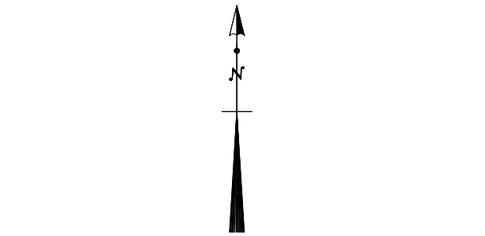
- EXISTING - PROTECT IN PLACE
- REMOVE
- WORK BY OTHERS
- CONSTRUCT
- REMODEL EXIST
- REMOVE AND CONSTRUCT

NOTES

1. ADDITIONAL CURB AND GUTTER REPLACEMENT OR PATCHING AND REPAIR MAY BE REQUIRED BY PUBLIC WORKING INSPECTOR.
2. ALL IMPROVEMENTS IN PUBLIC RIGHT OF WAY SHALL CONFORM TO CITY OF LA STANDARD PLANS.
3. ELEVATIONS MATCHING TO EXISTING ARE TO BE VERIFIED IN FIELD BY THE CONTRACTORS DURING CONSTRUCTION.
4. REFER TO SHEETS C2.2 TO C2.3 FOR CITY OF LOS ANGELES STANDARD DETAILS.
5. CONTRACTOR TO VERIFY IN FIELD EXACT LIMIT OF SIDE OPENING CATCH BASIN.

CITY OF L.A. STANDARD NOTES

1. CONCRETE CURB, TYPE A (PER S-410-2)
2. TYPE C INTEGRAL CURB AND GUTTER, a=2', b=8"
10. CONCRETE DRIVEWAY, CASE 2 (PER S-440-4)
12. CONCRETE SIDEWALK, t=4" (PER S-444-1)
13. CURB RAMP
14. ASPHALT PAVEMENT
16. UNTREATED BASE MATERIAL, t=6", AS NOTED
26. 5'X8' TREE WELL WITH OPTION 3 DECOMPOSED GRANITE COVER, TYP., PER STANDARD PLAN S-450-4. (SEE SCOPE OF WORK ON SHEET L1.0)
29. SACK AND PATCH EXISTING CURB DRAIN
48. PROTECT IN PLACE STREET LIGHT
49. TREE
52. PARKWAY DRAIN, 4"X24" (PER S-320-0)
85. STORM DRAIN MANHOLE
99. SIDE OPENING CATCH BASIN



PLAN

SCALE: 1"= 20'

GRAPHIC SCALE

REGISTERED PROFESSIONAL ENGINEER
PATRICIO C. AGUILERA
No. 36079
Exp. 6/30/26
CIVIL
STATE OF CALIFORNIA

VCA ENGINEERS INC
CIVIL • STRUCTURAL

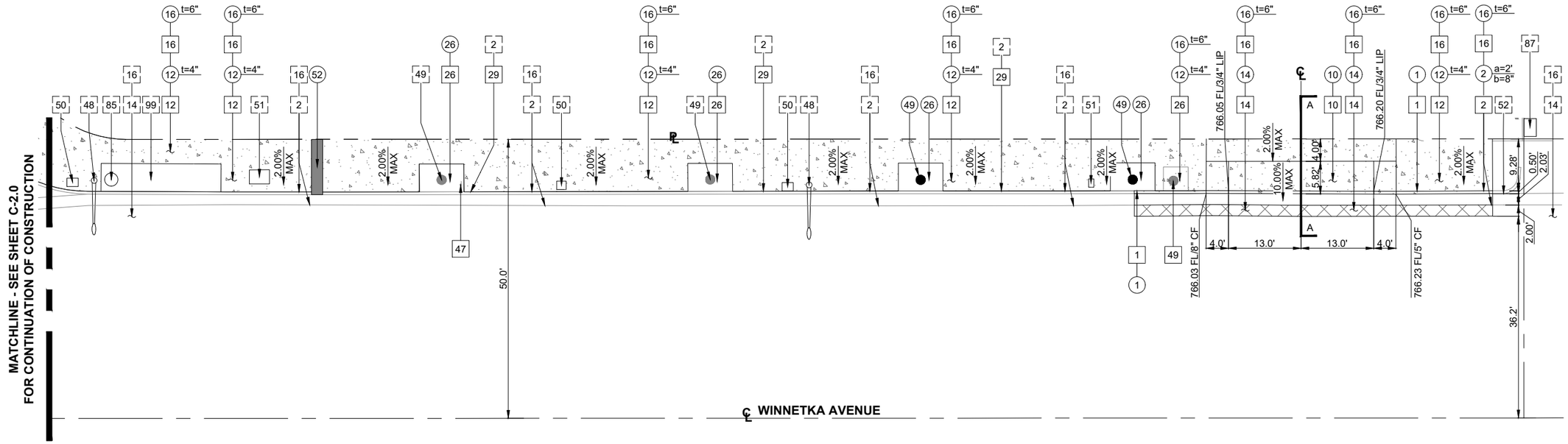
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A-PERMIT PLAN

7111 WINNETKA AVE, WINNETKA, LOS ANGELES, CA 91306
REPAIR OF SIDEWALK, DRIVEWAY, CURB AND GUTTER

FILE NAME

C2.0



CONSTRUCTION KEY NOTES

- EXISTING - PROTECT IN PLACE
- REMOVE
- WORK BY OTHERS
- CONSTRUCT
- REMODEL EXIST
- REMOVE AND CONSTRUCT

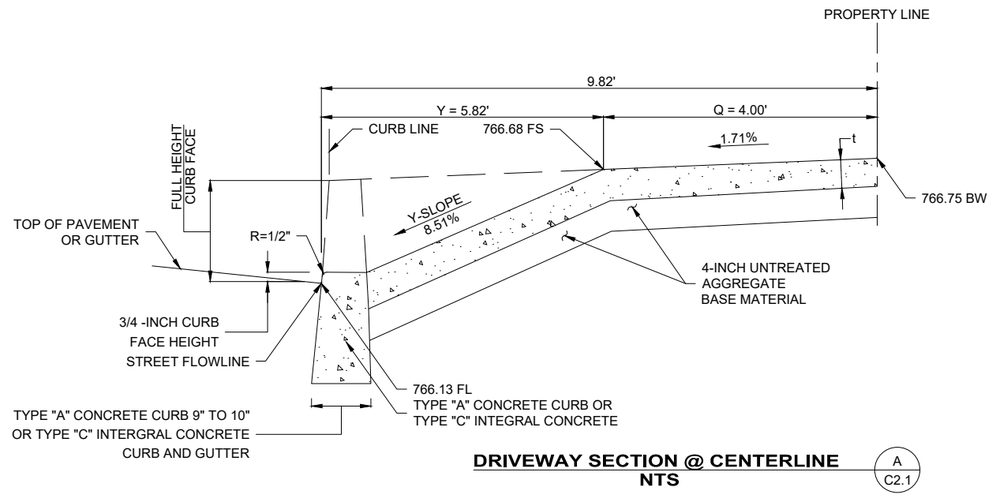
NOTES

1. ADDITIONAL CURB AND GUTTER REPLACEMENT OR PATCHING AND REPAIR MAY BE REQUIRED BY PUBLIC WORKING INSPECTOR.
2. ALL IMPROVEMENTS IN PUBLIC RIGHT OF WAY SHALL CONFORM TO CITY OF LA STANDARD PLANS.
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4. REFER TO SHEETS C2.2 TO C2.3 FOR CITY OF LOS ANGELES STANDARD DETAILS.
5. CONTRACTOR TO VERIFY IN FIELD EXACT LIMIT OF SIDE OPENING CATCH BASIN.

CITY OF L.A. STANDARD NOTES

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2. TYPE C INTEGRAL CURB AND GUTTER, a=2', b=8"
10. CONCRETE DRIVEWAY, CASE 2 (PER S-440-4)
12. CONCRETE SIDEWALK, t=4" (PER S-444-1)
14. ASPHALT PAVEMENT
16. UNTREATED BASE MATERIAL, t=4", AS NOTED
26. 5'X8' TREE WELL WITH OPTION 3 DECOMPOSED GRANITE COVER, TYP., PER STANDARD PLAN S-450-4. (SEE SCOPE OF WORK ON SHEET L1.0)
29. SACK AND PATCH EXISTING CURB DRAIN
38. ADJUST STREET LIGHTING PULL BOX TO GRADE
47. RELOCATE STREET SIGN
48. PROTECT IN PLACE STREET LIGHT
49. TREE
50. PROTECT IN PLACE STREET LIGHT PULLBOX
51. PROTECT IN PLACE WATER METER
52. PARKWAY DRAIN, 4"X24" (PER S-320-0)
85. STORM DRAIN MANHOLE
87. CATCH BASIN
99. SIDE OPENING CATCH BASIN

PLAN
SCALE: 1"= 20'
20' 10' 0' 20' 40'
GRAPHIC SCALE



DRIVEWAY SECTION @ CENTERLINE
NTS
A / C2.1

SECTION A-A
NTS

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER L. TO C. AGUILAR — No. 36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS INC — CIVIL • STRUCTURAL — Quality Service Commitment — MBE DBE SBE

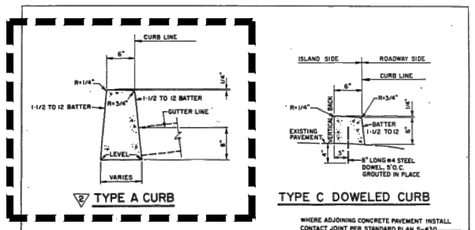
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A-PERMIT PLAN

7111 WINNETKA AVE, WINNETKA, LOS ANGELES, CA 91306
REPAIR OF SIDEWALK, DRIVEWAY, CURB AND GUTTER

FILE NAME

C2.1



BARRIER CURBS

BUREAU OF ENGINEERING — DEPARTMENT OF PUBLIC WORKS — CITY OF LOS ANGELES

TYPES OF CURB AND GUTTER — STANDARD PLAN S-410-2

REVISIONS		SUPERSEDES	REFERENCES
NO.	DESCRIPTION		
8	REVISED TYPE A CURB FACE FULL HEIGHT, DELETED TYPE B CURB, ADDED TYPE E END CURB AND GUTTER		

VAULT INDEX NUMBER B-4102

SHEET 1 OF 4 SHEETS

DESIGNED BY: RAB | DRAWN BY: RGH | CHECKED BY: RGS

NOTES

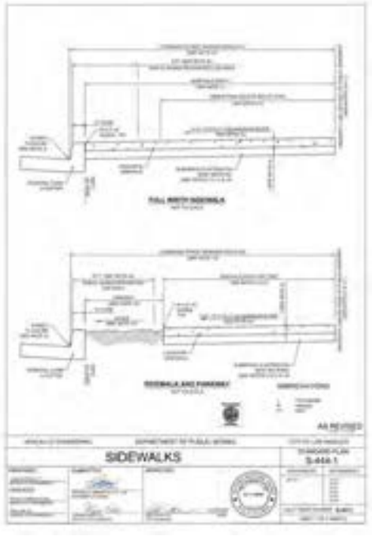
1. CURBS AND GUTTERS SHALL BE CONSTRUCTED OF PCC CONFORMING TO SUBSECTION 201-1 AND 303-5.
2. WEAKENED-PLANE JOINTS IN CURB AND GUTTER SHALL CONFORM TO STANDARD SPECIFICATIONS FOR PUBLIC WORKS CONSTRUCTION SUBSECTION 303-5.4.3 (C) OR SHALL BE 1-1/2 INCH DEEP SAWCUTS MADE WITHIN 10 TO 24 HOURS AFTER CONCRETE IS PLACED AND SHALL BE PLACED AT LOCATIONS SHOWN ON THE TYPICAL JOINT PLAN HEREON AND AT REGULAR INTERVALS NOT EXCEEDING 20 FEET BETWEEN RETURNS. THEY SHALL ALSO BE LOCATED AT THE E.C. OF ALLEY RETURNS WHERE WALK IS FULL WIDTH. WHERE CROSS GUTTER TRANSITION EXTENDS BEYOND THE CURB RETURN, THE JOINTS SHALL NORMALLY BE PLACED AT THE ENDS OF THE TRANSITION. HOWEVER, JOINTS SHALL ALSO BE PLACED AT THE ENDS OF THE CURB RETURN WHEN THE CROSS GUTTER TRANSITION EXTENDS MORE THAN 5 FEET BEYOND THE RETURN. WHERE GUTTER IS ADJACENT TO CONCRETE PAVEMENT, THE JOINT SHALL BE ALIGNED WITH THE PAVEMENT JOINTS WHERE PRACTICAL.
3. A CONTACT JOINT SHALL BE PLACED IN LONGITUDINAL ALLEY GUTTER WHERE IT JOINS CONCRETE ALLEY INTERSECTION.
4. CURBS CONSTRUCTED ADJACENT TO EXISTING CURBS HAVING A BATTER OTHER THAN SPECIFIED FOR THE NEW CURBS SHALL BE CONSTRUCTED WITH A TRANSITION SECTION BETWEEN THE CURBS HAVING DIFFERENT BATTERS. THE MINIMUM TRANSITION LENGTH SHALL BE:

TYPE OF CURB	MINIMUM TRANSITION LENGTH
BARRIER CURB TO BARRIER CURB	5'
MOUNTABLE CURB TO MOUNTABLE CURB	10'
BARRIER CURB TO MOUNTABLE CURB	20'

5. THE DOWELS IN THE DOWELED CURB MAY BE DELETED AND THE CURB BONDED TO THE SURFACE BY A BONDING AGENT APPROVED BY THE ENGINEER.
6. MOUNTABLE CURBS SHALL NOT BE USED ADJACENT TO PEDESTRIAN WALKWAYS.
7. DIMENSIONS: (UNLESS OTHERWISE SPECIFIED)
   a=2'-0"
   b=0'-6"
   c=10'-0"

STANDARD PLAN NO. S-410-2 — VAULT INDEX NUMBER B-4102 — SHEET 4 OF 4 SHEETS

1 OFFSITE CONCRETE CURB DETAIL
NOT TO SCALE



NOTES:

1. ALL WORK SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE LATEST STANDARD SPECIFICATIONS FOR PUBLIC WORKS CONSTRUCTION (SSPWC) ADOPTED BY THE BOARD OF PUBLIC WORKS AS MODIFIED BY THE CORRESPONDING ISSUE OF THE CITY OF LOS ANGELES DEPARTMENT OF PUBLIC WORKS BROWN BOOK (BB) AND FEDERAL AND STATE DISABLED ACCESS REGULATIONS AND STANDARDS. WHERE APPLICABLE STANDARDS CONFLICT, THE MOST RESTRICTIVE (ACCESSIBLE) CONDITION SHALL BE PROVIDED.
2. 19-DIN CONSTRUCTING NEW SIDEWALK ON UNIMPROVED STREET BORDER, AN INTEGRAL CURB AND GUTTER PER STANDARD PLAN S-410 SHALL BE CONSTRUCTED AND THE STREET GUTTER (FLOWLINE) GRADE IS TO BE APPROVED BY THE CITY ENGINEER PRIOR TO CONSTRUCTION.
3. TEMPORARY CONSTRUCTION EASEMENT OR RIGHT OF ENTRY (PERMIT TO ENTER AND CONSTRUCT) SHALL BE OBTAINED, IF NECESSARY, FROM AFFECTED PROPERTY OWNER(S) PRIOR TO THE CONSTRUCTION OF SIDEWALK OR RETAINING CURB/WALL ALONG THIS PROPERTY LINE.
4. CONCRETE SIDEWALK SHALL HAVE A MINIMUM THICKNESS (D) OF 4 INCHES UNLESS OTHERWISE REQUIRED BY THE CITY ENGINEER, AND THE SIDEWALK WIDTH SHALL BE AS NOTED MINIMUM.
   a. WHEN EXISTING CONDITION DO NOT ALLOW FOR A 60 INCH SIDEWALK WIDTH, IT MAY BE REDUCED TO 48 INCHES WHERE APPROVED BY THE CITY ENGINEER.
      a.1. WHEN THE SIDEWALK WIDTH IS LESS THAN 60 INCHES, A MINIMUM OF 5 FEET BY 5 FEET CLEAR AND UNOBSTRUCTED PASSING SPACE SHALL BE PROVIDED AT INTERVALS OF NO GREATER THAN 200 FEET ALONG THE SIDEWALK. PASSING SPACE GRADE SHALL NOT EXCEED 2.0% (1:48) IN ANY DIRECTION.
      a.2. WHERE, BECAUSE OF EXISTING PHYSICAL CONSTRAINTS SUCH AS SIGNIFICANT NATURAL FEATURES, DOCUMENTED HISTORIC FEATURES, UNDERLYING TERRAIN, UNDERGROUND STRUCTURES, ADJACENT DEVELOPED FACILITIES, SWANKS, OR OTHER SIGNIFICANT EXISTING FEATURES, A 48 INCH WIDTH CANNOT BE ACHIEVED, A SIDEWALK WIDTH OF NOT LESS THAN 36 INCHES MAY BE CONSTRUCTED OR RECONSTRUCTED SIDEWALK WIDTH SHALL BE AS WIDE AS POSSIBLE, BUT MAY BE BETWEEN 36 INCHES AND 48 INCHES AS DOCUMENTED VIA THE TECHNICAL INFEASIBILITY FORM (TIF) AND PROCESS. THE ADDITION OR UPGRADE OF ELEMENTS SHALL NOT REDUCE THE SIDEWALK WIDTH BELOW 48 INCHES. TIF SHALL BE ADDRESSED IN SPECIAL ORDER 04-0222, ON ITS APPROVED UPDATE.
   b. EVERY 60'-0" SHALL BE MADE TO PLACE SERVICE VAULTS AND BOXES OUTSIDE THE PEDESTRIAN ACCESS ROUTE (PAR). SERVICE VAULTS AND BOXES TO BE PLACED WITHIN THE PUBLIC WORKS RESTRICTED USE AREA RESERVED BY THE DEPARTMENT OF PUBLIC WORKS, DEFINED AS THE AREA WITHIN 2 FEET OF STREET BORDER STARTING FROM THE FACE OF THE CURB, WILL REQUIRE APPROVAL AND A REVOCABLE (R) PERMIT PER LAMC 62.03.01.
   c. THE CROSS SLOPE OF THE SIDEWALK SHALL BE BETWEEN 0.6% AND 2.0% (1:48) AND MUST DRAIN TOWARDS THE STREET FLOW LINE.
   d. THE LONGITUDINAL (RUNNING) SLOPE OF THE SIDEWALK SHALL NOT EXCEED 5.0% (1:20). WHERE THE ESTABLISHED GRADE (I.E. SLOPE) OF THE ADJACENT STREET FLOW LINE BETWEEN GRADE BREAKS EXCEEDS 5.0%, THE SLOPE OF THE SIDEWALK SHALL NOT EXCEED THE SLOPE OF THE FLOW LINE.
   e. SIDEWALK SURFACES WITH LONGITUDINAL SLOPE OF 5.0% OR LESS SHALL BE GIVEN A FINE HAIR-BROOM FINISH APPLIED TRANSVERSELY TO THE PEDESTRIAN TRAVEL. SIDEWALK SURFACES WITH A LONGITUDINAL SLOPE GREATER THAN 5.0% SHALL BE FINISHED BY HAND WITH A WOOD FLOAT AND SHALL BE GIVEN A ROTARY SURFACE TEXTURE PER SSPWC SECTION 303-5.2.3 AS MODIFIED BY THE CITY BROWN BOOK AMENDMENT.
   f. OPENINGS GREATER THAN ½ INCH SHALL NOT BE PERMITTED WITHIN THE SIDEWALK. CHANGES IN SURFACE LEVEL BETWEEN ¼ AND ½ INCH SHALL BE BEVELED AT NO MORE THAN 50% (1:2). UPLIFTS GREATER THAN ½ INCH ARE NOT PERMITTED WITHIN THE SIDEWALK.
      (1). OPENING COVERS, GRATES OR METAL DOORS SHALL NOT BE INSTALLED IN THE SIDEWALK UNLESS OTHERWISE APPROVED PER LAMC SECTION 55.05.
   g. SIDEWALK JOINTS SHALL BE PROVIDED PER STANDARD PLAN S-451.
5. THE PEDESTRIAN ACCESS ROUTE IS THE PORTION OF THE SIDEWALK (WHICH MAY INCLUDE THE PUBLIC WORKS RESTRICTED USE AREA) THAT PROVIDES AN UNOBSTRUCTED, CONTINUOUS, CLEAR, AND ACCESSIBLE ROUTE FOR USE BY PEDESTRIANS. THE PAR SHALL BE FREE OF ALL ABOVE-GROUND ELEMENTS SUCH AS, BUT NOT LIMITED TO, STREET FURNITURE, PLANTERS, BIKE RACKS, SIGNAGE, AND ALL OTHER ELEMENTS. THE PAR SHOULD BE LOCATED CLOSEST TO THE PROPERTY LINE BUT MAY MEANDER THROUGH ELEMENTS LOCATED WITHIN THE SIDEWALK.
   a. THE PAR SHALL BE A MINIMUM WIDTH OF 4 FEET, EXCLUDING THE STREET CURB, TREE WELL OR TREE WELL COVER, PARKWAYS AND ALL OTHER ABOVE GROUND ELEMENTS. WHERE THE EXISTING PAR WIDTH IS LESS THAN 4 FEET DUE TO EXISTING CONSTRAINTS, A TIF SHALL BE REQUIRED AS NOTED IN 4.a.2. ABOVE. NEW OR UPGRADED ELEMENTS SHALL NOT REDUCE THE PAR BELOW 4 FEET. WHERE THE WIDTH OF THE PAR IS LESS THAN 4 FEET, AN ALTERNATE ACCESSIBLE ROUTE SHALL BE PROVIDED.
   b. THE PAR VERTICAL CLEARANCE SHALL BE A MINIMUM OF 80 INCHES.
   c. AN ACCESSIBLE ROUTE SHALL BE PROVIDED TO PEDESTRIAN FACILITY ELEMENTS OR OPERABLE PARTS THAT EXIST OR ARE TO BE CONSTRUCTED WITHIN THE SIDEWALK (SUCH AS BENCHES, ELECTRIC VEHICLE CHARGERS, ETC.).
6. CURB RAMPS SHALL BE CONSTRUCTED PER THE LATEST VERSION OF STANDARD PLAN S-442 AS AN ELEMENT OF THE SIDEWALKS. PROVIDE CURB RAMP(S) AT REQUIRED LOCATIONS ON NEWLY CONSTRUCTED SIDEWALKS, OR ON THE RECONSTRUCTED/REPLACEMENT PORTIONS OF SIDEWALKS PER CURB RAMP SPACING.
7. FOR NEW CONSTRUCTION OR RECONSTRUCTION OF SIDEWALK, UNTREATED BASE MATERIAL SHALL HAVE A MINIMUM THICKNESS OF 4-INCH AND SHALL BE INSTALLED BENEATH THE CONCRETE SIDEWALK AND OVER SUITABLE SUBGRADE MATERIAL.
8. SUITABLE SUBGRADE MATERIAL SHALL BE UNIFORM, FIRM&STABLE, AND COMPACTED TO 90% RELATIVE COMPACTION PER SSPWC SECTION 301-1.
   a. IF THE EXISTING SUBGRADE IS SUITABLE AS NOTED ABOVE AND VERIFIED BY THE INSPECTOR, THE NEW SIDEWALK AND UNTREATED BASE MATERIAL MAY BE PLACED ON THE UNDISTURBED SUBGRADE PER BB 200-2.1.
9. ALL TECHNICAL SPECIFICATIONS SHOWN HEREIN INCLUDE ALLOWABLE CONSTRUCTION TOLERANCES. THE FINISHED SIDEWALK SURFACE SHALL BE FREE OF ANY CHANGES IN LEVEL GREATER THAN 1/8 OF AN INCH WHEN CHECKED USING A 10 FEET STRAIGHT-EDGE PLACED ALONG THE FINISHED SIDEWALK SURFACE IN ANY DIRECTION.
10. THE ESTABLISHMENT OF NEW PARKWAYS SHALL REQUIRE APPROVAL BY THE CITY ENGINEER. REFER TO CITY DESIGN GUIDELINES, PLANS AND SPECIFICATIONS FOR PARKWAY PLANTING REQUIREMENTS. WHERE PARKWAYS ARE REQUIRED TO BE PLANTED, THE PARKWAY SHALL MEET NOTE 4.c. FOR EXISTING SIDEWALK ALTERATIONS, CITY ENGINEER'S APPROVAL IS REQUIRED TO EXCEED THE SLOPE REQUIREMENTS IN NOTE 4.c.

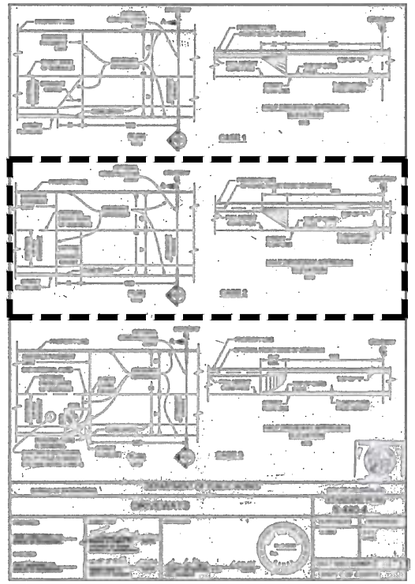
STANDARD PLAN NO. S-444-1 — VAULT INDEX NUMBER — SHEET 2 OF 3 SHEETS

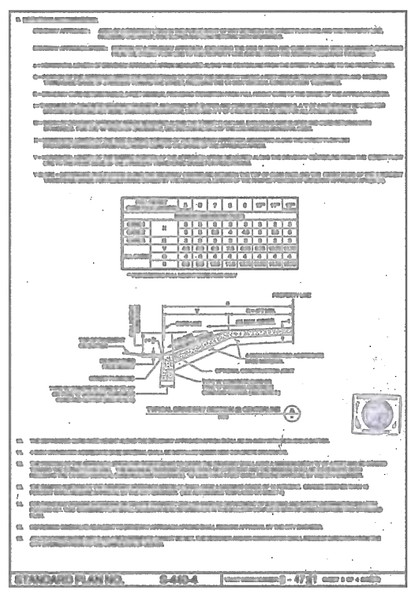
NOTES CONTINUATION:

11. EXISTING TERRAIN OR FACILITIES ADJACENT TO THE SIDEWALK SHALL BE FLUSH WITH THE SIDEWALK ELEVATION FOR AT LEAST 24 INCHES.
    a. EXCEPTION: ABRUPT CHANGES IN LEVEL EXCEEDING 4 INCHES IN A VERTICAL DIMENSION BETWEEN WALKS, SIDEWALKS, OR OTHER PEDESTRIAN WAYS AND ADJACENT SURFACES SHALL BE IDENTIFIED BY WARNING CURBS AT LEAST 6 INCHES IN HEIGHT ABOVE THE WALKING SURFACE. WARNING CURBS SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE LATEST VERSION OF SAE J2197 OF THE SOCIETY OF AUTOMOTIVE ENGINEERS (SAE) AEROSPACE MATERIAL SPECIFICATION (AMS) STD-595A. A WARNING CURB IS NOT REQUIRED BETWEEN A WALK AND AN ADJACENT STREET OR DRIVEWAY.
12. FOR SIDEWALKS CONSTRUCTED ADJACENT TO AN EXISTING SIDEWALK, WIDTH SHALL BE NO LESS THAN THAT OF THE EXISTING SIDEWALK. RECTANGULAR IN SHAPE UNLESS OTHERWISE APPROVED, AND WITH A MINIMUM LENGTH OF 48 INCHES. SEE STD PLAN S-431 FOR SIDEWALK JOINT REQUIREMENTS. IF A LIMIT OF A RECONSTRUCTED SIDEWALK IS LESS THAN 20 INCHES FROM ANY EXISTING JOINT SUCH AS AN EXPANSION JOINT (EJ), EQUATION JOINT (EJ), A CONSTRUCTION JOINT (CJ), OR A WEAKENED PLANE JOINT (WEJ), OF A SIDEWALK OR IMPROVEMENT, THE LIMITS OF THE SIDEWALK RECONSTRUCTION SHALL BE EXTENDED TO THAT JOINT.
13. TRANSITION PANEL(S) (TP) MAY BE USED TO CONNECT CONSTRUCTED / RECONSTRUCTED SIDEWALK TO EXISTING IMPROVEMENTS. TP SHALL BE DELINEATED WITH A WEAKENED PLANE JOINT OR CONSTRUCTION JOINT. THE LENGTH OF THE TP SHALL BE AS FOLLOWS:
    a. FOR EVERY 2.0% (1:48) DIFFERENCE IN CROSS SLOPE BETWEEN THE CONSTRUCTED SIDEWALK PANEL AND THE ADJACENT EXISTING SIDEWALK, PROVIDE 5 FEET MINIMUM TRANSITION.
    b. WHEN THE LONGITUDINAL SLOPE OF TP IS NO MORE THAN 5.0% GREATER THAN THE EXISTING ESTABLISHED STREET GRADE (I.E. THE FLOW LINE), PROVIDE 5 FEET MINIMUM TRANSITION.
    c. WHEN THE LONGITUDINAL SLOPE OF TP IS MORE THAN 5.0% GREATER THAN THE EXISTING ESTABLISHED STREET GRADE, AN ADDITIONAL 5 FEET SHALL BE ADDED TO THE TP FOR EVERY ADDITIONAL 2.0% DIFFERENCE BETWEEN THE TP AND THE ESTABLISHED ROADWAY GRADE (I.E. FLOW LINE).
    d. THE MAXIMUM TP SHALL BE 15 FEET.
14. WHERE TRANSITION IS REQUIRED FOR SIDEWALK WIDTH, THE MINIMUM TAPER LENGTH SHALL BE 5 FEET.
15. STREET BORDER DIMENSIONS SHALL BE IN ACCORDANCE WITH DIMENSIONS LISTED ON THE LATEST VERSION OF THE STANDARD PLAN S-470 UNLESS OTHERWISE APPROVED BY THE CITY ENGINEER.
16. WHERE TREE ROOTS ARE ENCOUNTERED DURING NEW SIDEWALK PLACEMENT OR RECONSTRUCTION, CONTACT THE BUREAU OF STREET SERVICES, URBAN FORESTRY DIVISION FOR INSPECTION AND PROCESS AS DIRECTED BY THE BUREAU OF STREET SERVICES REGARDING TREE PRESERVATION, SUCH AS WITH ROOT PRUNING, CANOPY THINNING/TRIMMING, SIDEWALK REVISIONS OR OTHER MODIFICATIONS. TREE WELL OF ASSOCIATED TREE(S) MAY NEED TO BE RECONSTRUCTED PER S-462, PROVIDED THAT SIDEWALK AND PAR REQUIREMENTS SPECIFIED HEREIN ARE MET.
17. IT IS THE CONTRACTOR'S RESPONSIBILITY TO PRESERVE ALL PUBLIC AND PRIVATE SURVEY MONUMENT(S). EXISTING MONUMENT IN THE SIDEWALK CONSTRUCTION AREA SHALL BE TIED-OUT BEFORE CONSTRUCTION AND THEN RESET BACK INTO ORIGINAL POSITION AFTER THE END OF CONSTRUCTION. SEE SSPWC SECTION 400-5 FOR ADDITIONAL REQUIREMENTS.
18. RECONSTRUCTION OF SIDEWALKS MAY REQUIRE REMODELING ON PRIVATE PROPERTY TO JOIN CONSTRUCTION OF NEW SIDEWALKS TO PRIVATE IMPROVEMENTS.
19. WHEN FULL COMPLIANCE WITH DISABLED ACCESS REQUIREMENTS IS TECHNICALLY INFEASIBLE, REFER TO THE TECHNICAL INFEASIBILITY FORM FOR ADDITIONAL INFORMATION.

STANDARD PLAN NO. S-444-1 — VAULT INDEX NUMBER — SHEET 3 OF 3 SHEETS

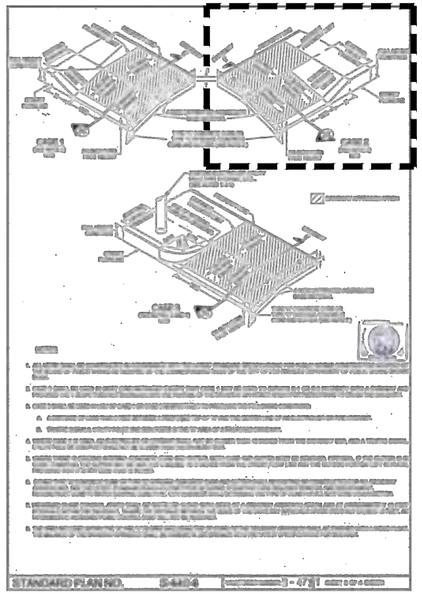
2 SIDEWALK DETAIL
NOT TO SCALE



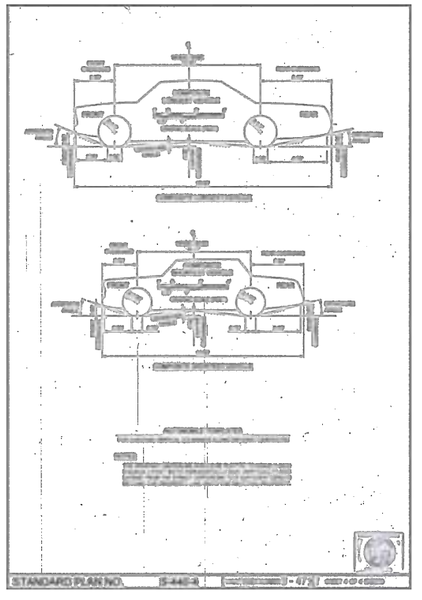


STANDARD PLAN NO. S-440-4 — S-471

3 DRIVEWAY DETAIL
NOT TO SCALE



STANDARD PLAN NO. S-440-4 — S-471



STANDARD PLAN NO. S-440-4 — S-471

REGISTERED PROFESSIONAL ENGINEER — CRAIG C. ACKERMAN — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS INC — CIVIL • STRUCTURAL — Quality Service Commitment

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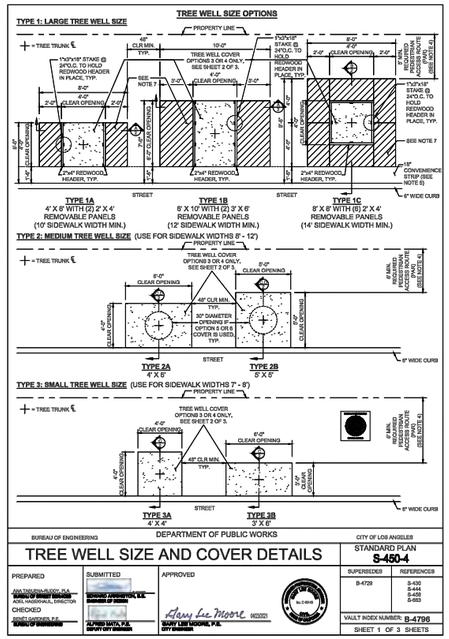
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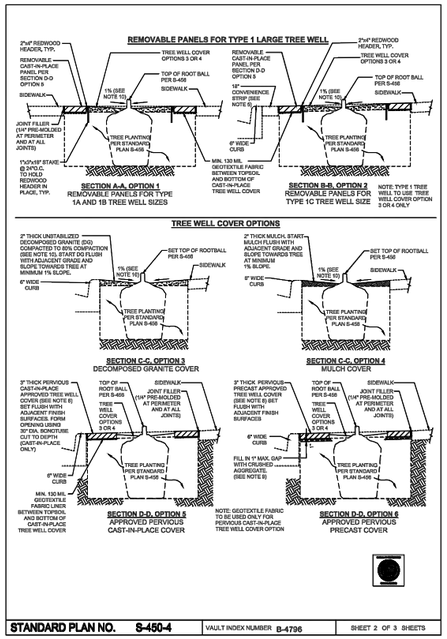
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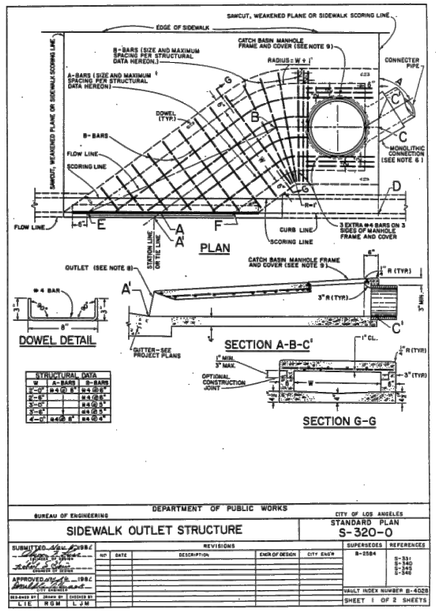
7111 WINNETKA AVE, WINNETKA, LOS ANGELES, CA 91306
REPAIR OF SIDEWALK, DRIVEWAY, CURB AND GUTTER

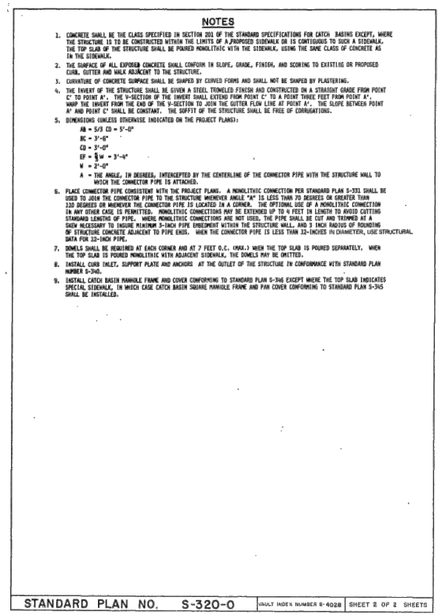
FILE NAME

C2.2









1 TREE WELL DETAIL
NOT TO SCALE

2 PARKWAY DRAIN DETAIL
NOT TO SCALE

REGISTERED PROFESSIONAL ENGINEER
CRAIG LO C. ACHILLEOS
No. 36079
Exp. 6/30/26
CIVIL
STATE OF CALIFORNIA

VCA ENGINEERS INC
CIVIL ● STRUCTURAL
Quality Service Commitment

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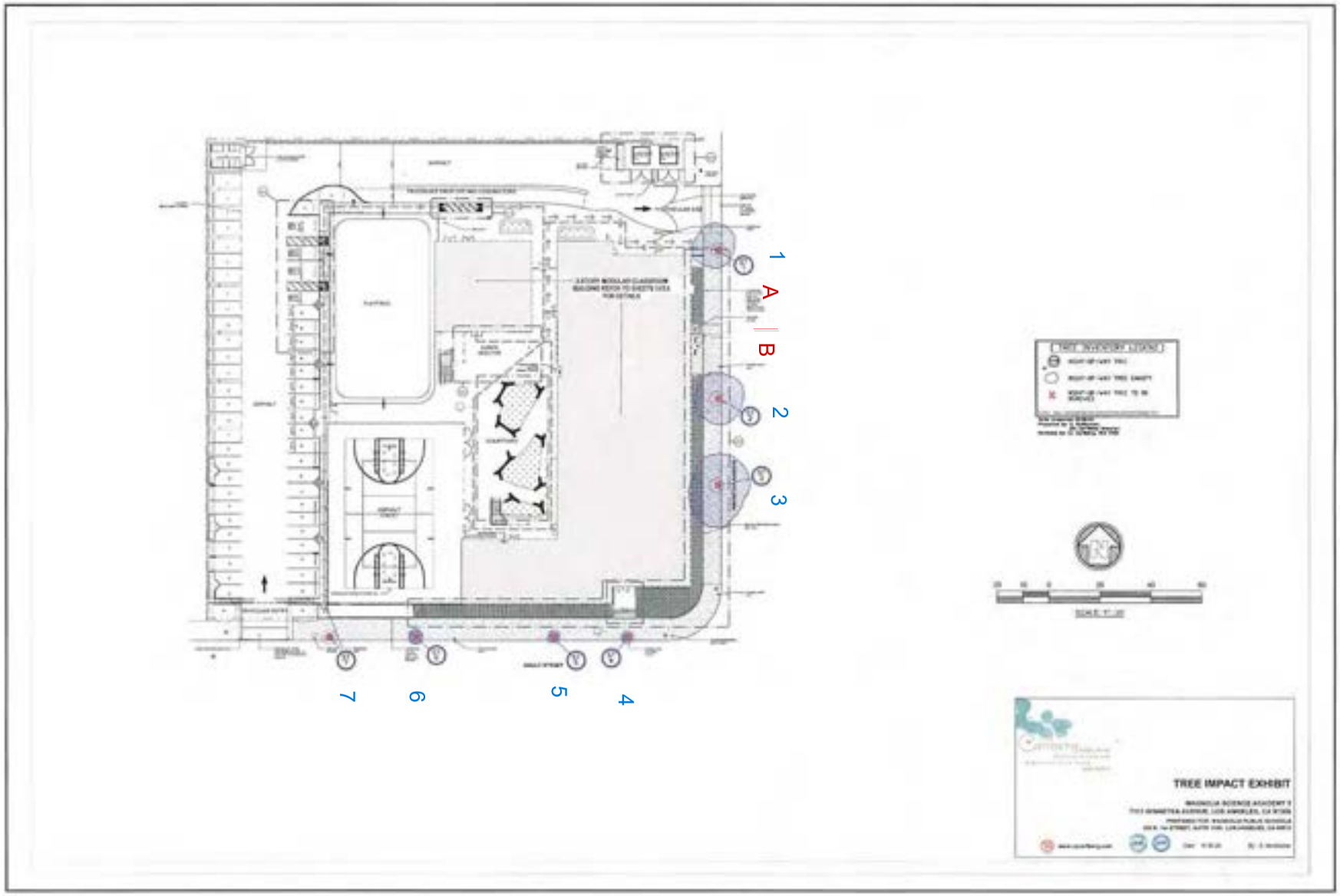
STANDARD DETAILS

7111 WINNETKA AVE, WINNETKA, LOS ANGELES, CA 91306
REPAIR OF SIDEWALK, DRIVEWAY, CURB AND GUTTER

FILE NAME

C2.3

EXHIBIT C – REDUCED COPY OF THE TREE LOCATION EXHIBIT



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URBAN FORESTRY SCOPE OF WORK

The following is the scope of work for the Magnolia Urban Forestry project located at 7111 Winnetka in Los Angeles, California.

Attached is a map with a legend outlining each of the seven (numbered 1-7) tree sites in the project and the scope of work for each of those trees and the locations of two new trees to be installed on the site (labeled A and B)

Tree 1: This tree has been removed by Urban Forestry on as an emergency removal. As a part of this project the stump must be exposed and removed before the sidewalk can be re-worked.

Tree 2: This tree will remain in its present location, but it will be pruned and re-shaped. A new 5' by 8' tree well will be constructed around the tree during the installation of the new sidewalk. Any roots interfering with the sideway installation will be shaved or sheered.

Tree 3: This tree will remain in its present location, but it will be pruned and re-shaped. A new 5' by 8' tree well will be constructed around the tree during the installation of the new sidewalk. Any roots interfering with the sideway installation will be shaved or sheered

Tree 4: This tree will remain in its present location, but it will be pruned and re-shaped. A new 5' by 8' tree well will be constructed around the tree during the installation of the new sidewalk. Any roots interfering with the sideway installation will be shaved or sheered.

Tree 5: This tree will remain in its present location. It has another tree species growing alongside the current tree well. This tree and its stump will need to be hand removed. The remaining tree will be pruned and re-shaped. A new 5' by 8' tree well will be constructed around the tree during the installation of the new sidewalk.

Tree 6: This tree will remain in its present location. It has a tree stump alongside the current tree well. This stump will need to be hand removed. The remaining tree will be pruned and re-shaped. A new 5' by 8' tree well will be constructed around the tree during the installation of the new sidewalk.

Tree 7: This tree will be removed in its entirety along with its stump. It is being replaced with two new trees at locations (Letters A and B on the attached plan)

Trees "A and Tree "B: These are the replacement trees for the removal of Tree 7. They are to be 24"box trees. The trees will be pink trumpet trees. They will be placed in new 5' by 8' tree wells to be constructed as a part of the new sidewalk construction. The midpoint of

the tree well and the installation location for the new tree placement has been identified by Urban Forestry with curb markings in the areas described on the attached drawing. When chosen and before planting, the trees will need to be inspected by Urban Forestry for compliance with city requirements.

Notes: (1) This scope of work should be added to the landscape drawings. (2) Ther pruning and shaping of the tree should be accomplished a soon as possible to prepare for the upcoming growing season. (3) The work can be accomplished by one of the following: a) a licensed certified arborist; b) a C-49 licensed contractor; or c) by the owner provided they comply with the City of Los Angeles Urban Forestry requirements.

RIGHT-OF-WAY LANDSCAPE NOTES

1. REFERENCE NOTICE TO CONTRACTORS AS SHOWN ON THE CIVIL PLANS.

2. LANDSCAPE CONSTRUCTION WITHIN THE PUBLIC RIGHT-OF-WAY SHALL BE INFORMED BY THE CITY'S LATEST RESIDENTIAL PARKWAY LANDSCAPING GUIDELINES, AS APPLICABLE, DEPENDING UPON THE PROJECT'S ZONING.

TREE PLANTING:

3. UNLESS OTHERWISE NOTED ON THESE PLANS, THE CONTRACTOR SHALL PLANT A MINIMUM OF 24-INCH BOX SIZE TREES OF SPECIES, QUANTITY, AND LOCATIONS APPROVED BY BSS UFD PER STANDARD PLANS S-450-4, S-456-2 AND S-663-1. THE COVER SHALL BE DECOMPOSED GRANITE WHEN TREE WELL COVER IS NOT SPECIFIED ON THESE PLANS.

   THE BUREAU OF STREETS SERVICES URBAN FORESTRY DIVISION (BSS UFD) SHALL INSPECT AND TAG TREES UPON DELIVERY AND BEFORE PLANTING TO THE JOB SITE. IT IS THE RESPONSIBILITY OF THE CONTRACTOR TO ENSURE THE TREES ARE THE PROPER SPECIES APPROVED BY AN AUTHORIZED REPRESENTATIVE OF BSS UFD. THE STREET TREES SHALL MEET THE CRITERIA OF GOOD QUALITY TREE STOCK SET FORTH BY THE URBAN TREE FOUNDATION, HTTP://WWW.URBANTREE.ORG/PDF/NURSERYTREESPECS1.PDF FOR NURSERY TREE QUALITY.

   CONTACT BSS UFD (213-847-3077) AT LEAST FIVE WORKING DAYS BEFORE DELIVERY TO ARRANGE AN APPOINTMENT WITH THE BSS UFD INSPECTOR. UFD ACCEPTS NO RESPONSIBILITY FOR ANY PURCHASING AND/OR DELIVERY ARRANGEMENTS AND SHALL REJECT ANY TREES FAILING TO MEET THE SPECIFICATIONS SET FORTH IN THE URBAN TREE FOUNDATION'S GUIDELINES/SPECIFICATIONS FOR NURSERY TREE QUALITY. TREES THAT ARE REJECTED AS A RESULT OF CITY'S INSPECTION SHALL BE IMMEDIATELY REMOVED FROM THE PROJECT SITE. NO TREE SHALL BE PLANTED WITHOUT FIRST BEING INSPECTED AND ACCEPTED (TAGGED) BY UFD INSPECTOR. CONTRACTOR SHALL BE RESPONSIBLE FOR ANY PERMIT REQUIREMENTS OR FEES.

4. THE CONTRACTOR SHALL MAINTAIN A BALANCED WATERING PROGRAM TO ENSURE PROPER GROWTH AT THE TIME OF PLANTING AND THROUGHOUT THE MINIMUM THREE (3) YEAR WATERING PERIOD. IMMEDIATELY AFTER PLANTING, APPLY WATER TO EACH TREE; APPLY WATER IN A MODERATE STREAM IN PLANTING BASIN OR TREE WELL UNTIL SOIL AROUND THE ROOTS IS COMPLETELY SATURATED FROM THE BOTTOM OF THE PLANTING PIT TO THE SOIL ON THE SURFACE. APPLY WATER IN SUFFICIENT QUANTITIES AND AS OFTEN AS SEASONAL CONDITIONS REQUIRE TO ENSURE TREE ESTABLISHMENT AND ROBUST GROWTH.

   WINTER (DECEMBER – FEBRUARY) 7.5 GALLONS/WEEK
   SPRING (MARCH – MAY) 10 GALLONS/WEEK
   SUMMER (JUNE – SEPTEMBER) 30 GALLONS/WEEK
   FALL (OCTOBER – NOVEMBER) 20 GALLONS/WEEK

   SOIL TYPES:
   CLAY – HOLDS MORE WATER, DRIES SLOWLY. WATER LESS FREQUENTLY.
   SANDY – HOLDS LESS WATER, DRIES QUICKLY. WATER MORE FREQUENTLY.
   NOTE: MORE WATER MAY BE NEEDED DURING LONG PERIODS OF SEVERE HEAT AND DRYING WINDS, CONVERSELY, LESS WATER MAY BE NEEDED DURING EXTENDED PERIODS OF COOL, RAINY WEATHER.

PROJECT ACCEPTANCE OF TREES, LANDSCAPE, AND IRRIGATION:

5. NOTIFY THE INSPECTOR OF PUBLIC WORKS A MINIMUM OF 5 DAYS IN ADVANCE TO COORDINATE AND ARRANGE INSPECTIONS.
   UPON COMPLETION OF PLANTING, THE CONTRACTOR SHALL ARRANGE FOR SUBSTANTIAL COMPLETION INSPECTION BY BSS UFD AND/OR THEIR ASSIGNED REPRESENTATIVE AND THE INSPECTOR OF PUBLIC WORKS. THE CONTRACTOR SHALL CORRECT ANY DISCREPANCIES PRIOR TO FINAL INSPECTION OF THE PROJECT. THE ESTABLISHMENT PERIOD SHALL NOT COMMENCE UNTIL ALL CERTIFIED AS-BUILTS AND BACKFLOW CERTIFICATION (WHERE AUTOMATIC IRRIGATION IS SPECIFIED) ARE SUBMITTED AND VERIFIED BY THE INSPECTOR OF PUBLIC WORKS OR THEIR ASSIGNED REPRESENTATIVE. CONTRACTOR SHALL FURNISH A MINIMUM OF TWO (2) COPIES OF EACH SUBMITTAL.

TREE MAINTENANCE AND ESTABLISHMENT PERIOD:

6. THE TREE MAINTENANCE AND ESTABLISHMENT PERIOD SHALL BEGIN ONCE ALL PLANTING AND RELATED LANDSCAPE WORK HAS BEEN COMPLETED IN ACCORDANCE WITH THE APPROVED PLANS. THE TREE MAINTENANCE AND ESTABLISHMENT PERIOD SHALL BE A MINIMUM OF THREE (3) YEARS TO ENSURE PLANT MATERIAL IS HEALTHY, VIGOROUS, AND FULLY ESTABLISHED.

   THE CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTENANCE WITHIN THE LIMIT OF WORK THROUGHOUT THE PERIOD OF CONSTRUCTION AND THE MAINTENANCE AND ESTABLISHMENT PERIOD. THE MAINTENANCE SHALL INCLUDE THE REPLENISHMENT OF MULCH OR DECOMPOSED GRANITE COVER AS NEEDED TO MAINTAIN LEVEL FLUSH WITH ADJACENT TOP OF SIDEWALK, WATERING/IRRIGATION MANAGEMENT AND ADJUSTMENT, THE REMOVAL OF ALL WEEDS AND TRASH/DEBRIS IN PLANTING AREAS, TRIMMING, EDGING, CULTIVATION, FERTILIZATION, CONTROL OF PESTS, PLANT REPLACEMENT(IRRESPECTIVE OF CAUSE), AND PERFORM ANY TASKS REQUIRED FOR HEALTHY GROWTH OF LANDSCAPE PLANTING. MAINTENANCE RESPONSIBILITIES AND INSPECTIONS SHALL BE COMPLETED ON A MAXIMUM TEN(10) DAY INTERVAL.
   THE CONTRACTOR SHALL IMMEDIATELY REPLACE ANY AND ALL PLANT MATERIALS FOR ANY REASON THAT DIES OR IS DAMAGED WHILE UNDER THE CONTRACTORS CARE. REPLACEMENT SHALL BE MADE WITH PLANTS AS INDICATED OR SPECIFIED FOR THE ORIGINAL PLANTING. TREES AND SHRUBS SHALL BE HEALTHY AND VIGOROUS AT THE COMPLETION OF THE MAINTENANCE PERIOD.

   THE DESIGNATED MAINTENANCE AND ESTABLISHMENT PERIOD IS PART OF THE TOTAL CONTRACT TIME. AN INSPECTION WILL BE PERFORMED BY AN AUTHORIZED REPRESENTATIVE OF BSS UFD AT THE END OF THE MAINTENANCE AND ESTABLISHMENT PERIOD. THE MAINTENANCE ESTABLISHMENT PERIOD WILL BE EXTENDED AS REQUIRED IF, AT THE END OF THE MAINTENANCE AND ESTABLISHMENT PERIOD, THE PLANTING, IRRIGATION AND OTHER IMPROVEMENTS DO NOT REFLECT THE INTENT OF THE PLANS AND SPECIFICATIONS.
   ALL TREES 15 GALLON SIZE OR LARGER SHALL BE GUARANTEED FOR A PERIOD OF ONE (1) YEAR FROM THE END OF THE PLANT ESTABLISHMENT PERIOD.

7. PROOF OF A CONTRACT WITH A LICENSED LANDSCAPE CONTRACTOR TO MAINTAIN THE LANDSCAPE DURING THE ESTABLISHMENT PERIOD SHALL BE SUBMITTED TO THE INSPECTOR OF PUBLIC WORKS AND BSS/UFD INSPECTOR. SHOULD THERE BE A CHANGE OF CONTRACTOR DURING THE ESTABLISHMENT PERIOD, AN INSPECTION IS REQUIRED BY THE INSPECTOR OF PUBLIC WORKS AND BSS/UFD INSPECTOR PRIOR TO THE TRANSFER OF RESPONSIBILITY TO A NEW CONTRACTOR.

MAINTENANCE RESPONSIBILITIES:

8. MAINTENANCE AND LIABILITY OF ALL NON-STANDARD LANDSCAPE AND IRRIGATION IMPROVEMENTS IN THE PUBLIC RIGHT-OF-WAY SHOWN ON THESE PLANS SHALL BE COVERED BY REVOCABLE PERMIT LOG# XXXXX.

   IF TYPE 1 TREE WELLS PER STANDARD PLAN S-450-4 ARE INSTALLED, THE UPKEEP, REPLACEMENT AND REMOVAL OF PERVIOUS PANELS AS DETERMINED BY THE GROWTH OF THE TREE SHALL BE INCLUDED IN THE REVOCABLE PERMIT.

SOIL TESTING AND AMENDMENT

1. FOR EXISTING PLANTING AREAS: AMEND BACKFILL PER CURRENT STANDARD PLAN S-456, UNLESS OTHERWISE SPECIFIED IN THSE PLANS.
2. FOR NEW PLANTING AREAS: THE UPPER 18 INCHES OF EXISTING SOILS WITHIN ALL PLANTING AREAS SHALL BE REMOVE AND REPLACED WITH AMENDED CLASS A TOPSOIL AS DESCRIBED BELOW:
   - A. PROPOSED IMPORT CLASS A TOPSOIL SHALL BE TESTED PRIOR TO AMENDEMENT BASED ON A MINIMUM OF THREE SAMPLES PER 100 CUBIC YARDS, PER SOURCE. SOURCE IS DEFINED AS A SINGLE FACILITY/VENDOR WHERE SOIL IS PROCURED. CONTRACTOR SHALL IDENTIFY THE SOURCE(S) OF SOIL.
   - B. CONTRACTOR SHALL SUBMIT SOIL SOURCE AND AGRONOMIC SOIL TESTING RESULTS FROM AN INDEPENDENT THIRD-PARTY TESTING LABORATORY TO THE LANDSCAPE ARCHITECT OF RECORD, WITH COPIES PROVIDED TO BUREAU OF STREET SERVICES AND THE PUBLIC WORKS INSPECTOR, PRIOR TO AMENDING AND PLACING OF TOPSOIL.
   - C. ALL CLASS A IMPORTED TOPSOIL SHALL BE AMENDED PER THE AGRONOMIC SOILS TEST(S) RECOMMENDATION(S) UNDER THE OVERSIGHT OF THE LANDSCAPE ARCHITECT OF RECORD.
   - D. PRIOR TO PLACEMENT OF AMENDED TOPSOIL, THE FOLLOWING SHALL BE MET:
     - I. THE LANDSCAPE ARCHITECT OF RECORD SHALL PROVIDE A WRITTEN CERTIFICATE OF COMPLIANCE TO THE BUREAU OF STREET SERVICES AND THE PUBLIC WORKS INSPECTOR ATTESTING THAT THE TOPSOIL AS AMENDED UNDER HIS OVERSIGHT COMPLIES WITH THE RECOMMENDATION(S) AND/OR REQUIREMENT(S) OF THE AGRONOMIC SOIL TEST(S), SEE ANSI A300(2018): PART 2-SOIL MANAGEMENT.
     - II. THE CONTRACTOR SHALL SUBMIT POST-AMENDMENT AGRONOMIC SOIL TESTING RESULTS FROM AN INDEPENDENT THIRD-PARTY TESTING LABORATORY TO THE LANDSCAPE ARCHITECT OF RECORD FOR COMPLIANCE VERIFICATION, WITH COPIES PROVIDED TO BUREAU OF STREET SERVICES AND THE PUBLIC WORKS INSPECTOR.
     - III. THE AMENDMENT PROCESS PRIOR TO PLACEMENT (PARTS I. AND II. ABOVE) SHALL BE REPEATED UNTIL COMPLIANCE WITH THE MOST RECENT SOIL TESTING RECOMMENDATIONS IS ACHIEVED.

STREET TREE LEGEND

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	WUCOLS
	GEIJERA PARVIFLORA AUSTRALIAN WILLOW OR LAGERSTROEMIA INDICA 'TUSCARORA' TUSCARORA CRAPE MYRTLE	24" BOX STANDARD TRUNK	4	TREE WELLS TO BE TYPE 2A, DECOMPOSED GRANITE COVER OPTION 3 PER STANDARD DETAIL S-450-4. SEE CITY OF LOS ANGELES STANDARD DETAILS: S-450-4 TREE WELL SIZE & COVER DETAILS S-456-2 TREE PLANTING & ROOT CONTROL BARRIER DETAIL S-663-1 DOUBLE TREE STAKING DETAIL	LOW LOW

TREE CLEARANCE REQUIREMENTS

WATER METER/ VAULTS	6 FEET	STREET LIGHTS	20 FEET
CATCH BASINS	6 FEET	ELECTRICAL POWER POLES	20 FEET
GAS METERS	8 FEET	ALLEY ENTRANCES	20 FEET
DRIVEWAY APRONS	8 FEET	INTERSECTIONS	45 FEET
FIRE HYDRANTS	10 FEET	(FROM POINT OF CURB RETURN)	
TRANSIT SHELTERS	10 FEET	RAILROAD TRACKS	100 FEET
PEDESTRIAN LIGHTS	15 FEET		

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LICENSED LANDSCAPE ARCHITECT
No. 5312
Wayne Cooper
10/31/2026
RENEWAL DATE
STATE OF CALIFORNIA

LYNN CAPOUYA INC.
LANDSCAPE ARCHITECTURE
1790 E.PACIFIC COAST HWY. SUITE 10
VENTURA, CA 93001
T 805.653.0553 F 1.805.653.7627

MAGNOLIA SA5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

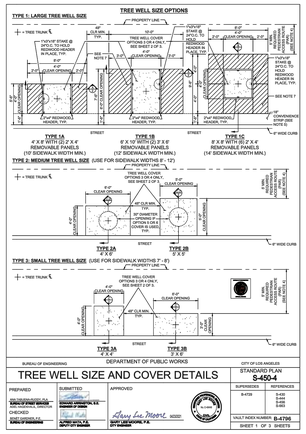
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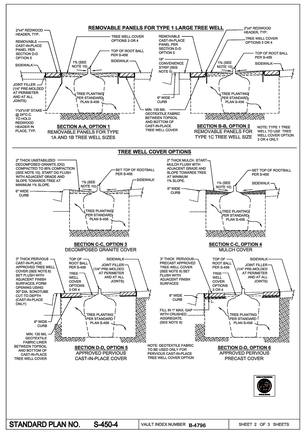
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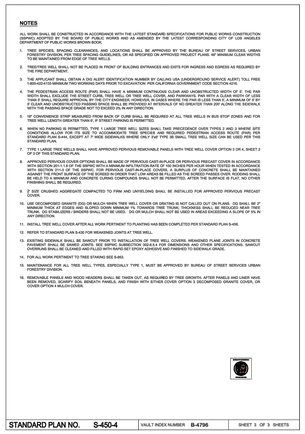
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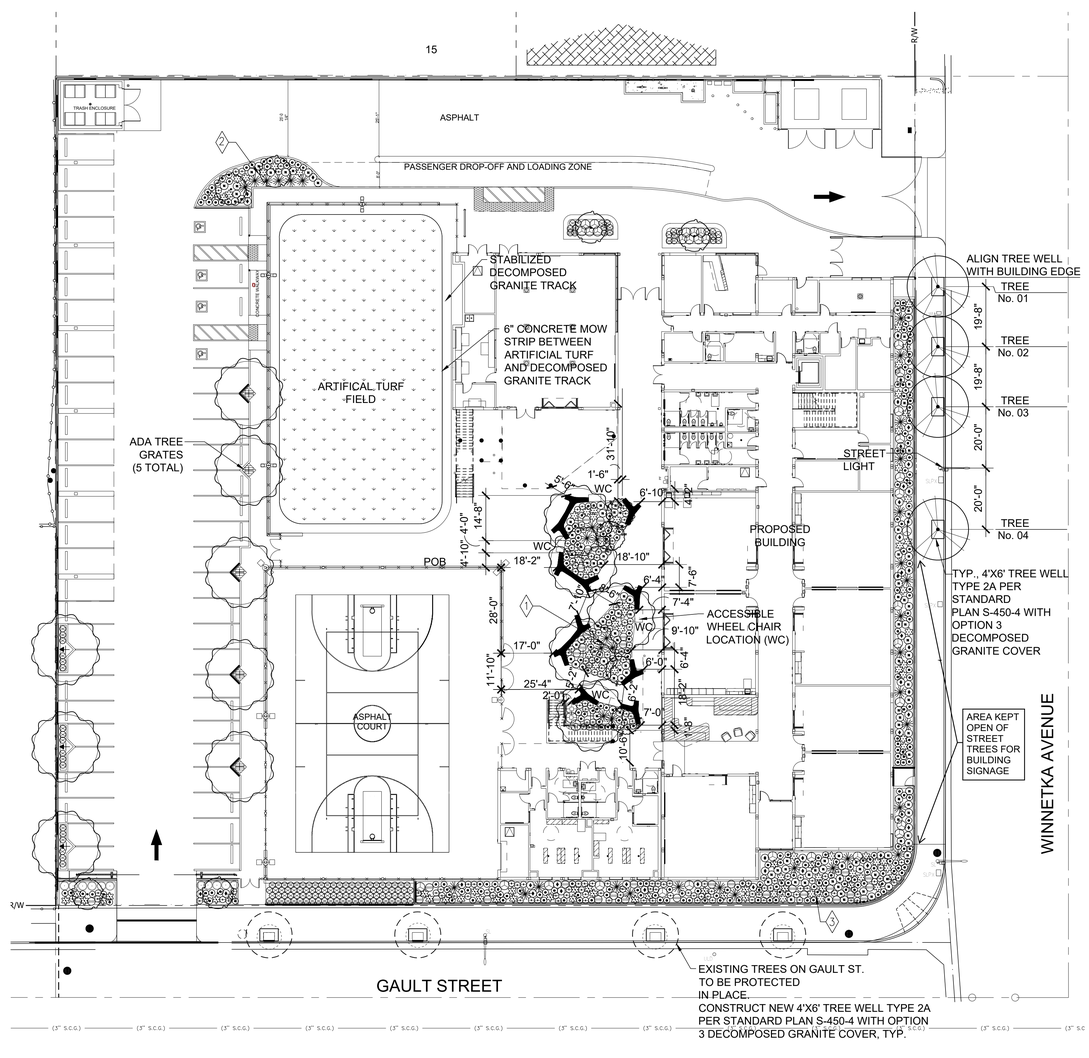
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TREE LEGEND

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	SHEET	REMARK
	GEIJERA PARVIFLORA AUSTRALIAN WILLOW	24" BOX	13	A/D	L2.1	STANDARD TRUNK
	CERCIS OCCIDENTALIS WESTERN REDBUD	24" BOX	4	A/D	L2.1	MULTI TRUNK
	MAGNOLIA GRANDIFLORA 'LITTLE GEM' LITTLE GEM MAGNOLIA	24" BOX	4	A/D	L2.1	STANDARD TRUNK
	ADA TREE GRATE	3'X3'	5	I	L2.1	IRONSMITH 3622, ADA TREE GRATE 36"X36" SQUARE CAST IRON CONTACT: CHAPARRAL, INC. (818) 761-0655

STREET TREE LEGEND

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	WUCOLS
	GEIJERA PARVIFLORA AUSTRALIAN WILLOW OR LAGERSTROEMIA INDICA 'TUSCARORA' TUSCARORA CRAPE MYRTLE	24" BOX STANDARD TRUNK	4	TREE WELLS TO BE TYPE 2A, DECOMPOSED GRANITE COVER OPTION 3 PER STANDARD DETAIL S-450-4. SEE CITY OF LOS ANGELES STANDARD DETAILS: S-450-4 TREE WELL SIZE & COVER DETAILS S-456-2 TREE PLANTING & ROOT CONTROL BARRIER DETAIL S-663-1 DOUBLE TREE STAKING DETAIL	LOW LOW
	EXISTING TREE PROTECTED IN PLACE	–	–	EXISTING TREE TO BE PROTECTED IN PLACE. CONSTRUCT NEW 4'X6' TREE WELL TYPE 2A PER STANDARD PLAN S-450-4 WITH OPTION 3 DECOMPOSED GRANITE COVER.	–

SHRUB/ GROUNDCOVER LEGEND

LID PLANTER & EXTERIOR PLANTING

SYMBOL	PLANT NAME	SIZE	QTY. *	DETAIL	SHEET	REMARK
	AGAVE ATTENUATA 'BOUTIN BLUE' BLUE FOXTAIL AGAVE	5 GAL	63	B/C	L2.1	
	AGAVE ATTENUATA 'RAY OF LIGHT' RAY OF LIGHT FOXTAIL AGAVE	5 GAL	33	B/C	L2.1	
	CAREX DIVULSA BERKLEY SEDGE	1 GAL	246	B/C	L2.1	
	CHONDROPETALUM ELEPHANTINUM LARGE CAPE RUSH	5 GAL	38	B/C	L2.1	
	DIANELLA HYBRID CLARITY BLUE DIANELLA	1 GAL	136	B/C	L2.1	
	HESPERALOE PARVIFLORA 'PERPA' BRAKELIGHTS RED YUCCA	5 GAL	115	B/C	L2.1	
	JUNCUS PATENS 'ELK BLUE' ELK BLUE GRAY RUSH	1 GAL	156	B/C	L2.1	
	LOBELIA LAXIFOLIA 'ANGUSTIFOLIA' MEXICAN LOBELIA	5 GAL	48	B/C	L2.1	
	MAHONIA AQUIFOLIUM 'COMPACTUM' COMPACT OREGON GRAPE HOLLY	5 GAL	3	B/C	L2.1	
	PHILODENDRON ZANADU DWARF ZANADU PHILODENDRON	5 GAL	33	B/C	L2.1	
	PODOCARPUS MACROPHYLLUS 'SOSA' MOOD RING PODOCARPUS	15 GAL	11	B/C	L2.1	
	SALVIA GREGGI 'FURMANS RED' FURMANS RED TEXAS SAGE	1 GAL	34	B/C	L2.1	

* CONTRACTOR TO VERIFY EXACT QUANTITIES OF PLANT MATERIALS BASED ON CONDITIONS AND PLANT MATERIALS COVERAGE.

VINES

SYMBOL	PLANT NAME	SIZE	QTY.	DETAIL	SHEET	REMARK
▲	PYROSTEGIA VENUSTA FLAME VINE	5 GAL	3	D	L2.1	ATTACH TO WALL

SPORTSFIELD

SYMBOL	DESCRIPTION	QTY.	REMARK	DETAIL	SHEET
	SPORTS FIELD – ARTIFICIAL TURF	5,160 S.F.	MATRIX TURF WITH GEOPLUS FILL COLOR: GREEN CONTACT: (800) 233-5714 INSTALL PER MANUFACTURERS RECOMMENDATIONS	F	L2.1
	STABILIZED DECOMPOSED GRANITE TRACK	950 S.F.	COLOR: CALIFORNIA GOLD WITH STABILIZER SOUTHWEST BOULDER AND STONE (760) 685-0202 STEVE SERRANO	G	L2.1
	6" CONCRETE MOW CURB BETWEEN ARTIFICIAL TURF FIELD AND STABLIZED DECOMPOSED GRANITE TRACK	295 L.F.	COLOR: NATURAL GREY CONCRETE	H	L2.1

BENCHES

SYMBOL	DESCRIPTION	QTY.	REMARK
	TWIG BENCH	11	TOURNESOL (949) 400-0577 MELISSA ZEPEDA GFRC LIGHTWEIGHT CONCRETE PRODUCT: G-01 & G-02 COLOR: SHARK ACID ETCH ATTACH TO CONCRETE WITH MOUNTING BRACKETS SKATE STOPS (GSS)–SEE MANUFACTURER FOR PLACEMENT AND LOCATION OF STOPS ON BENCHES.
WC	30"X48" ACCESSIBLE WHEEL CHAIR SPACE LOCATION ADJACENT TO BENCH		

DSA/CALGREEN SECTION 5.106–SITE DEVELOPMENT

SECTION	DESCRIPTION	SHADE PERCENTAGE
5.106.12.1	SURFACE PARKING SHADE TREE CALCULATION (SHADE OVER 50% OF PARKING AREA WITHIN 15 YEARS)	55%
5.106.12.2	LANDSCAPE AREA SHADE TREE CALCULATION (SHADE OVER 20% OF THE LANDSCAPE AREA WITHIN 15 YEARS)	58%
5.106.12.3	HARDSCAPE AREA SHADE TREE CALCULATION (SHADE OVER 20% OF HARDSCAPE AREA WITHIN 15 YEARS)	31%

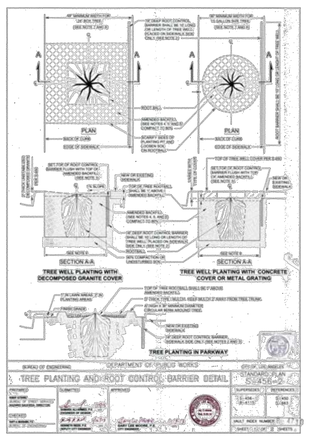
PLANTING NOTES

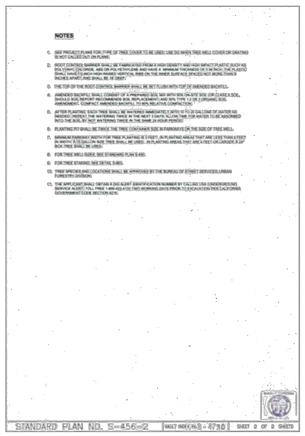
1. PRIOR TO PLANTING, PERFORM AGRONOMIC SOIL TESTING AND ADD SOIL AMENDMENTS PER SOILS REPORT RECOMMENDATIONS.
2. ALL TREE & SHRUB MATERIAL SPECIFIED MUST MEET STANDARD INDUSTRY SPECIFICATIONS FOR THE CONTAINER SIZE INDICATED. IF CONTRACTOR CANNOT LOCATE MATERIAL OF ACCEPTABLE SIZE AT THE TIME OF INSTALLATION, CONTACT LANDSCAPE ARCHITECT FOR SPECIES SUBSTITUTION; DOWN–SIZING OR SUBSTITUTION OF PLANT MATERIAL WITHOUT PRIOR APPROVAL OF LANDSCAPE ARCHITECT WILL NOT BE ALLOWED.
3. TREE LOCATIONS SHOWN ON PLAN MAY REQUIRE ADJUSTMENT IN THE FIELD. WHENEVER FEASIBLE, TREES SHOULD BE PLANTED A MINIMUM OF TEN (10) FEET FROM ALL UNDERGROUND UTILITIES AND OUT OF DRAINAGE FLOW LINES AND THREE (3) FEET FROM SPRAY HEADS. SHOULD THIS NOT BE POSSIBLE, CONTACT THE LANDSCAPE ARCHITECT FOR A DECISION ON TREE PLACEMENT.
4. VERIFY LOCATION AND DEPTH OF ALL UNDERGROUND UTILITIES PRIOR TO START OF WORK.
5. AFTER IRRIGATION SYSTEM INSTALLATION AND FINISH GRADES HAVE BEEN ESTABLISHED, PERFORM WEED CONTROL PER PLANTING SPECIFICATIONS.
6. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPECT AND APPROVE ALL SPECIMEN AND BOX MATERIALS (24" BOX AND LARGER) AT THE NURSERY PRIOR TO PLANTING.
7. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPECT ALL PLANT MATERIALS AT THE JOB SITE PRIOR TO PLANTING.
8. UPON COMPLETION OF PLANTING, THE CONTRACTOR SHALL ARRANGE FOR A SUBSTANTIAL COMPLETION INSPECTION BY THE LANDSCAPE ARCHITECT. CONTRACTOR SHALL CORRECT ANY DISCREPANCIES FOUND PRIOR TO FINAL INSPECTION AND ACCEPTANCE OF THE PROJECT.
9. A REPRESENTATIVE SAMPLE OF THE BOTANICAL NAME TAGS FURNISHED BY THE NURSERY STOCK SUPPLIER SHALL REMAIN ATTACHED TO THE PLANTS UNTIL FINAL INSPECTION.
10. FINISH GRADE IN ALL PLANTER AREAS SHALL BE 2 INCHES BELOW FINISH SURFACE OF SURROUNDING HARDSCAPE AND/OR UTILITY BOXES.
11. WHERE IT IS OBVIOUS IN THE FIELD THAT CONDITIONS DEVIATE FROM WHAT IS INDICATED ON THE PLANS, IT IS THE RESPONSIBILITY OF THE CONTRACTOR TO NOTIFY THE LANDSCAPE ARCHITECT OF THESE DISCREPANCIES. IN THE EVENT THIS NOTIFICATION IS NOT PERFORMED, THE CONTRACTOR SHALL ASSUME ALL RESPONSIBILITY FOR ANY NECESSARY REVISIONS.
12. INSTALL 3 INCHES OF SHREDDED WOOD BARK AS MULCH IN ALL NEWLY PLANTED AREAS UPON COMPLETION OF PLANTING. REFER TO SPECIFICATIONS FOR MULCH MATERIAL.
13. USE ROOT BARRIER IF CENTER OF TREE TRUNK IS WITHIN 5' OF ANY CURBS, SIDEWALKS, OR OTHER HARDSCAPE MATERIALS.

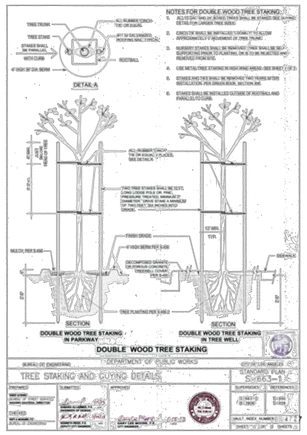
SOIL SAMPLING:
AGRONOMICS SOIL TESTING SHALL BE PERFORMED ON THE SITE FROM LOCATIONS INDICATED. FIVE (5) TESTING SITES HAVE BEEN IDENTIFIED AND ALL RESULTS SHALL BE INCORPORATED INTO THE WORK ON THIS PROJECT.

#—INDICATES SAMPLE SITE
INDICATES SAMPLE NUMBER

TESTING TO BE PERFORMED BY WALLACE LABORATORIES AT (310) 615–0116 OR APPROVED EQUAL. SOIL IS TO BE AMENDED PER SOILS REPORT RECOMMENDATIONS. REPORT IS TO BE OBTAINED AND PAID FOR BY THE CONTRACTOR. REFER TO SPECIFICATIONS FOR ADDITIONAL SOIL TESTING INFORMATION.







© DLR Group

LYNN CAPOUYA INC.
LANDSCAPE ARCHITECT
17942 CRESCENT, SUITE 100
HUNTINGTON BEACH, CA 92647
(714) 842-5570

MAGNOLIA SA5

NEW 2-STORY MODULAR BUILDING & SITE WORK

7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123719
100% CD SET
Issue Date: 4/15/2025
REVISIONS

75-23204-00

PLANTING PLAN

L2.0

Autodesk Docs://75-23204-00 Magnolia Science Academy/Archive_75-23204-00 Magnolia Science Academy_AR_2022.rvt
9/25/2024 12:23:36 PM

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 009, Call Switch Backboxes

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding of cable paths for the call switches. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The project specifications for Increment 2 detail a call system that was not illustrated in the construction drawings. As a result, this was omitted from Del Amo Construction's bid. The omission of the locations of the call switch backboxes and pathways necessitates a change order from the contractor.

Scope of Work
The scope of work includes the installation of the call switch backboxes and pathways.

Analysis and Cost
We have reviewed Del Amo'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 #009

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 #009: CE #109 - DAC - Call Switch Additions

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/14/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$2,861.35

DESCRIPTION:
CE #109 - DAC - Call Switch Additions
Addition of call switch backboxes

ATTACHMENTS:
PCO 013 - Back boxes Call Switch paths.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Catch basin/drain modifications	Call switch additions	$2,861.35
		Grand Total:	**$2,861.35**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$2,861.35
The new contract sum including this Change Order will be	$7,448,347.88

The contract time will not be changed by this Change Order.

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #013

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 13 - Back boxes Call Switch paths

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	013 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	3/24 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90019 - Magnolia back boxes Call Switch paths

Checkpoint COR 3

Qualifications/Exclusions:
See subcontractor proposal

ATTACHMENTS:

RE_ Magnolia back boxes .msg_

#	Cost Code	Description	Amount
1	27-3000-00 - Telephone/Low Voltage Systems	Checkpoint COR 3	$ 2,691.00
		Subtotal:	$2,691.00
		Overhead: 1.50%	$ 40.37
		Fee: 2.50%	$ 68.28
		Insurance: 1.00%	$ 28.00
		GRT: 0.19%	$ 5.37
		Bonds: 1.00%	$ 28.33
		Grand Total:	**$2,861.35**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

April 14, 2026

Reference # 25-1156 CO #3

Project Price Quotation

Magnolia Science Academy
Contract #SC-027, Change Order #3 and Call Switch Install

Attn: Fernando Villasenor
Del Amo Construction

Checkpoint Communications is providing additional work to install Call Switches
(Any ***exclusions, conditions*** and ***notes*** listed below are part of this price quotation, please read and review carefully)

Lump Sum Total for above listed sections: $2,691.00

Note: These prices are calculated at first shift rates based on DIR LOS-2026-1.
Note: If contractor anticipates any possible shifts other than first shift, a request to adjust the bid rates is needed prior to working. Should any other shift be requested to perform the quoted work, an additional cost for labor differential will apply, considering no notice was given during the bid process of possible shift variance.

Note: Checkpoint will not provide any conduits, raceways, wiremold and back boxes. All conduits, raceways, wiremold and back boxes to be provided by others.
Note: Checkpoint will not provide any network electronics. All network electronics to be provided by others.
Note: Checkpoint will not provide any blocking. All blocking to be provided by others.
Note: Checkpoint will not provide any demo. All demo to be provided by others.
Note: Checkpoint is not providing any network electronics.
Note: This proposal is to be included in any and all contract documents in its entirety.

Checkpoint Communications is a Bogen Engineered Systems Dealer, Mohawk Ortronics Certified Installer, Cisco Reseller/Enterasys Reseller, Extron Reseller, and Listen Technology Reseller.

Please send all P.O.'s, contracts and Notice to Proceed letters (NTP) to Paula Cassini at pcassini@ccomwire.com.

Please see page 2 for conditions, exclusions and terms.

CHECKPOINT
communications incorporated
www.checkpointcomm.com ● CA License #: 545063 ● DIR #: 1000001532

Conditions:
This quote is valid for 60 days. Price subject to change after this date.
This proposal assumes all work can be done during normal working hours unless otherwise specified.
Price is predicated on AutoCAD drawings being provided to Checkpoint Communications for design and submittal requirements. If AutoCAD drawings are not available, a change order may be processed for additional drafting labor.
On projects that require plan check and/or submittals, no work shall be performed until all approvals have been received by Checkpoint Communications. The liability for any work requested prior to approvals shall be the sole responsibility of the owner/company requesting said work.
To insure against manufactures price increases and to avoid backorders, Checkpoint Communications reserves the right to purchase the equipment and/or material required within 30 days of contract and submittal approval and to invoice the owner/contractor when equipment/material is received.

Exclusions:
The use of Union Labor if required by the Local Government, GC or Building Owner.
Permits and associated fee's if required.
Project Bonds and fees.
Warranty on existing equipment.
Lift and Scaffolding are provided by others and access will be provided to Checkpoint Communications. General Contractor to protect flooring prior to operating lifts.
Trash Bin is to be provided at no charge to Checkpoint Communications.
Parking is to be provided at no charge to Checkpoint Communications.
Busbars, Grounding and Bonding outside of MDF/IDF equipment.
Electrical work, conduits, conduit sleeving, pull ropes in empty conduits, fire rated backboards, weather heads, mast, poles and fire stopping.
Any blocking required for installation of all low voltage equipment.
Cable TV patch cords at station locations and IDF/MDF's.
Conduit, Raceway, Floor Boxes and Terminal cabinets, floor coring and sleeves.
Network Electronics.
UL listed Fire stop Assemblies.
Patching and Painting or repair of existing surface.
Trenching, backfill and/or compaction; repair and/or replacement of landscape.
Abatement of asbestos, lead containing or any other environmental hazardous material is not included.
Demolition and removal of any existing wiring and/or devices are not included. Temporary removal and relocation of existing devices and/or wiring is not included unless otherwise specified. All existing conduit removal is not included.

Terms:
Work will not commence on the project until a contract or a purchase order is received by Checkpoint Communications.
Invoicing shall be monthly, based on progress of labor and material. Checkpoint Communications reserves the right to stop work when any invoice exceeds 30 days past due.
Checkpoint does not accept responsibility for discounts in payments, back charges, or other adjustments, without receipt of written notification to Checkpoint Communications of specific problems and/or conditions. Should adjustments be found to be appropriate and correct Checkpoint Communications will provide written authorization to proceed.
Final Inspection is included, although if Checkpoint Communications has to return for additional inspections due to causes beyond our control add $800 per visit.
One (1) year parts plus any extended warranty coverage from equipment manufacturers and One (1) year labor.
Warranty service, if required, will be performed during normal working hours (8:00am to 5:00pm) Monday through Friday, excluding holidays.
Warranty service requested other than the above reference hours shall be charged at Checkpoint Communications standard overtime rate.

If you have any questions please do not hesitate to call, thank you.

James Shoaff, RCDD, V.P. Engineering, (714) 892-5050, jshoaff@checkpointcomm.com

Line #	Qty	Part #	Part Description	Material Unit (Includes Tax)	Material Resul	Labor Unit	Labor Result
1	20	AT90	ALLEN TEL AT90 MOUNTING BRACKET	$3.4901	$69.8020	0.5000	10.0000
2	1	MISC	MISC. HARDWARE	$87.8000	$87.8000	1.0000	1.0000
3	20	LABOR ONLY	CUT DRYWALL ABOVE PLATE AND ROUTE CABLE	$0.0000	$0.0000	0.5000	10.0000
4	1	LABOR ONLY	MOBILIZATION - DELIVERY, SETUP & CLEANUP	$0.0000	$0.0000	2.5000	2.5000
5				TOTAL MATERIAL:	$157.60		23.50
6			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - 1st Shift Field Technician (effective new DIR rates LOS-2026-1)	$89.180	$1,047.87		11.7500
7			Prevailing Wage - **Regular Rate**: Includes Basic rate, Fringe Benefits, Dues, and Taxes - 1st Shift Field Mgr. Technician (effective new DIR rates LOS-2026-1)	$96.550	$1,134.46		11.7500
8				SUBTOTAL 1:	$2,339.93		
9				OH&P:	$351.07	PERCENTAGE	15%
10				SUBTOTAL 2:	$2,691.00		
11				TOTAL CHANGE ORDER COST:	**$2,691.00**		
	THIS BID IS SUBMITTED AS LUMP SUM TO INCLUDE MATERIAL TAX AT TIME OF PURCHASE; TAX WILL NOT APPLY A POINT OF SALE						

Powered by BoardOnTrack

Fernando Villasenor

From: James Villanueva <jvillanueva@gateway-sci-eng.com>
Sent: Monday, March 9, 2026 5:09 PM
To: Fernando Villasenor; Leonardo Gomez; Daniel Young
Cc: Austin Duarte; Jason Bolz; James Shoaff; Kenny Muhaw; Chris Delgado; Ilya Veyts; Naeiri Petrosian
Subject: RE: Magnolia back boxes

All –

1. Per Leo's email below, we hope to have conduit complete by 3/13, we will continue to track this issue
2. Per Kenny during today's design meeting, SCM will try to resolve this issue after the conduit is complete
3. Del Amo will price this work after Check point walks the site, the location is to be as close to the door as reasonably possible
4. Cannot commit to a time until the CCD is approved by DSA, estimating 2 to 3 weeks out

---

From: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Sent: Monday, March 9, 2026 8:36 AM
To: Leonardo Gomez <lgomez@silvercreekmodular.com>; Daniel Young <dyoung@delamoconstruction.com>
Cc: Austin Duarte <aduarte@delamoconstruction.com>; Jason Bolz <jbolz@ccomwire.com>; James Shoaff <jshoaff@ccomwire.com>; Kenny Muhaw <kmuhaw@silvercreekmodular.com>; Chris Delgado <cdelgado@silvercreekmodular.com>; James Villanueva <jvillanueva@gateway-sci-eng.com>; Ilya Veyts <info@ilyaveyts.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>
Subject: RE: Magnolia back boxes

This email originates from outside of GSE. Please use caution when clicking links and opening attachments.

+GSE

Fernando Villasenor
Project Manager

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

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From: Leonardo Gomez <lgomez@silvercreekmodular.com>
Sent: Monday, March 9, 2026 5:37 AM
To: Daniel Young <dyoung@delamoconstruction.com>
Cc: Fernando Villasenor <fvillasenor@delamoconstruction.com>; Austin Duarte <aduarte@delamoconstruction.com>;

Jason Bolz <jbolz@ccomwire.com>; James Shoaff <jshoaff@ccomwire.com>; Kenny Muhaw <kmuhaw@silvercreekmodular.com>; Chris Delgado <cdelgado@silvercreekmodular.com>
Subject: Re: Magnolia back boxes

Hello,

Please see response below.

1. Are the conduits complete and ready for us to pull cable? Overall completion is at 50%...goal is to be completed by March 13th, I am pending final delivery of 4" conduit material. Hope that is what we are referencing. Other than that all crossover are done.
2. Have the MLC boxes been changed to 2 gang? No...SCM is prioritizing their scope of work...need to finish take off of final count of "J" Boxes that need to be switched out.
3. Have the Call Switch boxes been installed, if not do we have a time frame for completion? I might have talked to James about this...are these to be located on the inside part of the classroom door? If so, I believe James will confirm details by today. However ultimately SCM cannot be taking on anymore additional work not included in original design or at the time building was in production. Respective parties should consider install of wall mounted device or install after final sign off.
4. Is there a completion date for the 2nd floor hallway t-bar installation so speakers can be installed. SCM prioritizing installation of tackboard...pending CCD welding detail approval to close up of drywall that would allow us to do tackboard. Then t-bar can start possibly 2-3 weeks out. Again all depends on DSA approval of the CCD.

Get Outlook for iOS

From: Daniel Young <dyoung@delamoconstruction.com>
Sent: Thursday, March 5, 2026 2:08:13 PM
To: Leonardo Gomez <lgomez@silvercreekmodular.com>
Cc: Fernando Villasenor <fvillasenor@delamoconstruction.com>; Austin Duarte <aduarte@delamoconstruction.com>; Jason Bolz <jbolz@ccomwire.com>; James Shoaff <jshoaff@ccomwire.com>
Subject: FW: Magnolia back boxes

Leo,

Please see below questions 1-4 from Checkpoint and let me know when you can have them complete.

Daniel Young
Superintendent

D (424) 731-0893

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

From: Jason Bolz <JBolz@ccomwire.com>
Sent: Thursday, March 5, 2026 1:30 PM
To: Fernando Villasenor <fvillasenor@delamoconstruction.com>; Daniel Young <dyoung@delamoconstruction.com>
Cc: James Shoaff <JShoaff@ccomwire.com>; Austin Duarte <aduarte@delamoconstruction.com>; Daniel Young <dyoung@delamoconstruction.com>
Subject: RE: Magnolia back boxes

Hello All,

Just a few questions to see if there is a status update on these pending situations.

1. Are the conduits complete and ready for us to pull cable?
2. Have the MLC boxes been changed to 2 gang?
3. Have the Call Switch boxes been installed, if not do we have a time frame for completion?
4. Is there a completion date for the 2nd floor hallway t-bar installation so speakers can be installed
5. Has there been a response to RFI #3, (questions about the Credenza and the TV box boxes/faceplates)?

Any questions feel free to ask. Thank you sir.

Regards,

Jason Bolz
Project Manager

Checkpoint Communications, Inc.
20472 SW Cypress Street
Newport Beach, CA 92660
T 714-892-5050
C 909-641-0399
jbolz@ccomwire.com

From: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Sent: Thursday, February 26, 2026 9:30 AM
To: Daniel Young <dyoung@delamoconstruction.com>; Jason Bolz <JBolz@ccomwire.com>
Cc: James Shoaff <JShoaff@ccomwire.com>; Austin Duarte <aduarte@delamoconstruction.com>; Daniel Young <dyoung@delamoconstruction.com>
Subject: RE: Magnolia back boxes

Hi Jason/James

During the last 2 low voltage MEP meetings CM had asked checkpoint to please share a drawing highlighting all infrastructure needed by others. Similar to how it was done with the conduits please lets get them a drawing highlighting what we need others to perform on Checkpoints behalf for Checkpoint to continue with their work.

Best,

Fernando Villasenor
Project Manager

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

---

From: Daniel Young <dyoung@delamoconstruction.com>
Sent: Thursday, February 26, 2026 9:20 AM
To: Fernando Villasenor <fvillasenor@delamoconstruction.com>; Jason Bolz <jbolz@ccomwire.com>
Cc: James Shoaff <jshoaff@ccomwire.com>
Subject: RE: Magnolia back boxes



Note: Checkpoint will not provide any wiremold, conduits, raceways or back boxes. All wiremold, conduits, raceways and back boxes are to be provided by others U.O.N.

Daniel Young
Superintendent

D (424) 731-0893

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

---

From: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Sent: Thursday, February 26, 2026 9:09 AM
To: Daniel Young <dyoung@delamoconstruction.com>; Jason Bolz <jbolz@ccomwire.com>
Cc: James Shoaff <jshoaff@ccomwire.com>
Subject: RE: Magnolia back boxes

Hi Daniel could you forward the screenshot I think it was lost when forwarding the message

Hi @Jason please cc me on communications for Mangolia going forward please,

Is this not part of the list of RFIs?

Fernando Villasenor
Project Manager

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

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License #744458 B

From: Daniel Young <dyoung@delamoconstruction.com>
Sent: Thursday, February 26, 2026 9:06 AM
To: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Subject: FW: Magnolia back boxes

There are 6 baker boxes for speakers that go into hard lid and Checkpoint does not have the installation for them only supply. How should we proceed?

Daniel Young
Superintendent

D (424) 731-0893

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

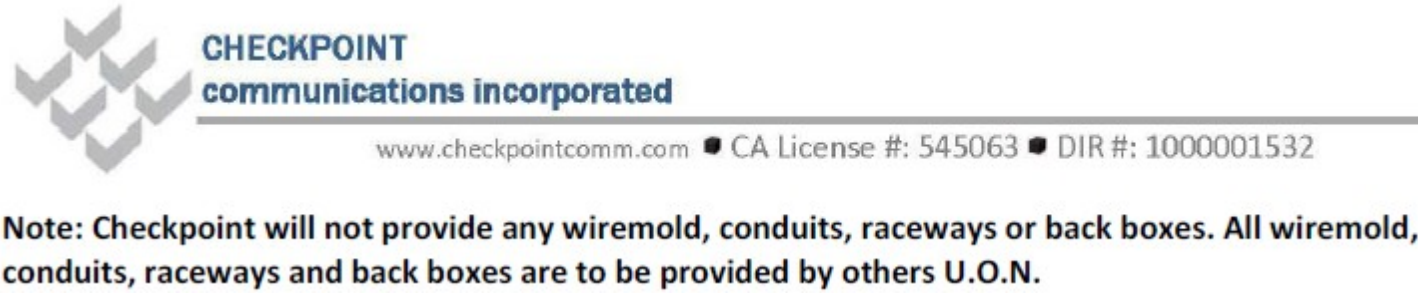
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From: Jason Bolz <JBolz@ccomwire.com>
Sent: Thursday, February 26, 2026 8:58 AM
To: Daniel Young <dyoung@delamoconstruction.com>; James Shoaff <JShoaff@ccomwire.com>
Subject: Magnolia back boxes

Mornin Sir,

Please see screenshot below from Checkpoints bid proposal for the information you requested on the hard lid back boxes. We went ahead and supplied them but are not responsible for installing them or the conduit to an accessible space. Any questions just ask.



Regards,

Jason Bolz
Project Manager

Checkpoint Communications, Inc.
20472 SW Cypress Street
Newport Beach, CA 92660
T 714-892-5050
C 909-641-0399
jbolz@ccomwire.com

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 016, Addition of "Middle and High School" to sign

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding of cable paths for the call switches. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Per MPS Facilities Department request, "MIDDLE AND HIGH SCHOOL" are to be added to the exterior sign.

Scope of Work
Add "MIDDLE AND HIGH SCHOOL" to exterior sign.

Analysis and Cost
We have reviewed Del Amo'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: 03-124719 - Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Prime Contract Change Order #016: CE #116 - DAC - Sign Modifications

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/14/2026	**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:**	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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$24,243.31

DESCRIPTION:
CE #116 - DAC - Sign Modifications
Addition of "MIDDLE AND HIGH SCHOOL" to sign

ATTACHMENTS:
PCO 21 - Additional Sign letters MIDDLE & HIGH SCHOOL.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Catch basin/drain modifications	Sign additions	$24,243.31
		Grand Total:	**$24,243.31**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$24,243.31
The new contract sum including this Change Order will be	$7,469,729.84
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #021

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 21 - Additional Sign letters ""MIDDLE & HIGH SCHOOL""

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	021 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	4/27 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90029 - Additional Sign letters ""MIDDLE & HIGH SCHOOL""
"MIDDLE & HIGH SCHOOL"

ATTACHMENTS:

COR#1- 250576 (042426) .pdf

#	Cost Code	Description	Amount
1	10-1400-00 - Directories/Signage	Sprint Signs COR 1	$ 22,800.00
		Subtotal:	$22,800.00
		Overhead: 1.50%	$ 342.00
		Fee: 2.50%	$ 578.55
		Insurance: 1.00%	$ 237.21
		GRT: 0.19%	$ 45.52
		Bonds: 1.00%	$ 240.03
		Grand Total:	**$24,243.31**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

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PROPOSAL

250576-04

Date: 04/24/2026
Expires: 05/24/2026
Drawing Numbers:

Project: Del Amo Construction - Magnolia Science MSA-5 Increment 2 (Prevailing Wage): Directories/Signage

Client: Del Amo Construction
23840 Madison St,
Torrance, CA 90505

,

Contact: Josh Abraham 424-571-5033 jabraham@delamoconstruction.com

We are pleased to offer this proposal for the following services at the above location.

Project Description:	Price:	Qty:	Item Total:
1 set Fabricated non Illuminated "MIDDLE & HIGH SCHOOL" 19"-5/8"(H) x 2"(D), painted PMS 116C, (alum alloy #3003)	$16,900.00	1	$16,900.00
Design/ Install	$5,900.00	1	$5,900.00
		Subtotal:	**$22,800.00**
		Total:	**$22,800.00**

DVBE #2020296
California Contractor's License #1039243
C45 – Electrical Signs | D42 – Non-Electrical Signs

www.SprintSigns.net 858.278.6152 office
9177 Chesapeake Drive, San Diego CA 92123

Notes: All prices are subject to applicable sales tax. Prices are based on available information given at the time and are subject to change.

Exclusions: Sign permits, structural engineering, traffic control equipment and permits are not included in the above quotations and if required shall be invoiced on a time and material basis. Electrical services to the proposed sign(s), unless specifically quoted above, is assumed to be existing or provided by others.

Salesperson: Josh Grimes

Buyer_____Seller_____

www.squarecoil.com

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DESIGN • INSTALLATION • SERVICE

PROPOSAL

250576-04

Date: 04/24/2026
Expires: 05/24/2026
Drawing Numbers:

Project: Del Amo Construction - Magnolia Science MSA-5 Increment 2 (Prevailing Wage): Directories/Signage

Client: Del Amo Construction
23840 Madison St,
Torrance, CA 90505

,

Contact: Josh Abraham 424-571-5033 jabraham@delamoconstruction.com

Salesperson: Josh Grimes

Buyer's Acceptance _____ Title _____ Date _____

Seller's Acceptance _____ Title _____ Date _____

www.squarecoil.com

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

Submittal #10 14 23-1.1 - 005 - Signage Shop Drawings
10 14 23 - Panel Signage

Revision	1	**Submittal Manager**	James Villanueva (Gateway Science and Engineering, Inc.)
Status	Open	**Date Created**	Mar 23, 2026
Issue Date		**Spec Section**	10 14 23 - Panel Signage
Responsible Contractor	Del Amo Construction	**Received From**	
Received Date		**Submit By**	
Final Due Date	Apr 20, 2026	**Lead Time**	
		Cost Code	
Location		**Type**	Product Information
Submittal Package			

Approvers Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Narek Torosian (DLR Group), James Villanueva (Gateway Science and Engineering, Inc.), Austin Duarte (Del Amo Construction)

Ball in Court Austin Duarte (Del Amo Construction)

Distribution Amanda Cisneros (Pro-Craft Construction), Austin Duarte (Del Amo Construction), Chris Dakin (Pro-Craft Construction), Ed Montreal (Del Amo Construction), Ellen Emmerson (DLR Group), Fernando Villasenor (Del Amo Construction), Hailey Ward (Pro-Craft Construction), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Joey Gladish (Pro-Craft Construction), Lauren Michelson (Del Amo Construction), Lyndsey Hurrell (Del Amo Construction), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Randy Butler (Pro-Craft Construction), Roberto Marquez (DLR Group), Ryan Mcintosh (Silver Creek Modular)

Description Signage design has been revised per owner request.

Submittal Workflow

Name	Sent Date	Due Date	Returned Date	Response	Attachments
General Information Attachments					
Austin Duarte		Mar 23, 2026	Mar 24, 2026	Submitted	10 14 23-1.1 #005 Signage Shop Drawings.pdf
Comment	School signage design was changed per client request. Please see attached updated design for approval.				
Ellen Emmerson	Mar 24, 2026	Apr 7, 2026		Pending	
Isaac Farias	Mar 24, 2026	Apr 7, 2026		Pending	
Narek Torosian	Mar 24, 2026	Apr 7, 2026	Apr 20, 2026	Approved	10 14 23-1.1 #005 Signage Shop Drawings_DLRG Response.pdf (Current)
James Villanueva	Mar 24, 2026	Apr 7, 2026	Mar 24, 2026	Reviewed	
Comment	Approved by ownership, DLR to review and concur.				
Austin Duarte	Apr 20, 2026	Apr 20, 2026		Pending	

Approvals

Del Amo Construction:

DEL AMO CONST JOB # 2025-089

PROJECT: Magnolia Science MSA-5 Increment 2

STATUS: ReviewedPending

CHECKING FOR GENERAL CONFORMANCE WITH DESIGN CONCEPT AND COMPLIANCE WITH THE CONTRACT DOCUMENTS, MARKINGS OR COMMENTS SHALL NOT BE CONSTRUED AS RELIEVING THE SUBCONTRACTOR FROM COMPLIANCE WITH PROJECT DRAWINGS AND SPECIFICATIONS NOR DEPARTURE THEREFROM. THE SUBCONTRACTOR REMAINS RESPONSIBLE FOR CONFIRMING AND CORRELATING QUANTITIES AND DIMENSIONS FOR SELECTING FABRICATION PROCESSES. FOR TECHNIQUES OF ASSEMBLY AND FOR PERFORMING HIS/HER WORK IN A SAFE MANNER.

DEL AMO CONSTRUCTION, INC.

BY: Austin Duarte (Project Engineer)Austin Duarte (Project Engineer)

Architect:

Engineers/ Consultants:

DLRGROUP

✔ REVIEWED
__ REVIEWED – ADDITIONAL INFORMATION REQUIRED
__ FURNISH AS CORRECTED
__ REVISE AND RESUBMIT
__ REJECTED
__ NOT REVIEWED

This review is for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. Review of submittals is not for the purpose of determining the accuracy and completeness of other information such as dimensions, quantities, and installation or performance of equipment or systems, which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions or construction means, methods, techniques, sequences or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component. The Architect's comments, notes or corrections are not an authorization to proceed with Work involving a change in the Contract Sum, the Contract Time or both. If any portion of this review requires a change to the Work, an appropriate change instrument must be executed in accordance with the Contract Documents.

DLR Group

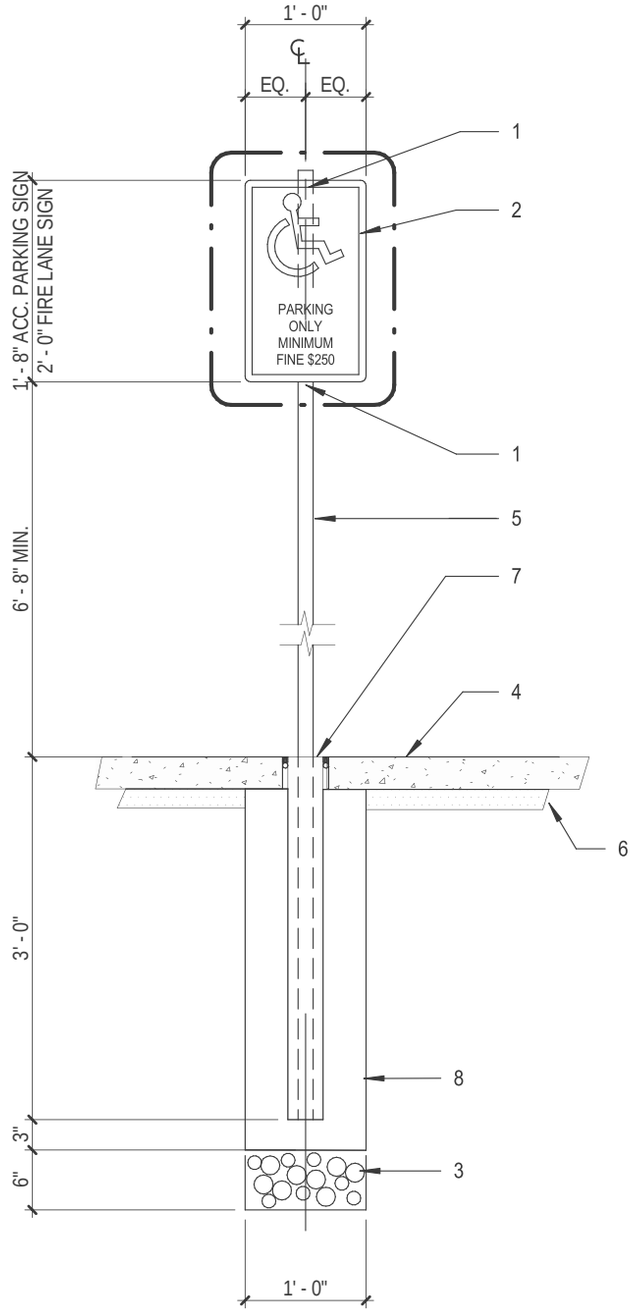
Date: 04/20/2026

By: Narek Torosian

24" x 12" - .063 aluminum
w/ Engineer Grade Prismatic
reflective sheeting.
Qty 2

Steel posts 12’ x 2.5” x 21.5”
Qty 2





KEYNOTES:

1 3/8" DIAMETER GALVANIZED ROUND HEAD MACHINE BOLTS. TYP.- 2 PLACES

2 SEE DETAIL 16/- FOR ACCESSIBLE PARKING SIGN

3 3/4" DIAMETER WASHED DRAINAGE GRAVEL

4 CONCRETE SLAB OR AC PAVING, SEE SITE PLAN AS1.1

5 2-1/2" X 2-1/2" SQUARE GALVANIZED STEEL PERFORATED POST (WHERE OCCURS- SEE PLANS)

6 AGGREGATE BASE PER CIVIL DRAWINGS WHERE NEW AC PAVING IS REQUIRED,

7 SEAL AROUND POST WITH NON SHRINK GROUT OR SEALANT

8 1'-0" DIAMETER CONCRETE FOOTING

NOTES:

USE 1/4" PAINTED ALUMINUM PANEL WITH SILKSCREENED SYMBOL. SEE INTERNATIONAL SYMBOL OF ACCESSIBILITY DETAIL 13/-

INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

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San Diego, CA 92123
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24" x 12" - .063 aluminum
w/ Engineer Grade Prismatic
reflective sheeting.
Qty 4



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24" x 24" - .063 aluminum
w/ Engineer Grade Prismatic
reflective sheeting.
Qty 1

Steel post 12’ x 2.5” x 21.5”
Qty 1



INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

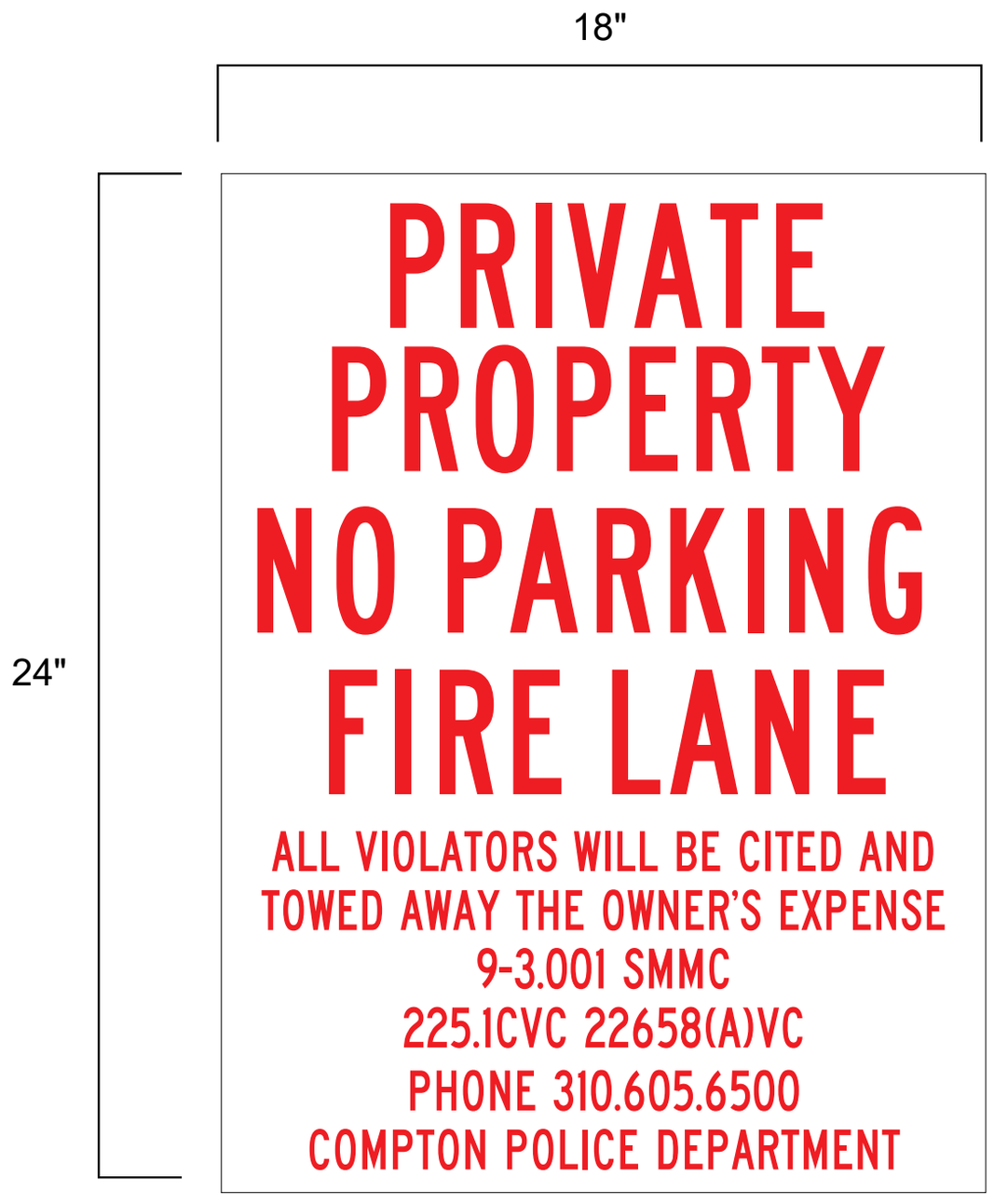
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24" x 18" - .063 aluminum
Qty 1

Steel post 12’ x 2.5” x 21.5”
Qty 1



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250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

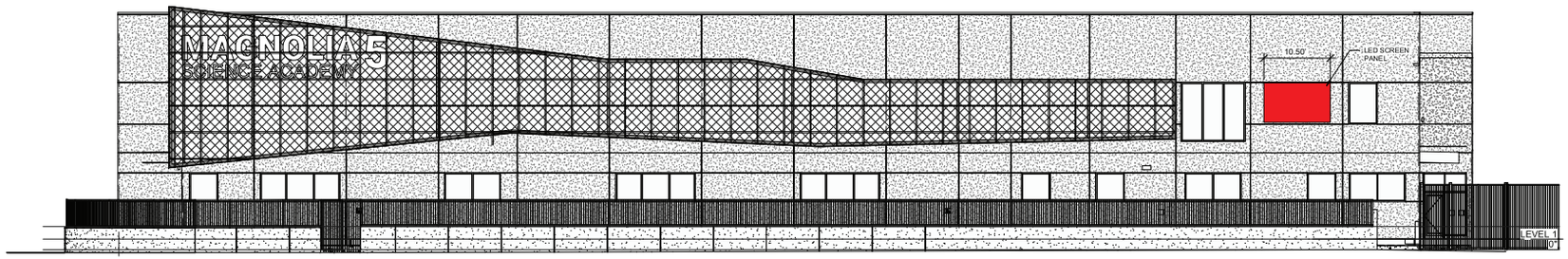
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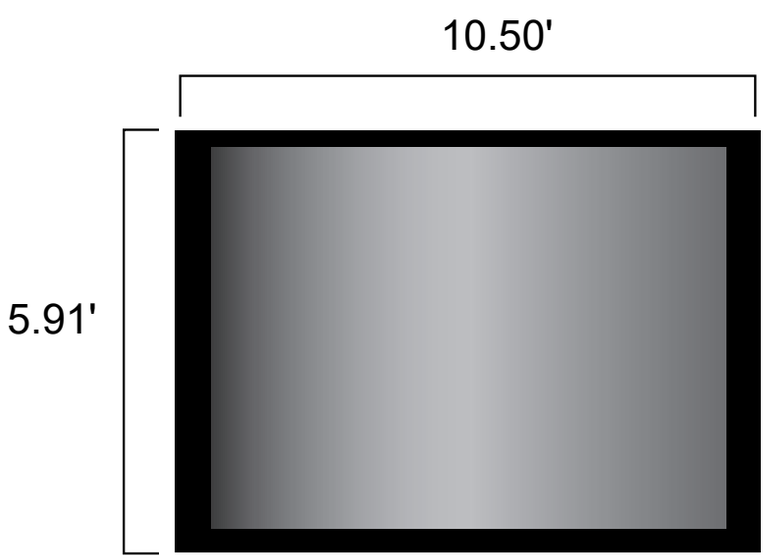
Please sign, date & reply via email, Thank you!

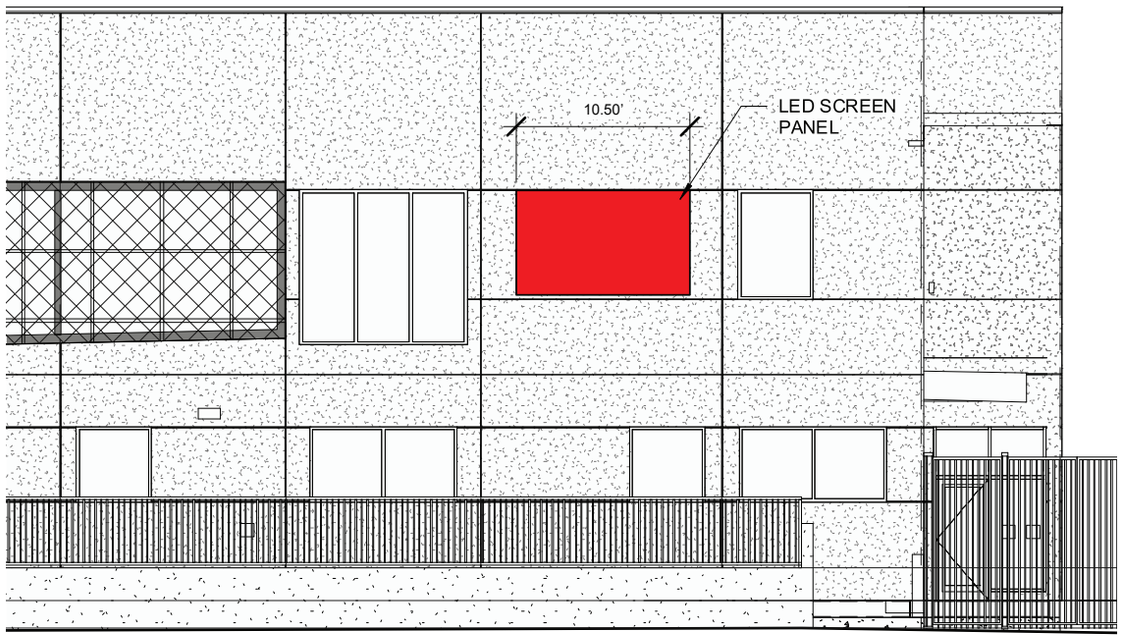
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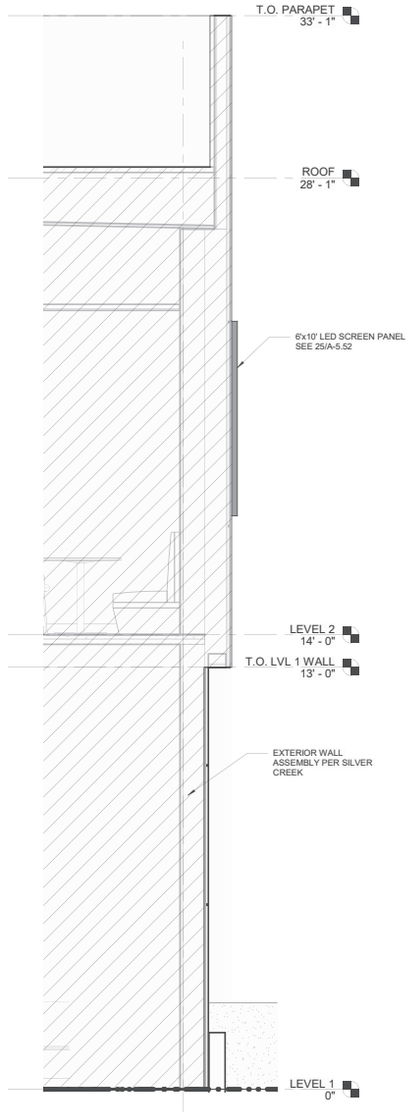
5.91' x 10.50' wide LED Screen, FP-US-III Pro
25' mounting height] per specs
Qty: 1

Placement on building - Rendered as red for easier viewing









INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
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Specifications

FP-US-III Pro 10mm (800x900)

	Screen	Cabinet
Product	FP-US-III Pro 10mm (800x900)	FP-US-III Pro 10mm (800x900)
Pixel Pitch (mm)	10	10
Resolution H	320	80
Resolution V	180	90
Pixel Density (dots/sqm)	10,000.00	10,000.00
Lamps	2727	2727
Width (mm)	3,200.00	800.00
Height (mm)	1,800.00	900.00
Depth (mm)	97.60	97.60
Width (ft)	10.50	2.62
Height (ft)	5.91	2.95
Depth (ft)	0.32	0.32
Material	Profile Aluminum	Profile Aluminum
Brightness (nits)	8000	8000
Color Temp (K)	2000-9300	2000-9300
Viewing angle H (degrees)	140	140
Viewing angle V (degrees)	120	120
Weight (kg)	190.4	23.8
Weight (lbs)	419.8	52.5
Aspect Ratio	1.78	0.89
Contrast Ratio	12000:1	12000:1
Max Power Consumption (watts)	3,920	490
Average Power Consumption (watts)	1,304	163
Input Voltage	100~240 VAC	100~240 VAC
Cabinets Per Circuit @ 110 VAC	3	3
Cabinets Per Line Cord @ 110 VAC	1.5	1.5
Cabinets Per Data Cable	90	90
IP Rating	IP 65	IP 65
Refresh Rate (Hz)	3840	3840
Operating Temp C	-20 ~ +50	-20 ~ +50
Operating Temp F	-4~+ 130	-4~+ 130
Operating Humidity (RH)	10-90%	10-90%
UL-60950	No	No
FCC Class A	Yes	Yes
CE	Yes	Yes
CB	Yes	Yes

Specs are for reference only, ±15% tolerance due to LED specialty. Parameters may vary due to batch differences, please note the version and update time.

INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

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1 set "MAGNOLIA " White, fabricated Non-Illumated aluminum (alum alloy #3003) 44" x 2",
installed on perforated screen [28' mounting height]
1 set "SCIENCE ACADEMY" White, fabricated Non-Illumated aluminum (alum alloy #3003) 24" x 2"
installed on perforated screen [28' mounting height]
1 set "IDDLE & HIGH SCHOOL"Yellow (ffce02) , fabricated Non-Illumated aluminum (alum alloy #3003)19.625" x 2"
installed on perforated screen [28' mounting height]



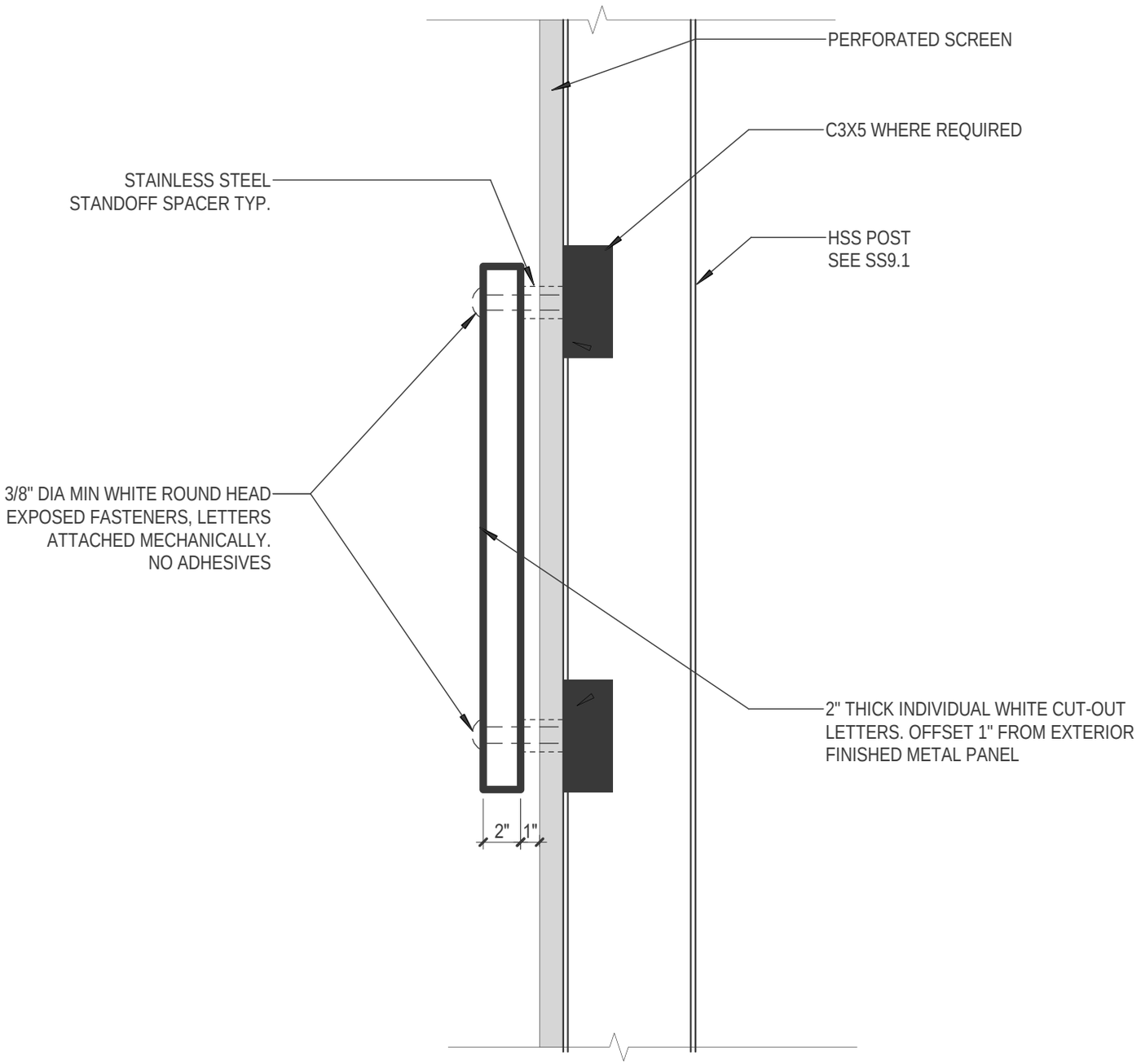
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Mounting Diagram



INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

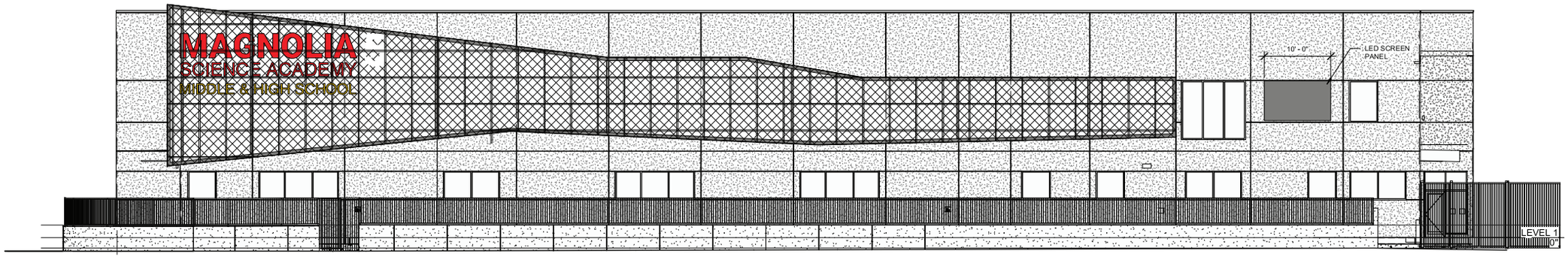
SPRINT SIGNS
9177 Chesapeake Dr.
San Diego, CA 92123
858 278 6152 sprintsigns net

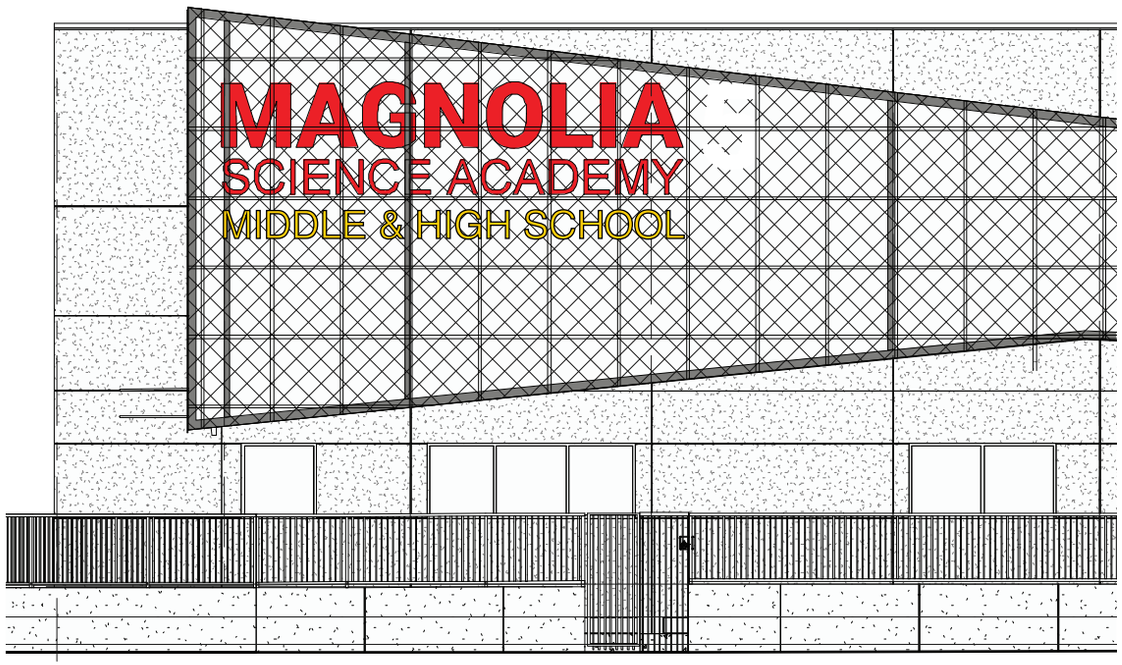
Please sign, date & reply via email, Thank you!

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Placement on building

White rendered as red for easier viewing
Yellow is represented in its true color





INVOICE	DESIGN DATE	ADDRESS	ATTENTION	APPROVAL SIGNATURE	DATE
250576	11-12-25	Magnolia Science Center	Josh Abraham jabraham@delamoconstruction.com		

SPRINT SIGNS
9177 Chesapeake Dr.
San Diego, CA 92123
858 278 6152 sprintsigns net

Please sign, date & reply via email, Thank you!

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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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 017, Catch Basin/Drain Modifications

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding catch basin modifications. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The drain lines for the playfield were installed by Del Amo subcontractor Kana as shown per plans. However, the catch basin sizes were not coordinated by the design team and as a result Kana had to reduce the size of the drain lines at various locations to accommodate the catch basins

Scope of Work
Labor to reduce size of drain lines per design team direction.

Analysis and Cost
We have reviewed Del Amo'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 #017

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 #017: CE #117 - DAC - Catch Basin/Drain Modifications

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/14/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$7,527.13

DESCRIPTION:
CE #117 - DAC - Catch Basin/Drain Modifications
Modifications to drain for catch basin placement

ATTACHMENTS:
PCO 22 - RFI 066 Catch Basin (CB) Connection to Slot Drain (SD).pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Catch basin/drain modifications	Catch basin/drain modifications	$7,527.13
		Grand Total:	**$7,527.13**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$7,527.13
The new contract sum including this Change Order will be	$7,453,013.66
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #022

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 22 - RFI #066: Catch Basin (CB) Connection to Slot Drain (SD) Clarification

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	022 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	4/30 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90031 - RFI #066: Catch Basin (CB) Connection to Slot Drain (SD) Clarification
KANA COR 16

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-1000-00 - Site Utilities (Wet)	KANA COR 16	$ 7,079.00
		Subtotal:	$7,079.00
		Overhead: 1.50%	$ 106.19
		Fee: 2.50%	$ 179.63
		Insurance: 1.00%	$ 73.65
		GRT: 0.19%	$ 14.13
		Bonds: 1.00%	$ 74.53
		Grand Total:	**$7,527.13**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

KANA DEVELOPMENT GROUP

Change Order Request 16

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted:
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
16	4/20/2026		467	EWO -- EWO 467 Dug out and reduced to a 3" SD to connect to the slot drain catch basin.	3,820.00
16	4/21/2026		468	EWO - Day 2 -- EWO 468 Day 2 Dug out and reduced to a 3" SD to connect to the slot drain catch basin.	3,259.00

Total **7,079.00**

Kana Development Group

Signed: _____

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #13

Name	467
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	04-20-2026
Description of Work	Dug out and exposed 6” sch 40 wyes at playfield sd lines to reduce to 3” for slot drains catch basins connections
EWO #	467
Location	Playfield

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	9.0 hrs.		
Victor Rivera	1899	Pipelayer	9.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	9.0 hrs.	1	18” bucket ,24” bucket, CW
Truck - Crew	9.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
3” SCH 40 PIPE	40.0	LF	
6”X3” SCH 40 BUSHINGS	10.0	EA	

Subcontractor

Company	Description of work to be performed

Attachments






Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on April 20, 2026 12:57 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Fernando villa senior
on April 20, 2026 02:48 PM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Kana Development Group

Extra Work Order # 467

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	4/20/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Dug out and exposed 6" sch 40 wyes at playfield sd lines to reduce to 3" for slot drains catch basins connections

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$125.75	8	$163.23	1			$1,169.23
Rivera Victor	$108.22	8	$133.82	1			$999.58
						Subtotal =	$2,168.81

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
8 K Excavator	1	9		$37.00		$333.00
Crew Truck	1	9		$58.00		$522.00
					Subtotal =	$855.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
3" SCH 40 PIPE	40	$2.10		$84.00
6"X3" SCH 40 BUSHINGS	10	$21.35		$213.50
			Subtotal =	$297.50

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$ 3,321.31
15%	**Overhead & Profit =**	$ 498.20
	Earned Total =	$ 3,820.00
	UCIP Charge =	
	Bond Charge =	
	EWO Total =	**$ 3,820.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #14

Name	468
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	04-21-2026
Description of Work	Complete reducing to 3” on slot drains playfield CB’S
EWO #	468
Location	PLAYFIELD CATCH BASINS

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	9.0 hrs.		
Victor Rivera	1899	Pipelayer	9.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	7.0 hrs.	1	
Truck - Crew	7.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #

Subcontractor

Company	Description of work to be performed

Attachments






Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on April 21, 2026 02:53 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Fernando villasenor
on April 21, 2026 03:03 PM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Kana Development Group

Extra Work Order # 468

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	4/21/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Complete reducing to 3" on slot drains playfield CB'S

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$125.75	8	$163.23	1			$1,169.23
Rivera Victor	$108.22	8	$133.82	1			$999.58
						Subtotal =	$2,168.81

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
8 K Excavator	1	7		$37.00		$259.00
Crew Truck	1	7		$58.00		$406.00
					Subtotal =	$665.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
			Subtotal =	

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$ 2,833.81
15%	**Overhead & Profit =**	$ 425.07
	Earned Total =	$ 3,259.00
	OCIP Charge =	
	Bond Charge =	
	EWO Total =	**$ 3,259.00**

CONSTRUCTION RFI

Kana Development Group
12620 Magnolia Ave.
Riverside, CA 92503
(714) 425-5215
Jostrander@kanadg.com
Jessica Ostrander

Kana Development Group

REQUEST FOR INFORMATION

PROJECT NAME	RFI NUMBER	DATE OF REQUEST
Magnolia Sciense Academy #5	10	4/8/2026
PROJECT LOCATION	**PROJECT ID**	**DRAWING ID**
7111 Winnetka Ave. Winnetka, CA 91306	2025-089	Civil Drawing
RFI OVERVIEW	**SECTION(S) REFERENCED**	
Catch Basin (CB) Connection to Slot Drain (SD)	Sheet C4.1	

CHANGE IN COST			CHANGE IN TIME	
	NO CHANGE	tbd	NO CHANGE	tbd
	INCREASE IN COST	$ -	INCREASE IN TIME	# of Days =
	DECREASE IN COST	$ -	DECREASE IN TIME	# of Days =

REQUEST / CLARIFICATION REQUIRED

We are requesting direction regarding the CB connections to the slot drain (SD).

The ACO CB is 20" high, but in several areas the SD is too shallow, which may result in the CB invert being lower than the pipe connection. Additionally, there is only about 12" between the 6" wye at the main and the CB, making it difficult to install the 6" Sch. 40 pipe.

Proposed options:

1. Cut and modify the CB, setting it over the pipe and forming a concrete base inside for proper flow.
2. Provide/approve a shorter CB with a wider base to accommodate the 6" line.
3. Reduce the connection to 3" and core into the lower section of the CB (pending space availability).

Please advise on the preferred solution..

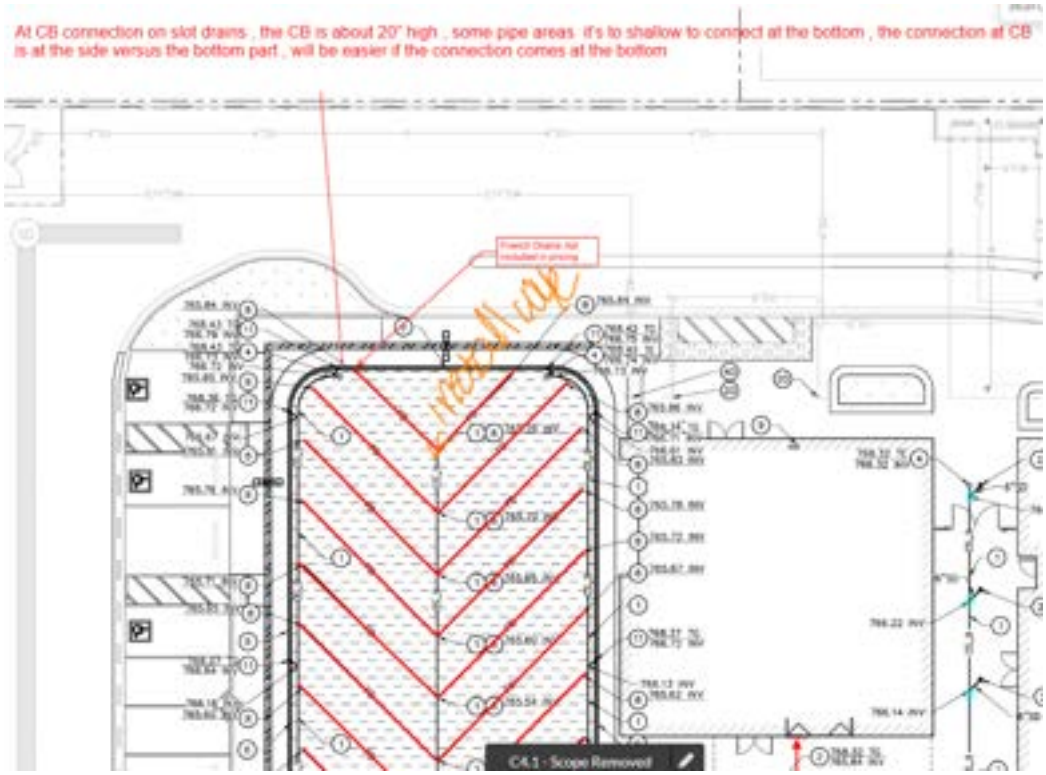
NAME & TITLE OF REQUESTING PARTY	DATE OF REQUEST
Jessica Ostrander | Project Manager	04/0**8**/26

RESPONSE

Contractor to proceed with proposed option number 3.

VCA Engineers, Inc. Date: 4/15/26

NAME & TITLE OF RESPONDING PARTY	DATE OF RESPONSE


At CB connection on slot drains , the CB is about 20' high , some pipe areas if's to shallow to connect at the bottom , the connection at CB is at the side versus the bottom part , will be easier if the connection comes at the bottom
C4.1 - Scope Removed




SPORT
5625

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 010, Kana – RFI 45

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Kana's work related to RFI 45. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
As Kana was beginning to excavate to perform their building connections, it was determined that the Points of Connection provided by both DLR and Silver Creek subcontractor KAR Construction did not reflect the as-built conditions of the modular building. These deficiencies resulted in RFI 45 and a charge for labor and equipment costs related to the excavations that failed to locate any Points of Connection. The charges are documented as follows:

- Labor and Equipment charges related to the inability to locate Points of Connection documented on DLR-provided Civil Drawings and as-built drawings provided by Silver Creek and KAR Construction
- Charge for labor, material, and equipment to extend the water line to a new location as the point of connection documented on DLR Civil Drawings was not provided. (RFI 45)
- Charge for labor, material, and equipment to reduce the size of the sewer lateral from 6" to 4" as as-built drawings provided by Silver Creek and KAR Construction incorrectly documented the point of connection at 6" when actual size was 4" (RFI 45)
- Charge for labor, material, and equipment to lower the elevation of the fire water line as the elevations documented in the as-built drawings did not align with elevation verified in the field

Scope of Work
The scope of work includes:

- Extension of water line from point of connection documented on DLR Civil drawings to a new location between backflow preventor and modular building
- Add (2) 45 degree elbows to achieve required elevation of fire water line
- Install fittings to reduce size of sewer line from 6" to 4"

Analysis and Cost
We have reviewed Del Amo'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.

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

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

GATEWAY SCIENCE AND ENGINEERING, INC.

PCCO #018

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 #018: CE #110 - DAC - Kana - RFI 45

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/15/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$14,753.33

DESCRIPTION:
CE #110 - DAC - Kana - RFI 45
Kana work per RFI 45 response

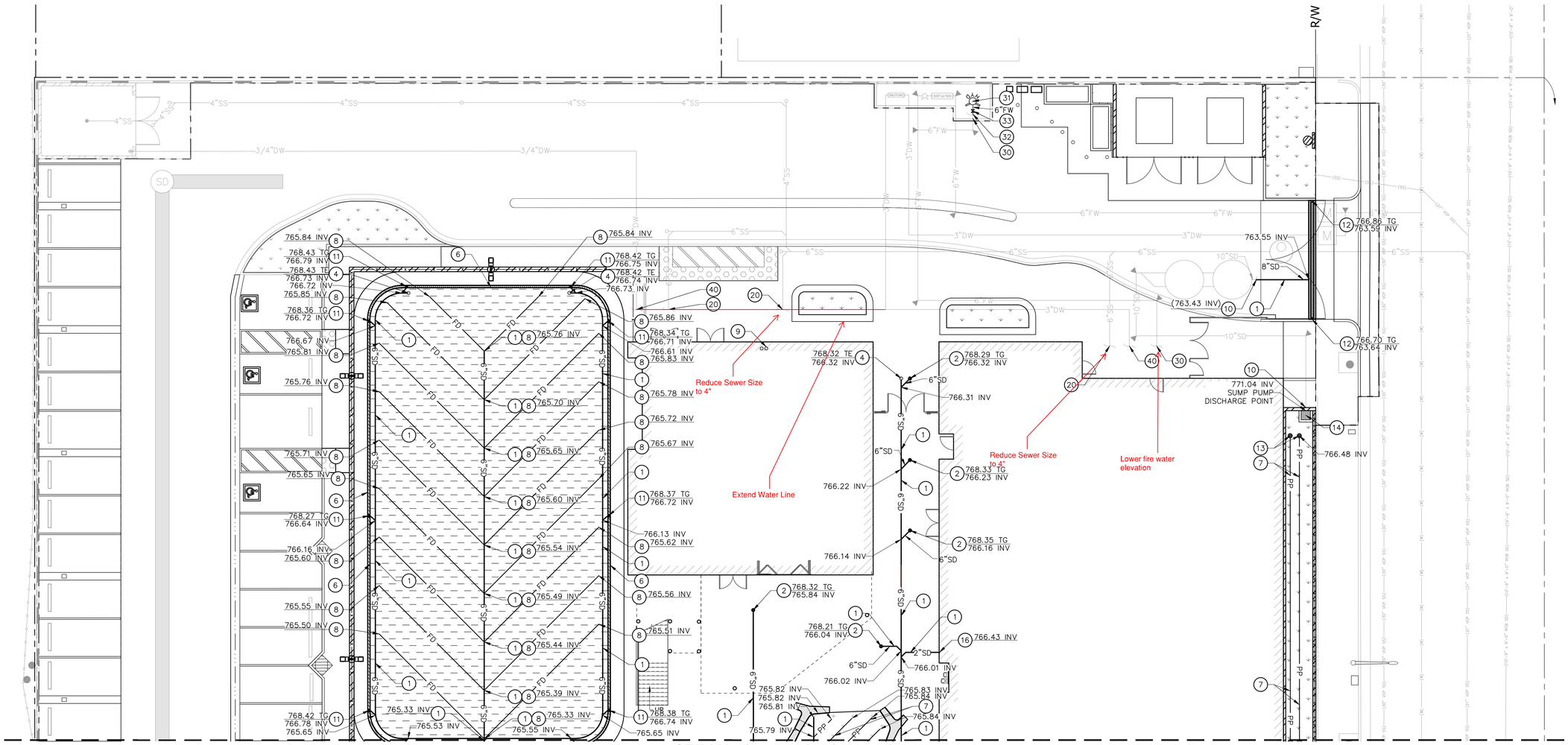
ATTACHMENTS:
PCO 15A - KANA - RFIs North building - Part 1.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Scanning and Coring		$14,753.33
		Grand Total:	**$14,753.33**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$14,753.33
The new contract sum including this Change Order will be	$7,460,239.86
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



CONSTRUCTION NOTES:

STORM DRAIN:

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. FOR TRENCH SECTION REFER TO DETAIL 4 ON SHEET C6.1.
2. INSTALL AREA DRAIN. REFER TO DETAIL 6 ON SHEET C6.1.
4. INSTALL STORMDRAIN CLEANOUT. REFER TO DETAIL 1 ON SHEET C6.1.
6. INSTALL SLOT DRAIN. REFER TO DETAIL 2 ON SHEET C6.1.
7. INSTALL PERFORATED PIPE.
8. INSTALL FRENCH DRAIN. REFER TO DETAIL 3 ON SHEET C6.1.
9. ROOF DRAIN PER ARCHITECTURAL SILVER CREEK DRAWINGS.
10. CONNECT TO STUB OUT PROVIDED IN INCREMENT 1.
11. INSTALL ACO SYSTEM 3000 CATCH BASIN PER MANUFACTURER SPECIFICATIONS.
12. INSTALL TRENCH DRAIN. REFER TO DETAIL 8 ON SHEET 6.1.
13. INSTALL OVERFLOW PIPE. REFER TO LID PLANTER BOX DETAIL ON SHEET C5.0.
14. ENERGY DISSIPATOR STRUCTURE PER DETAIL 1 ON SHEET C6.3.
16. INSTALL BALCONY DRAIN PER SILVER CREEK DRAWINGS.

SANITARY SEWER:

20. CONNECT TO EXISTING SANITARY SEWER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

FIRE WATER:

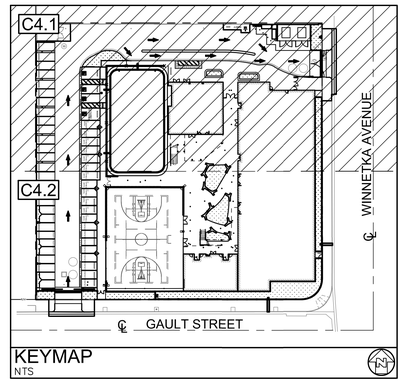
30. CONNECT TO EXISTING FIRE WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.
31. INSTALL FIRE HYDRANT PER DETAIL 3 ON SHEET C6.2.
32. INSTALL 6" AWWA C900 PVC, PRESSURE CLASS 305(DR14) FIRE WATER LINE PER DETAIL 4 ON SHEET C6.1.
33. INSTALL GATE VALVE PER DETAIL 4 ON SHEET C6.2.

DOMESTIC WATER:

40. CONNECT TO EXISTING DOMESTIC WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
3. 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.
4. 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.
5. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
6. REFER TO LANDSCAPE IRRIGATION PLAN L1.0 FOR SLEEVING LOCATIONS UNDER PAVING PRIOR TO CONSTRUCTION.



KEYMAP
NTS

ENLARGED SITE UTILITY PLAN

10 5 0 10 20

SCALE: 1"=10'

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 03-124719 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 07/14/2025

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER J. CARLSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
631 E. Foothill Blvd.
Arcadia, CA 91006
Tel: 626.445.0671
Fax: 323.739.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA5
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
Issue Date: 10/11/2024
REVISIONS

75-23204-00

ENLARGED SITE UTILITY PLAN

C4.1

Prime - PCO #015A

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 15A - KANA - RFIs North building - Part 1

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	015A / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	3/24 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Allowance
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90021 - KANA - RFIs North building
This PCO associated with the UG Utilities on the North of the building captures Kana work from 3/11/2026, 3/12/2026 and 3/23/2026 related to RFI 45

COR 7
EWO -- EWO 454 Delay in production due to missing point of connections and concrete cores for 3/4" domestic water and 6" sewer between Columns A and B per RFI #2. Identifying issue with Fire water elevation, see KDG RFI # 3. Crew performed field investigation to locate utilities; connections could not proceed as planned.

COR 9
EWO -- 456 - Expose and connect the existing 6" fire line to the 6" fire riser. Scope includes cutting the pipe and installing two (2) 45-degree elbows to achieve the required elevation at the point of connection (POC).Pour thrust blocks.

Reference : KDG RFI # 3 and Del Amo RFI #45

COR 10
EWO -- EWO 457 Excavate and connect the 6” sewer lateral to the existing 4” stub-out from the building, located on the northeast side of the building. Scope includes installing the necessary fittings to transition from the 4” stub to the 6” sewer lateral. Additional piping footage was required due to the existing stub being located approximately 9” from the building, instead of 5 feet as indicated in the contract documents.

Reference: KDG RFI #5 and Del Amo RFI #45.

COR Approval Schedule:
Submitted Date: 3/25/2026
Approved Due Date: 3/30/2026
Estimated Billable Date: 4/30/2026
Estimated Paid Date: 5/30/2026

Qualifications/Exclusions:
Coring and Scanning to be submitted as a separate PCO
This does not capture any of Safeways conflicts
There is additional T&M to be performed this week and the following week to be submitted as Part B

Schedule Impact:
Yes - TBD

DAC reserves our rights to additional time for the cumulative impact of this and other changes, in the event of delays caused by the cumulative effect of multiple changes exceed the days on this proposal, furthermore, DAC reserves our rights to submit additional time and time related costs for this change order.

ATTACHMENTS:

Prime - PCO #015A

#	Cost Code	Description	Amount
1	33-1000-00 - Site Utilities (Wet)	COR 7	$ 6,494.00
2	33-1000-00 - Site Utilities (Wet)	COR 9	$ 3,831.00
3	33-1000-00 - Site Utilities (Wet)	COR 10	$ 3,550.00
		Subtotal:	$13,875.00
		Overhead: 1.50%	$ 208.13
		Fee: 2.50%	$ 352.08
		Insurance: 1.00%	$ 144.35
		GRT: 0.19%	$ 27.70
		Bonds: 1.00%	$ 146.07
		Grand Total:	**$14,753.33**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
P: (310) 378-6203
F: (310) 378-4663

Project: 2025-089 Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

RFI #045: POC Connection Location Clarifications

Revision	0	**Status**	Closed on 03/18/26
To	Austin Duarte (Del Amo Construction LLC) *(Response Required)*	**From**	Lyndsey Hurrell (Del Amo Construction LLC) 19191 S. Vermont Ave #950 Torrance, California 90502
Date Initiated	Mar 11, 2026	**Due Date**	Mar 18, 2026
Location		**Project Stage**	Course of Construction
Spec Section	33 11 00 - Site Water Distribution Utilities		
Drawing Number		**Reference**	
Linked Drawings			
		Sub Job	040 - Main Project
Copies To	Austin Duarte (Del Amo Construction LLC), Lyndsey Hurrell (Del Amo Construction LLC), Fernando Villasenor (Del Amo Construction LLC)		

ADDITIONAL FIELDS

Priority	**Expected Response Date**

RFI #045 - POC Connection Location Clarifications **Project: 2025-089 Magnolia Science MSA-5 Increment 2**

Activity

Question

Question from Lyndsey Hurrell Del Amo Construction LLC *on Wednesday, Mar 11, 2026 at 02:59 PM PDT*

See below from Kana, DAC's site utility contractor:

During our field verification for the building point of connections, our crew has been unable to locate the building stub outs for the 3/4" domestic water and 6" sewer that are indicated on the plans. Our foreman and crew inspected Maintenance Room 135, including both the floor and surrounding areas where the connections are expected to be located. At this time, no stub outs or step-outs for either the 3/4" domestic water line or the 6" sewer line are present. Per the contract drawings, stub outs for these POCs should be provided, however they are not physically present onsite. Additionally, per the civil plans, there should be stub outs for the 3/4" domestic water and 6" sewer between gridlines A and B (of attached as builts). At this time, the POCs and required concrete cores cannot be located in the field despite field verification.

For reference, our crew spent the following time attempting to locate these connections:
1.5 crew hours yesterday afternoon
2.5 crew hours this morning

Due to the inability to locate these utilities, work associated with these connections is currently unable to proceed. Any resulting delays or additional work required to locate or install the point of connections may result in schedule and/or cost impacts, which will be documented accordingly.

1) Please advise on the correct location of the point of connections or provide direction on how you would like us to proceed.

Per As-Builts, (2) sewer stub outs were located however they are 4-inch, while our installation per the contract documents is 6-inch sewer piping. Connecting to the existing 4-inch stub-outs will require the use of reducers and potentially additional fittings to complete the installation.

2) Please confirm the located 4" sewer stub outs are the intended connection points for the 6" sewer lines.

For clarity, our markups are shown in blue on the exhibit below.

Attachments
RFI #045 POC Connection Location Clarifications.pdf

Official Response

Response from Lyndsey Hurrell Del Amo Construction LLC *on Tuesday, Mar 17, 2026 at 09:54 AM PDT*

Fine to connect the 3/4" DW from the trash enclosure can to the connection between the building and the backflow preventer.

4" sewer to 6" sewer is fine.
-**Narek Torosian (DLR Group)**

March 17, 2026

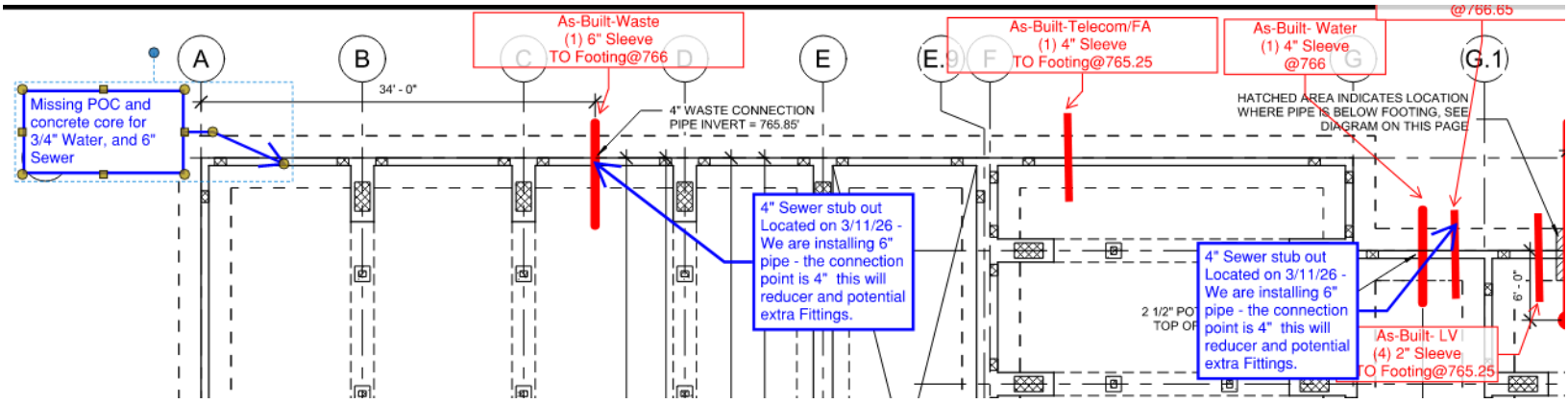
All Replies

Response from Lyndsey Hurrell Del Amo Construction LLC *on Tuesday, Mar 17, 2026 at 09:54 AM PDT*

Fine to connect the 3/4" DW from the trash enclosure can to the connection between the building and the backflow preventer.

4" sewer to 6" sewer is fine.
-**Narek Torosian (DLR Group)**

March 17, 2026


A
B
C
D
E
E.9
F
G
G.1
34' - 0"
As-Built-Waste
(1) 6" Sleeve
TO Footing@766
As-Built-Telecom/FA
(1) 4" Sleeve
TO Footing@765.25
As-Built- Water
(1) 4" Sleeve
@766
@766.65
Missing POC and concrete core for 3/4" Water, and 6" Sewer
4" WASTE CONNECTION
PIPE INVERT = 765.85'
HATCHED AREA INDICATES LOCATION WHERE PIPE IS BELOW FOOTING, SEE DIAGRAM ON THIS PAGE
4" Sewer stub out Located on 3/11/26 - We are installing 6" pipe - the connection point is 4" this will reducer and potential extra Fittings.
4" Sewer stub out Located on 3/11/26 - We are installing 6" pipe - the connection point is 4" this will reducer and potential extra Fittings.
2 1/2" POT
TOP OF
As-Built- LV
(4) 2" Sleeve
TO Footing@765.25
6' - 0"

Change Order Request 7

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted:
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
7	3/11/2026		454	EWO -- EWO 454 Delay in production due to missing point of connections and concrete cores for 3/4" domestic water and 6" sewer between Columns A and B per RFI # 2. Identifying issue with Fire water elevation, see KDG RFI # 3. Crew performed field investigation to locate utilities; connections could not proceed as planned. Work was delayed pending direction.	3,247.00
7	3/12/2026		455	EWO - Day 2 -- EWO 455 Day 2 Delay in production due to missing point of connections and concrete cores for 3/4" domestic water and 6" sewer between Columns A and B per RFI #2. Crew performed field investigation to locate utilities; connections could not proceed as planned. Work was delayed pending direction.	3,247.00
				Total	**6,494.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 455

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	North End of Building	Date Work Performed:	3/12/2026
Gen Contractor:	Del Amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Worked on locating firewater and sewer and ran into discrepancies of elevation difference between fire riser, and 6 inch C 900 pipe 2 1/2 foot different shot of elevations and also submitted RFI

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Elizarraraz Luis	$108.22	8					$865.76
Solorzana Jose	$125.75	8					$1,006.00
						Subtotal =	$1,871.76

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Backhoe 420 16K	1	8		$61.00		$488.00
Crew truck	1	8		$58.00		$464.00
					Subtotal =	$952.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
			Subtotal =	

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	2,823.76
15%	**Overhead & Profit =**	$	423.56
	Earned Total =	$	3,247.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	$	**3,247.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #4

Name	EWO 454
Status	Submitted
Assignee	Jose Solorzano (JSO)

General Information

Kana Superintendent	Jose Solorzano (JSO)
DATE OF WORK	03-11-2026
Description of Work	Worked on location sewer point of connection from building is not successful in locating connection points for three-quarter inch and 6 inch sword perform field investigation of where also sewer is at by column G1
EWO #	454
Location	North of building

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose Solorzano	1983	Superintendent	8.0 hrs.		
Ricardo Tovar	1195	Pipelayer	8.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Backhoe 420E 16K	8.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #

Subcontractor

Company	Description of work to be performed

Attachments










Internal Approval

Kana Company Superintendent Signature

Signed by Jose Solorzano
on March 12, 2026 02:10 PM from Jose Solorzano's device

Kana Development Group

Extra Work Order # 455

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	North End of Building	Date Work Performed:	3/12/2026
Gen Contractor:	Del Amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Worked on locating firewater and sewer and ran into discrepancies of elevation difference between fire riser, and 6 inch C 900 pipe 2 1/2 foot different shot of elevations and also submitted RFI

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Elizarraraz Luis	$108.22	8					$865.76
Solorzana Jose	$125.75	8					$1,006.00
						Subtotal =	$1,871.76

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Backhoe 420 16K	1	8		$61.00		$488.00
Crew truck	1	8		$58.00		$464.00
					Subtotal =	$952.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
			Subtotal =	

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	2,823.76
15%	**Overhead & Profit =**	$	423.56
	Earned Total =	$	3,247.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	$	**3,247.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #5

Name	EWO 455
Status	Submitted
Assignee	Jose Solorzano (JSO)

General Information

Kana Superintendent	Jose Solorzano (JSO)
DATE OF WORK	03-12-2026
Description of Work	Worked on locating firewater and sewer and ran into discrepancies of elevation difference between fire riser, and 6 inch C 900 pipe 2 1/2 foot different shot of elevations and also submitted RFI
EWO #	455
Location	North end of building

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Luis Elizarraraz	1900	Pipelayer	8.0 hrs.		
Jose Solorzano	1983	Superintendent	8.0 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Backhoe 420E 16K	8.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #

Subcontractor

Company	Description of work to be performed

Attachments













Internal Approval

Kana Company Superintendent Signature

Signed by Jose Solorzano
on March 12, 2026 02:15 PM from Jose Solorzano's device

Customer Approval

Client Signature

Signed by Daniel Young
on March 12, 2026 02:19 PM from Jose Solorzano's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Customer Approval

Client Signature

Signed by Daniel Young
on March 12, 2026 02:20 PM from Jose Solorzano's device



Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the
Office

Change Order Request 9

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted:
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
9	3/23/2026		456	EWO -- 456 - Expose and connect the existing 6" fire line to the 6" fire riser. Scope includes cutting the pipe and installing two (2) 45-degree elbows to achieve the required elevation at the point of connection (POC).Pour thrust blocks. Reference : KDG RFI # 3 and Del Amo RFI #45	3,831.00

Total **3,831.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 456

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Fire line to connect fire riser	Date Work Performed:	3/23/2026
Gen Contractor:	Del amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

(KDG RFI # 3)(Del Amo RFI #48) EXPOSED AND CONNECT 6" FIRE LINE INTO 6" FIRE RISER , WE CUT THE PIPE AND ADD 2 EA 45 ELBO CORRECT ELEVATION AT POC , POUR TRUST BLOCKS

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$125.75	4.5					$565.88
Tinoco Juan	$137.97	4.5					$620.87
Rivera Victor	$108.22	4.5					$486.99
						Subtotal =	$1,673.73

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Crew Truck	1	4.5		$58.00		$261.00
Skid Steer CAT	1	4.5		$70.00		$315.00
Excavator 8K	1	4.5		$37.00		$166.50
					Subtotal =	$742.50

Material

Description	Quantity	Unit Price	Source PO#	Cost
45 elbows 6" DI	2	$158.40		$316.80
6" MEGALUX	4	$75.00		$300.00
6" C900 PIPE	20	$14.93		$298.60
			Subtotal =	$915.40

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$ 3,331.63
15%	**Overhead & Profit =**	$ 499.74
	Earned Total =	$ 3,831.00
	UCIP Charge =	
	Bond Charge =	
	EWO Total =	**$ 3,831.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #7

Name	456
Status	Approved
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-23-2026
Description of Work	EXPOSED AND CONNECT 6” FIRE LINE INTO 6” FIRE RISER , WE CUT THE PIPE AND ADD 2 EA 45 ELBOWS TO GET THE CORRECT ELEVATION AT POC , POUR TRUST BLOCKS
EWO #	456
Location	FIRE LINE TO CONNECT FIR RISER

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	4.5 hrs.		
Juan C Tinoco	2036	Operator	4.5 hrs.		
Victor Rivera	1899	Pipelayer	4.5 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Skid Steer CAT 290	3.0 hrs.	1	
Excavator 8K	4.5 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
45 elbows 6” DI	2.0		
6” MEGALUX	4.0		
6” C900 PIPE	20.0	LF	

Subcontractor

Company	Description of work to be performed

Attachments







Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 23, 2026 03:28 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel Young
on March 23, 2026 03:32 PM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

3/23/2026 | 9:45 PM PDT

Customer Notes Or Notes for the Office

Ilya Veyets

Signed by:
Ilya Veyets
1F161EFD5EE540C...

66		- FIRE WATER -			
67		- 6" C900 -			
68	DR14-06	6 CL305 DR14 C900 PVC PIPE	20 FT	14.93	298.60
69	ICW-14-500-BLUE	14 GA INSULATED SOLID COPPER WIRE UF (BLUE	500 FT	0.30	150.00
70	DTF6X1000	6X1000 RED DECT TAPE CAUTION FIRE PROTECTI	1 RL	67.33	67.33
71	PW2X100	2X100 10 MIL PVC PIPE WRAPPING TAPE	1 EA	9.60	9.60
72			- SUBTOTAL -		525.53

WESTERN WATER WORKS
SUPPLY COMPANY
5831 PINE AV CHINO HILLS, CA - 91709
PHONE: (909)597-7000 | FAX: (909)597-7050

ACKNOWLEDGEMENT

CUST #: 100969

BILL TO
KANA DEVELOPMENT GROUP
12620 MAGNOLIA AV
RIVERSIDE, CA 93065

SHIP TO
KDG "MAGNOLIA SCIENCE ACADEMY"
7111 WINNETKA AVE
WINNETKA, CA 91306

SALES ORDER #		
1281963-00		
PO #		
5103DC P2520		
PO DATE	ORDER DATE	PAGE #
03/20/26	03/20/26	1 of 1

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	SANTA FE SPRINGS	OUR TRUCK		NET 30 DAYS

CONTACT	Jose Solorzano
MOBILE PHONE	(714) 404-3012

LN	PRODUCT AND DESCRIPTION	ORDERED	BO	SHIPPED	UM	PRICE	NET AMOUNT
1	M45-06 6 DI C153 MJ 45	2		2	EA	158.40	316.80
2	SGPA-06 6 MJ RESTRAINT W/ACC C900 PIPE - STAR	4		4	EA	75.00	300.00

2 Lines Total	Qty Shipped Total	6	Total	616.80
			Taxes	60.14
			Invoice Total	676.94

KANA DEVELOPMENT GROUP

Change Order Request 10

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted:
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
10	3/23/2026		457	EWO -- EWO 457 Excavate and connect the 6” sewer lateral to the existing 4” stub-out from the building, located on the northeast side of the building. Scope includes installing the necessary fittings to transition from the 4” stub to the 6” sewer lateral. Additional piping footage was required due to the existing stub being located approximately 9” from the building, instead of 5 feet as indicated in the contract documents. Reference: KDG RFI #5 and Del Amo RFI #45.	3,550.00
				Total	**3,550.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 457

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	ewer Lateral north east side of job si	Date Work Performed:	3/23/2026
Gen Contractor:	Del Amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Dug out and connect 6" sewer lateral into 4" stub coming from building , north east side of the building . Added fittings to reduce 4" stub to 6" sewer lateral and added footage due to existing stub 9" from bldg instead of 5' from bldg per contract . KDG RFI # 5 Del Amo RFI # 45

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Linares Jose	$125.75	4.5					$565.88
Tinoco Juan	$137.97	4.5					$620.87
Rivera Victor	$108.22	4.5					$486.99
						Subtotal =	$1,673.73

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Excavator 8K	1	4.5		$37.00		$166.50
Crew Truck	1	4.5		$58.00		$261.00
Skid Steer Cat	1	4.5		$70.00		$315.00
					Subtotal =	$742.50

Material

Description	Quantity	Unit Price	Source PO#	Cost
6" PVS SCH 40	20	$4.90		$98.00
6X4 RUBBER	2	$158.40		$316.80
6" 45 ELBOWS	5	$51.27		$256.35
			Subtotal =	$671.15

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

Total Cost =	$	3,087.38
15% **Overhead & Profit =**	$	463.11
Earned Total =	$	3,550.00
UCIP Charge =		
Bond Charge =		
EWO Total =	$	**3,550.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #6

Name	457
Status	Approved
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	03-23-2026
Description of Work	Dug out and connect 6” sewer lateral into 4” stub coming from building , north east side of the building . Added fittings to reduce 4" stub to 6" sewer lateral and added footage due to existing stub 9" from bldg instead of 5' from bldg per contract . KDG RFI # 5 Del Amo RFI # 45
EWO #	457
Location	Sewer lateral north east side of job site

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Jose J Linares	2020	Superintendent	4.5 hrs.		
Juan C Tinoco	2036	Operator	4.5 hrs.		
Victor Rivera	1899	Pipelayer	4.5 hrs.		

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Skid Steer CAT 290	4.5 hrs.	1	
Excavator 8K	4.5 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
6” PVS SCH 40 PIPE	20.0	LF	
6X4 RUBBER REDUCERS	2.0		
6” 45 ELBOWS SCH 40	5.0		

Subcontractor

Company	Description of work to be performed

Attachments








Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on March 23, 2026 03:12 PM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel Young
on March 23, 2026 03:32 PM from Jose J Linares's device

3/23/2026 | 9:45 PM PDT

Ilya Veyets

Signed by:
Ilya Veyets
1F161EFD5EE540C...

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the Office

WESTERN WATER WORKS SUPPLY COMPANY
5831 PINE AV CHINO HILLS, CA - 91709
PHONE: (909)597-7000 | FAX: (909)597-7050

INVOICE

INVOICE #
1280325-00
PO #
4907DC P2520

QUOTE #	PO DATE	INVOICE DT	PAGE #
102645	02/09/26	03/12/26	1 of 2

CUST #: 100969

MAR 12 2026

BILL TO
KANA DEVELOPMENT GROUP
12620 MAGNOLIA AV
RIVERSIDE, CA 93065

SHIP TO
KDG *MAGNOLIA SCIENCE ACADEMY*
7111 WINNETKA AVE
WINNETKA, CA 91306

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	SANTA FE SPRINGS	OUR TRUCK	03/11/26	NET 30 DAYS

CONTACT	Jose Solorzano
MOBILE PHONE	(714)404-3012

LN	PRODUCT DESCRIPTION	QTY ORDERED	QTY BACKORDER	QTY SHIPPED	UNIT	PRICE	NET AMOUNT
-	---------- -						
	- 8" SCH40 -						
3	SCH40-08 8 SCH40 PVC PIPE BE	120	0	120	FT	7.42	890.40
4	307-0086# 8x6 IPS WYE HXHXH	12	0	12	EA	149.26	1791.12
-	---------- -					Group Subtotal	2681.52
	- 8" SCH40 -						
-	---------- -						
	- 6" SCH40 -						
7	SCH40-06 6 SCH40 PVC PIPE BE	840	0	840	FT	4.90	4116.00
8	317-0006# 6 IPS 22 1/2 HXH	16	0	16	EA	80.16	1282.56
9	311-0006# 6 IPS CAP H	3	0	3	EA	32.22	96.66
10	307-0066# 6x6 IPS WYE HXHXH	64	0	64	EA	86.72	5550.08
11	321-0006# 6 IPS 45 HXH	24	0	24	EA	51.27	1230.48
12	307-0064# 6x4 IPS WYE HXHXH	1	0	1	EA	84.32	84.32

FERGUSON

FERGUSON ENTERPRISES LLC #1350
PO BOX 31001-4333
PASADENA, CA 91110-4333

EMAIL DUPLICATE INVOICE

Deliver To:
From: Jeffrey Yaross
jeffrey@eplumbing.com
Comments:

Please Contact With Questions:
909-517-3085

Invoice Number	Customer	Page
CC531345	128294	1

Please refer to Invoice Number when making payment and remit to:

TOTAL DUE ---> 59.39

FERGUSON ENTERPRISES LLC #1350
PO BOX 31001-4333
PASADENA, CA 91110-4333

Sold To:
CASH SALE PREFERRED RES TRADE
DO NOT MAIL
COLLECT FULL PAYMENT
NO DEPOSITS

Ship To:
COUNTER PICK UP
7805 DEERING AVENUE
CANOGA PARK, CA 91304

Ship Whse	Sell Whse	Tax Code	Customer Order Number	Sales Person	Job Name	Invoice Date	Batch
1103	1103	CA19		603		03/23/2026	

Ordered	Shipped	Item Number	Description	Unit Price	UM	Amount
2	2	F105664	6 CI PVC X 4 CI PVC COUP	27.054	EA	54.11

Invoice Sub-Total	54.11
Tax	5.28
Total Amt	59.39

TOTAL DUE ---> 59.39

Fernando Villasenor

From: Fernando Villasenor
Sent: Monday, March 23, 2026 9:40 AM
To: Ilya Veyts
Cc: James Villanueva; Naeiri Petrosian; Patrick Ontiveros; MPS Facilities; Daniel Young; Austin Duarte
Subject: RE: MSA5 | North Side penetrations and sleeves

We will provide the tickets for your signature, the cost provided is a ROM.

We will monitor the work and update the group as new information becomes available

Thank you

Fernando Villasenor
Project Manager

DAC Del Amo Construction
The best building experience ever

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

From: Ilya Veyts <info@ilyaveyts.com>
Sent: Monday, March 23, 2026 9:25 AM
To: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Cc: James Villanueva <jvillanueva@gateway-sci-eng.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>; Patrick Ontiveros <pontiveros@magnoliapublicschools.org>; MPS Facilities <facilities@magnoliapublicschools.org>; Daniel Young <dyoung@delamoconstruction.com>; Austin Duarte <aduarte@delamoconstruction.com>
Subject: Re: MSA5 | North Side penetrations and sleeves

Fernando,

The preliminary costs for the work as submitted are unacceptable. As previously directed, this work must proceed on a Time and Materials (T&M) basis.

Please ensure that daily T&M tickets are submitted to GSE for signature. Additionally, please confirm that all work will be completed by March 27, as previously agreed.

Thank you.

IVI CONSTRUCTION MANAGEMENT CONSULTING

ILYA VEYTS, CCM

(213) 760-0130
info@ilyaveyts.com
ilyaveyts.com

On Fri, Mar 20, 2026 at 5:59 PM Fernando Villasenor <fvillasenor@delamoconstruction.com> wrote:

Update as of 3/20/26

Kana is proceeding with the work and tracking on T&M

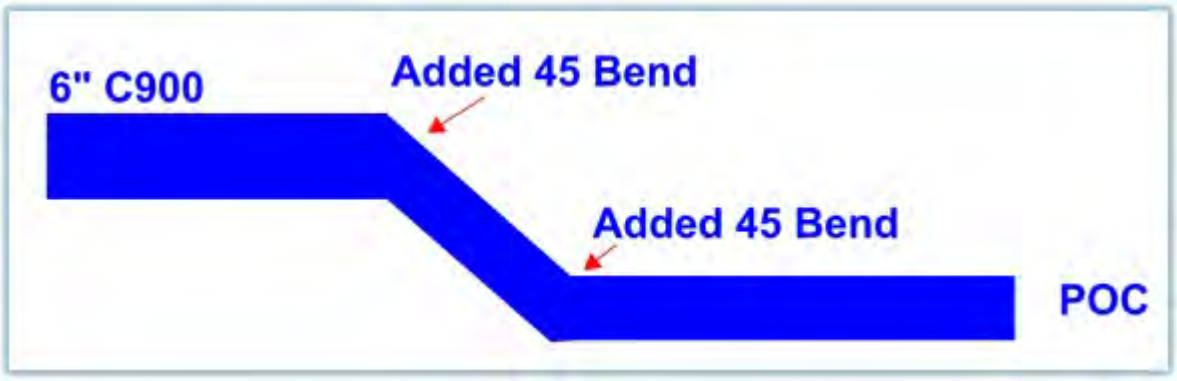
Please see below ROM pricing associated with **KDG RFI #2 and #3**:

KDG RFI #2

- Domestic Water Connection – Connect to existing 3" waterline (3" x 3/4"): $5,500
- 3/4" Domestic Waterline Extension – Approx. 55 LF: $4,400
- Sewer Stub Size Discrepancy & Location Adjustment – Revision from 5’ offset to 9" from building: $4,675

KDG RFI #3

- Fire Water Elevation Discrepancy: $3,100: Please see the attached field markup illustrating the proposed solution to address the existing fire line elevation discrepancies and advise if this is acceptable.



Delay / Impact Costs from Kana

- Delay in Production – Due to missing points of connection and required concrete coring for 3/4" domestic water and 6" sewer between Columns A and B (per RFI #2), along with identification of fire water elevation discrepancies (per RFI #3). Crew performed field investigation to locate utilities; connections could not proceed as planned. Work was delayed pending direction. Work was delayed pending direction: $4,200

I will keep everyone posted as more information is shared with me,

Thank you

Fernando Villasenor
Project Manager

DAC Del Amo Construction
The best building experience ever

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

From: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Sent: Wednesday, March 18, 2026 3:48 PM
To: James Villanueva <jvillanueva@gateway-sci-eng.com>; Ilya Veyts <info@ilyaveyts.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>; Patrick Ontiveros <pontiveros@magnoliapublicschools.org>; MPS Facilities <facilities@magnoliapublicschools.org>; Daniel Young <dyoung@delamoconstruction.com>
Subject: RE: MSA5 | North Side penetrations and sleeves

Just for additional clarity initial Scanning was performed last Friday and available coring was performed today, we will schedule the remaining scanning for Tuesday after scaffold removal and additional digging.

Kana had committed yesterday over the phone to have the pricing finalized today, I will forward as soon as I get it and directed them to proceed with what we can.

With the Scaffold removed we will be able to uncover the remaining areas that need the additional sleeves for Safeway based on Silvercreek requirements. If it can be removed earlier than Monday it will help accelerate this process.

Fernando Villasenor
Project Manager

DAC Del Amo Construction
The best building experience ever

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

From: James Villanueva <jvillanueva@gateway-sci-eng.com>
Sent: Wednesday, March 18, 2026 3:32 PM
To: Fernando Villasenor <fvillasenor@delamoconstruction.com>; Ilya Veyts <info@ilyaveyts.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>; Patrick Ontiveros <pontiveros@magnoliapublicschools.org>; MPS Facilities <facilities@magnoliapublicschools.org>; Daniel Young <dyoung@delamoconstruction.com>
Subject: RE: MSA5 | North Side penetrations and sleeves

Scaffold will be removed on Monday.

From: Fernando Villasenor <fvillasenor@delamoconstruction.com>
Sent: Wednesday, March 18, 2026 3:30 PM
To: Ilya Veyts <info@ilyaveyts.com>; James Villanueva <jvillanueva@gateway-sci-eng.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>; Patrick Ontiveros <pontiveros@magnoliapublicschools.org>; MPS Facilities <facilities@magnoliapublicschools.org>; Daniel Young <dyoung@delamoconstruction.com>
Subject: Re: MSA5 | North Side penetrations and sleeves

This email originates from outside of GSE. Please use caution when clicking links and opening attachments.

We just received the RFI response yesterday, has the scaffold been removed?

Fernando Villasenor
Project Manager

DAC Del Amo Construction
The best building experience ever

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

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License #744458 B

From: Ilya Veyts <info@ilyaveyts.com>
Sent: Wednesday, March 18, 2026 3:28 PM
To: James Villanueva <jvillanueva@gateway-sci-eng.com>; Fernando Villasenor <fvillasenor@delamoconstruction.com>; Naeiri Petrosian <npetrosian@delamoconstruction.com>; Patrick Ontiveros <pontiveros@magnoliapublicschools.org>; MPS Facilities <facilities@magnoliapublicschools.org>; Daniel Young <dyoung@delamoconstruction.com>
Subject: MSA5 | North Side penetrations and sleeves

Fernando,

We have been waiting over a week for the change order from Kana to scan and core the electrical penetrations through the north side footings. In the meantime, the trenches along the north wall are preventing other contractors from completing their work.

To avoid further delays, please direct Kana to proceed with this work on a Time and Materials (T&M) basis immediately.

Thank you.

IVI
CONSTRUCTION
MANAGEMENT
CONSULTING

ILYA VEYTS, CCM

(213) 760-0130
info@ilyaveyts.com
ilyaveyts.com

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 014, Scanning and Coring

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding various Scanning and Coring activities. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
At various points during Increment 2 utility work, scanning and coring was required to ensure that storm drain and electrical runs could be completed without compromising rebar in the building foundation.

Scope of Work

- Scanning on 2/12
- Coring on 2/13
- Scanning on 3/13
- Coring on 3/18
- Scanning on 3/25
- Coring on 3/26
- Scanning on 4/1
- Scanning on 4/20
- Coring on 4/21

Analysis and Cost
We have reviewed Del Amo'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 #022

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 #022: CE #114 - DAC - Scanning and Coring of Modular Building

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/15/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$12,354.03

DESCRIPTION:
CE #114 - DAC - Scanning and Coring of Modular Building
Scanning and Coring around modular building for conduit and sleeve penetrations

ATTACHMENTS:
PCO 012 - Misc Additional Coring and Scanning.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Scanning and Coring		$12,354.03
		Grand Total:	**$12,354.03**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$12,354.03
The new contract sum including this Change Order will be	$7,457,840.56
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #012

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 012 - Misc Additional Coring and Scanning

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	012 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	3/24 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90020 - Misc Additional Coring and Scanning

1. Safeway COR 6 - Scanning
2. Freedom Coring and Scanning Invoices from Feb to April 2026

See summary attached.

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 6	$ 1,913.53
2	02-2501-00 - Scanning / X-Rays / GPR	Freedom invoices (summary attached)	$ 9,705.00
		Subtotal:	$11,618.53
		Overhead: 1.50%	$ 174.28
		Fee: 2.50%	$ 294.82
		Insurance: 1.00%	$ 120.88
		GRT: 0.19%	$ 23.20
		Bonds: 1.00%	$ 122.32
		Grand Total:	**$12,354.03**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Company	Invoice	Date	
Freedom	13294	4/20/2026	
Freedom	13294	4/21/2026	$ 2,470.00
Safeway		4/16/2026	$ 1,913.53
Freedom	13258	3/26/2026	
Freedom	13258	3/18/2026	$ 2,560.00
Freedom	13252	4/1/2026	$ 1,020.00
Freedom	13232	3/13/2026	$ 1,020.00
Freedom	13192	2/12/2026	
Freedom	13192	2/13/2026	$ 2,635.00
			$ 11,618.53

PO Box 869
Riverside, CA 92502

Invoice # 13192

Date: 2/19/2026
Terms: Net 30
Due Date: 3/21/2026
Rep: Jr

Customer Address

Del Amo Construction
19191 S Vermont Ave, Suite 950
Torrance, CA 90502

Project Address

7111 Winnetka Av
Winnetka, CA 91306

PO #:

Service Date	Description	Qty	Rate	Total
2/12/2026	T&M Ticket #5274			
	Flatsaw	4	160.00	640.00
	Travel		225.00	225.00
	GPR	4	170.00	680.00
	Travel		225.00	225.00
2/13/2026	T&M Ticket #5275			
	Coredrill	4	160.00	640.00
	Travel		225.00	225.00

Total **$2,635.00**

Balance Due $2,635.00

P.O. Box 869 Riverside, CA 92502
Email: admin@freedomcc.us | 951-455-3809

FREEDOM CONCRETE CUTTING INC.

☑ Day Shift ☐ Night Shift

Job Ticket

№ 5274

Customer Name:	Del Amo Construction	Date:	2/12/26
Billing Address:		Tel:	
Contact Person:	Daniel	Fax:	
Project Name:			
Job Address:	7111 Winnetka Ave, Winnetka Ct.		
F.C.C. WO#		P.O.#	

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Jose Ramirez	4 min			1 1/2
2.					
3.	Mujgan Badenci				
4.	~~Julio Soto~~	4 min			1 1/2
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS
7:30			9:30	

Truck Checklist Truck#: _____

- ☐ Motor Oil
- ☐ Transmission Oil
- ☐ Air Filter
- ☐ Coolant Level
- ☐ Check for Leaks
- ☐ Front / Rear Axle
- ☐ Driveline
- ☐ Engine
- ☐ Batery (check Terminals)
- ☐ Oil Pressure
- ☐ Safety Equipment / Refectors
- ☐ Tire Pressure / Tread Depth
- ☐ Starter
- ☐ Steering
- ☐ Transmission
- ☐ Brakes
- ☐ Fire Extinguisher
- ☐ Radiator / Hoses

Generator Checklist ☐ Oil Fluids / Fluids / Coolent ☐ Lights ☐ Tires

Equipment Checklist Equipment: _____

- ☐ Oil
- ☐ Belt
- ☐ Radiator / Hose
- ☐ Grease Point
- ☐ Electrical Connection
- ☐ Blades Segments / Guards

COMMENTS:

I certified that the hours and inspection above are accurate. I have reported (or will report as soon as possible) any injury to my self, others or an accident in the workplace. I understand that any material misrepresentation is cause for discipline or termination.

Employee: X DATE 2/12/26

Type	QTY	Description of Work Performed	Hrs	Amount
		Flatsaw		
Sidewalk Slab		9 lf x 4'8 x 5 in thick		
		Vacumed Slurry & cleaned up.		
Mujgan ~~Julio~~		* Scanned Area for rebar		
		* Core drilling for 4 cores.		

Prevailing Wage Job: ☑ Yes ☐ No **TRAVEL TIME:**

Remarks:

TOTAL:

Terms net 30 Days. Invoices not paid within 30 days are subject to late payment charges. Past due accounts are subject to late payment penalties at 2% per month. In the event your account becomes delinquent and is placed in the hands of a collectors or licensed attorney for collection or suit is instituded, on such account there shall be paid reasonable collection and attorney fees to prevailing party.

Notice: The individual signing below represents that he or she is signing on behalf of the owner or contractor and he or she has authority to bind owner or contractor to all of the terms and conditions set forth on the front and reversed side of this job ticket. In the regard, the individual signing below acknowledges that he or she has read, understood and agrees to all of the terms and conditions contained in this job ticket.

Customer Approved _____ **Date** 2-12-26

We appreciate your business

P.O. Box 869 * Riverside, CA 92502 * Tel: (951) 455-3809 * Fax (951) 346-3114

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FREEDOM CONCRETE CUTTING INC.

☑ Day Shift ☐ Night Shift

Job Ticket

№ 5275

Customer Name:	Del Amo Construction	Date:	2/13/26
Billing Address:		Tel:	
Contact Person:	Daniel	Fax:	
Project Name:			
Job Address:	7111 Winnetka Ave Winnetka CA.		
F.C.C. WO#		P.O.#	

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Josh Ramirez	4			2
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS
7:30			9	

Truck Checklist **Truck#:** _____

- ☐ Motor Oil
- ☐ Transmission Oil
- ☐ Air Filter
- ☐ Coolant Level
- ☐ Check for Leaks
- ☐ Front / Rear Axle
- ☐ Driveline
- ☐ Engine
- ☐ Batery (check Terminals)
- ☐ Oil Pressure
- ☐ Safety Equipment / Refectors
- ☐ Tire Pressure / Tread Depth
- ☐ Starter
- ☐ Steering
- ☐ Transmission
- ☐ Brakes
- ☐ Fire Extinguisher
- ☐ Radiator / Hoses

Generator Checklist ☐ Oil Fluids / Fluids / Coolent ☐ Lights ☐ Tires

Equipment Checklist **Equipment:** _____

- ☐ Oil
- ☐ Belt
- ☐ Radiator / Hose
- ☐ Grease Point
- ☐ Electrical Connection
- ☐ Blades Segments / Guards

COMMENTS:

I certified that the hours and inspection above are accurate. I have reported (or will report as soon as possible) any injury to my self, others or an accident in the workplace. I understand that any material misrepresentation is cause for discipline or termination.

Employee X _____ DATE

Type	QTY	Description of Work Performed	Hrs	Amount
		Core drill		
	2	4in Core X 8in thick		
	1	3½ Core X 8in thick		
	1	2½ Core X 8in thick		

Prevailing Wage Job: ☑ Yes ☐ No **TRAVEL TIME:**

Remarks:

TOTAL:

Terms net 30 Days. Invoices not paid within 30 days are subject to late payment charges. Past due accounts are subject to late payment penalties at 2% per month. In the event your account becomes delinquent and is placed in the hands of a collectors or licensed attorney for collection or suit is instituded, on such account there shall be paid reasonable collection and attorney fees to prevailing party.

Notice: The individual signing below represents that he or she is signing on behalf of the owner or contractor and he or she has authority to bind owner or contractor to all of the terms and conditions set forth on the front and reversed side of this job ticket. In the regard, the individual signing below acknowledges that he or she has read, understood and agrees to all of the terms and conditions contained in this job ticket.

Customer Approved _____ **Date** 2-13-26

We appreciate your business

P.O. Box 869 * Riverside, CA 92502 * Tel: (951) 455-3809 * Fax (951) 346-3114

Printed by Imprenta Figueroa (909) 991-9006

PO Box 869
Riverside, CA 92502

Invoice # 13232

Date: 3/13/2026
Terms: Net 30
Due Date: 4/12/2026
Rep: Jr

Customer Address

Del Amo Construction
19191 S Vermont Ave, Suite 950
Torrance, CA 90502

Project Address

7111 Winnetka Av
Winnetka, CA 91306

PO #:

Service Date	Description	Qty	Rate	Total
3/13/2026	T&M Ticket #5724			
	GPR Scan	4	190.00	760.00
	Travel		260.00	260.00

Total **$1,020.00**

Balance Due $1,020.00

P.O. Box 869 Riverside, CA 92502
Email: admin@freedomcc.us | 951-455-3809

Friday

FREEDOM CONCRETE CUTTING INC.

☐ Day Shift ☐ Night Shift

Job Ticket

№ 5724

Customer Name: Del Amo | Date: 3/13/26

Billing Address: | Tel:

Contact Person: DANiel (424)7310893 | Fax:

Project Name:

Job Address: 7111 WinnetKA Ave. WinnetKA CA

F.C.C. WO# | P.O.#

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Luis Hernandez		4		2.
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS
7AM	0	6	Nun	

Type	QTY	Description of Work Performed	Hrs	Amount
GPR		SCAN 4 Areas	4 hrs	
	1	2'X10' slAb 3"		
	1	2'X4' Slab 3"		
	1	2'X5' Slab 3"		
	1	2'X2' Footing		

Truck Checklist Truck#: _____

☐ Motor Oil ☐ Transmission Oil ☐ Air Filter ☐ Coolant Level ☐ Check for Leaks ☐ Front / Rear Axle

☐ Driveline ☐ Engine ☐ Batery (check Terminals) ☐ Oil Pressure ☐ Safety Equipment / Refectors ☐ Tire Pressure / Tread Depth

☐ Starter ☐ Steering ☐ Transmission ☐ Brakes ☐ Fire Extinguisher ☐ Radiator / Hoses

Generator Checklist ☐ Oil Fluids / Fluids / Coolent ☐ Lights ☐ Tires

Equipment Checklist Equipment: _____

☐ Oil ☐ Belt ☐ Radiator / Hose ☐ Grease Point ☐ Electrical Connection ☐ Blades Segments / Guards

COMMENTS:

I certified that the hours and inspection above are accurate. I have reported (or will report as soon as possible) any injury to my self, others or an accident in the workplace. I understand that any material misrepresentation is cause for discipline or termination.

Employee X DATE

Prevailing Wage Job: ☒ Yes ☐ No **TRAVEL TIME:**

Remarks: markout wire mesh.

TOTAL:

Terms net 30 Days. Invoices not paid within 30 days are subject to late payment charges. Past due accounts are subject to late payment penalties at 2% per month. In the event your account becomes delinquent and is placed in the hands of a collectors or licensed attorney for collection or suit is instituted, on such account there shall be paid reasonable collection and attorney fees to prevailing party.

Notice: The individual signing below represents that he or she is signing on behalf of the owner or contractor and he or she has authority to bind owner or contractor to all of the terms and conditions set forth on the front and reversed side of this job ticket. In the regard, the individual signing below acknowledges that he or she has read, understood and agrees to all of the terms and conditions contained in this job ticket.

Customer Approved _____ **Date** _____

We appreciate your business

P.O. Box 869 * Riverside, CA 92502 * Tel: (951) 455-3809 * Fax (951) 346-3114

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Powered by BoardOnTrack

PO Box 869
Riverside, CA 92502

Invoice # 13252

Date: 4/2/2026
Terms: Net 30
Due Date: 5/2/2026
Rep: Jr

Customer Address

Del Amo Construction
19191 S Vermont Ave, Suite 950
Torrance, CA 90502

Project Address

7111 Winnetka Av
Winnetka, CA 91306

PO #:

Service Date	Description	Qty	Rate	Total
4/1/2026	T&M Ticket #5183			
	GPR Scan	4	190.00	760.00
	Travel		260.00	260.00

Total **$1,020.00**

Balance Due $1,020.00

P.O. Box 869 Riverside, CA 92502
Email: admin@freedomcc.us | 951-455-3809

FREEDOM CONCRETE CUTTING INC.

☑ Day Shift ☐ Night Shift

Job Ticket

№ 5183

Customer Name: Del Amo Construction Date: 4/1/24

Billing Address: Tel:

Contact Person: Daniel Fax:

Project Name:

Job Address: 7111 Winnetka Ave Winnetka Ca.

F.C.C. WO# P.O.#

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Mujgan Badarci	4			
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS

Type	QTY	Description of Work Performed	Hrs	Amount
		GPR SCan (3) locations		
		in Concrete Footing		
		located all targets		
	3			
			4min	

Prevailing Wage Job: ☑ Yes ☐ No **TRAVEL TIME:** 1.5

Truck Checklist Truck#: _____

- ☐ Motor Oil
- ☐ Transmission Oil
- ☐ Air Filter
- ☐ Coolant Level
- ☐ Check for Leaks
- ☐ Front / Rear Axle
- ☐ Driveline
- ☐ Engine
- ☐ Batery (check Terminals)
- ☐ Oil Pressure
- ☐ Safety Equipment / Refectors
- ☐ Tire Pressure / Tread Depth
- ☐ Starter
- ☐ Steering
- ☐ Transmission
- ☐ Brakes
- ☐ Fire Extinguisher
- ☐ Radiator / Hoses

Generator Checklist ☐ Oil Fluids / Fluids / Coolent ☐ Lights ☐ Tires

Equipment Checklist Equipment: _____

- ☐ Oil
- ☐ Belt
- ☐ Radiator / Hose
- ☐ Grease Point
- ☐ Electrical Connection
- ☐ Blades Segments / Guards

COMMENTS:

I certified that the hours and inspection above are accurate. I have reported (or will report as soon as possible) any injury to my self, others or an accident in the workplace. I understand that any material misrepresentation is cause for discipline or termination.

Employee X DATE

Remarks:

TOTAL:

Terms net 30 Days. Invoices not paid within 30 days are subject to late payment charges. Past due accounts are subject to late payment penalties at 2% per month. In the event your account becomes delinquent and is placed in the hands of a collectors or licensed attorney for collection or suit is instituted, on such account there shall be paid reasonable collection and attorney fees to prevailing party.

Notice: The individual signing below represents that he or she is signing on behalf of the owner or contractor and he or she has authority to bind owner or contractor to all of the terms and conditions set forth on the front and reversed side of this job ticket. In the regard, the individual signing below acknowledges that he or she has read, understood and agrees to all of the terms and conditions contained in this job ticket.

Customer Approved _____ **Date** 4-1-24

We appreciate your business

P.O. Box 869 * Riverside, CA 92502 * Tel: (951) 455-3809 * Fax (951) 346-3114

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Printed by Imprenta Figueroa (909) 991-9006

PO Box 869
Riverside, CA 92502

Invoice # 13258

Date: 4/2/2026
Terms: Net 30
Due Date: 5/2/2026
Rep: Jr

Customer Address

Del Amo Construction
19191 S Vermont Ave, Suite 950
Torrance, CA 90502

Project Address

7111 Winnetka Av
Winnetka, CA 91306

PO #:

Service Date	Description	Qty	Rate	Total
3/18/2026	T&M Ticket #5720			
	Coredrill	7	170.00	1,190.00
	Travel		260.00	260.00
3/26/2026	T&M Ticket #5187			
	Coredrill	5	170.00	850.00
	Travel		260.00	260.00

Total **$2,560.00**

Balance Due $2,560.00

P.O. Box 869 Riverside, CA 92502
Email: admin@freedomcc.us | 951-455-3809

mesnosh

FREEDOM CONCRETE CUTTING INC.

☐ Day Shift ☐ Night Shift

Job Ticket

№ 5720

Customer Name: Del Amo Date: 3/18/26

Billing Address: Tel:

Contact Person: Fax:

Project Name:

Job Address: 7111 winnetka AVE winnetka CA 91306

F.C.C. WO# P.O.#

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Luis Hernandez	7			2
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS
7:30	6	6	2:30	

Type	QTY	Description of Work Performed	Hrs	Amount
		5 4" CORES X 4"	7	
		1 3 1/2 CORE X 4"		
		5 2" CORES X 4"		
		2 2 1/2" CORES X 4"		

Prevailing Wage Job: ☑ Yes ☐ No **TRAVEL TIME:**

Truck Checklist Truck#: _____

☐ Motor Oil	☐ Driveline	☐ Starter
☐ Transmission Oil	☐ Engine	☐ Steering
☐ Air Filter	☐ Batery (check Terminals)	☐ Transmission
☐ Coolant Level	☐ Oil Pressure	☐ Brakes
☐ Check for Leaks	☐ Safety Equipment / Refectors	☐ Fire Extinguisher
☐ Front / Rear Axle	☐ Tire Pressure / Tread Depth	☐ Radiator / Hoses

Generator Checklist ☐ Oil Fluids / Fluids / Coolent ☐ Lights ☐ Tires

Equipment Checklist Equipment: _____

☐ Oil	☐ Radiator / Hose	☐ Electrical Connection
☐ Belt	☐ Grease Point	☐ Blades Segments / Guards

COMMENTS: NO lunch

I certified that the hours and inspection above are accurate. I have reported (or will report as soon as possible) any injury to my self, others or an accident in the workplace. I understand that any material misrepresentation is cause for discipline or termination.

Employee X DATE

Remarks:

TOTAL:

Terms net 30 Days. Invoices not paid within 30 days are subject to late payment charges. Past due accounts are subject to late payment penalties at 2% per month. In the event your account becomes delinquent and is placed in the hands of a collectors or licensed attorney for collection or suit is instituded, on such account there shall be paid reasonable collection and attorney fees to prevailing party.

Notice: The individual signing below represents that he or she is signing on behalf of the owner or contractor and he or she has authority to bind owner or contractor to all of the terms and conditions set forth on the front and reversed side of this job ticket. In the regard, the individual signing below acknowledges that he or she has read understood and agrees to all of the terms and conditions contained in this job ticket.

Customer Approved _____ **Date** 3-18-26

We appreciate your business

P.O. Box 869 * Riverside, CA 92502 * Tel: (951) 455-3809 * Fax (951) 346-3114

Printed by Imprenta Figueroa (909) 991-9006

FREEDOM CONCRETE CUTTING INC.

☑ Day Shift ☐ Night Shift

Job Ticket

№ 5187

Customer Name:	Del Amo	Date:	3/26/26
Billing Address:		Tel:	
Contact Person:	Daniel	Fax:	
Project Name:			
Job Address:	7111 Winnetka Ave Winnetka, CA		
F.C.C. WO#		P.O.#	

Daily Report

	NAME	Oper	Labor	Downtime	Travel
1.	Jose Ramirez	5			2
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Start Time	Begin Time	End Meal	End Time	TOTAL HOURS
7am	—	—	12pm	

Type	QTY	Description of Work Performed	Hrs	Amount
		Coredrill		
*	2	4½ Core X 8 Thick		
	1	6" Core dia X 8 Thick		
	7	5½ Core dia X 8 Thick		
	*	One of the 4½ had to do bigger to 5½ Total Holes (10)		

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 6 T&M
Date: 4/16/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW to scan and measure the north side of the building for power and low voltage. Work was performed and tracked on T&M. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Inclusions and Exclusions of the Original Executed Contract will apply to this cost estimate
Anything not expressly included above

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $1,913.53 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$20,229.89
Total Contract to Date	$441,179.89
This Request	$1,913.53
Other Pending Requests	$208,789.06
Total Contract plus Pending RFCs	$651,882.48

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

DESIGN.BUILD.SERVICE Safeway ELECTRIC

Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 4/16/26 COR 6

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	0.00	$ 110.02		$ 143.93	$ -
Foreman	1.00	$ 125.81		$ 166.65	$ 125.81
General Foreman	0.00	$ 130.81		$ 171.65	$ -
				Labor Subtotal	**$ 125.81**
				Subtotal w/ OH & P 15%	**$ 148.01**

Material Costs

See material breakdown attached		$ -
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 0.63
	Total	$ 0.63
	Sales Tax 9.5%	$ 0.06
	Material Subtotal	**$ 0.69**
	Subtotal w/ OH & P 15%	**$ 0.81**

Subcontractors

Scanning		$ 1,500.00
	Subtotal w/ OH & P 15%	**$ 1,764.71**

Total Change Order Due **$ 1,913.53**

GPRS | SUBTRONIC CORPORATION

INVOICE: 982748

INVOICE DATE: 3/26/2026
DUE DATE: 4/25/2026

Bill To
SAFEWAY ELECTRIC
891 IOWA AVE
RIVERSIDE CA 92507

Job Location
7111 Winnetka Avenue
Winnetka CA 91306

Work Order #	PO Number	Job Number	Terms	GPRS Technician(s)	Service Date
893731			Net 30	Jesus Ruiz	2026-03-25

Services	Amount
Concrete Scanning	$1,500.00

Invoice Amount	$1,500.00
Tax	$0.00
Total Invoice	$1,500.00
Payments/Credits	($0.00)
Amount Due	$1,500.00

Requested By: German Naranjo	**Phone:**	**Email:** gnaranjo@safewaybsi.com

Docusign Envelope ID: 82806B6A-D53C-4C6A-BA2A-A6EBD86F7851

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Time and Material Report

Date: 03.25.2026
Day of week: Wednesday

Project name: MAGNOLIA SCIENCE

Job# E3635 25
C006.16906

Description of work: Scanning and measurement on the North side of the bulding for power and low voltage conduit coring

Safeway Electric Labor Name	Regular Hrs worked	OT Hrs worked	Safeway Electric Labor Name	Regular Hrs worked	OT Hrs Worked
Larry SANTINGO	1				
Scanner	2				

Qty materials used:	Description of materials:

Contractor Signature Signed by: Ilya Veyets 1F161EFD5EE540C... Ilya Veyets

Date: 3/27/2026 | 10:09 AM PDT

3133 Mission Inn Ave Riverside, CA 92507
Phone (909) 824-6075

www.safewaybsi.com

CA Contractor's License #387886
Class B | C-7 | C-10 | C-46

"Empowering Thousands to Grow and Dream since 1980"

DRAWINGS.

PO Box 869
Riverside, CA 92502

Invoice # 13294

Date: 4/23/2026
Terms: Net 30
Due Date: 5/23/2026
Rep: Jr

Customer Address

Del Amo Construction
19191 S Vermont Ave, Suite 950
Torrance, CA 90502

Project Address

7111 Winnetka Av
Winnetka, CA 91306

PO #:

Service Date	Description	Qty	Rate	Total
	T&M Ticket #5327 on 4/21/2026			
	Coredrill	7	170.00	1,190.00
	Travel		260.00	260.00
	T&M Ticket #5833 on 4/20/2026			
	GPR	4	190.00	760.00
	Travel	1	260.00	260.00

Total **$2,470.00**

Balance Due $2,470.00

P.O. Box 869 Riverside, CA 92502
Email: admin@freedomcc.us | 951-455-3809

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 011, Kana – Storm Drain Reduction

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Kana's work related to the reduction in storm drain size. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The storm drain that runs through the modular building breezeway requires a 6" storm drain line to penetrate the modular building foundation. However, upon scanning the foundation it was discovered that coring a hole large enough to accommodate the 6" storm drain line would damage the rebar in the foundation. RFI 54 was issued with confirmation from the design team that a 4" line would be acceptable.

Scope of Work
The scope of work includes the installation of 4" storm drain line through the breezeway. The cost is for materials only.

Analysis and Cost
We have reviewed Del Amo'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 #019

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 #019: CE #111 - DAC - Kana - SD Reduction

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/15/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$744.31

DESCRIPTION:
CE #111 - DAC - Kana - SD Reduction
Reduction in SD size

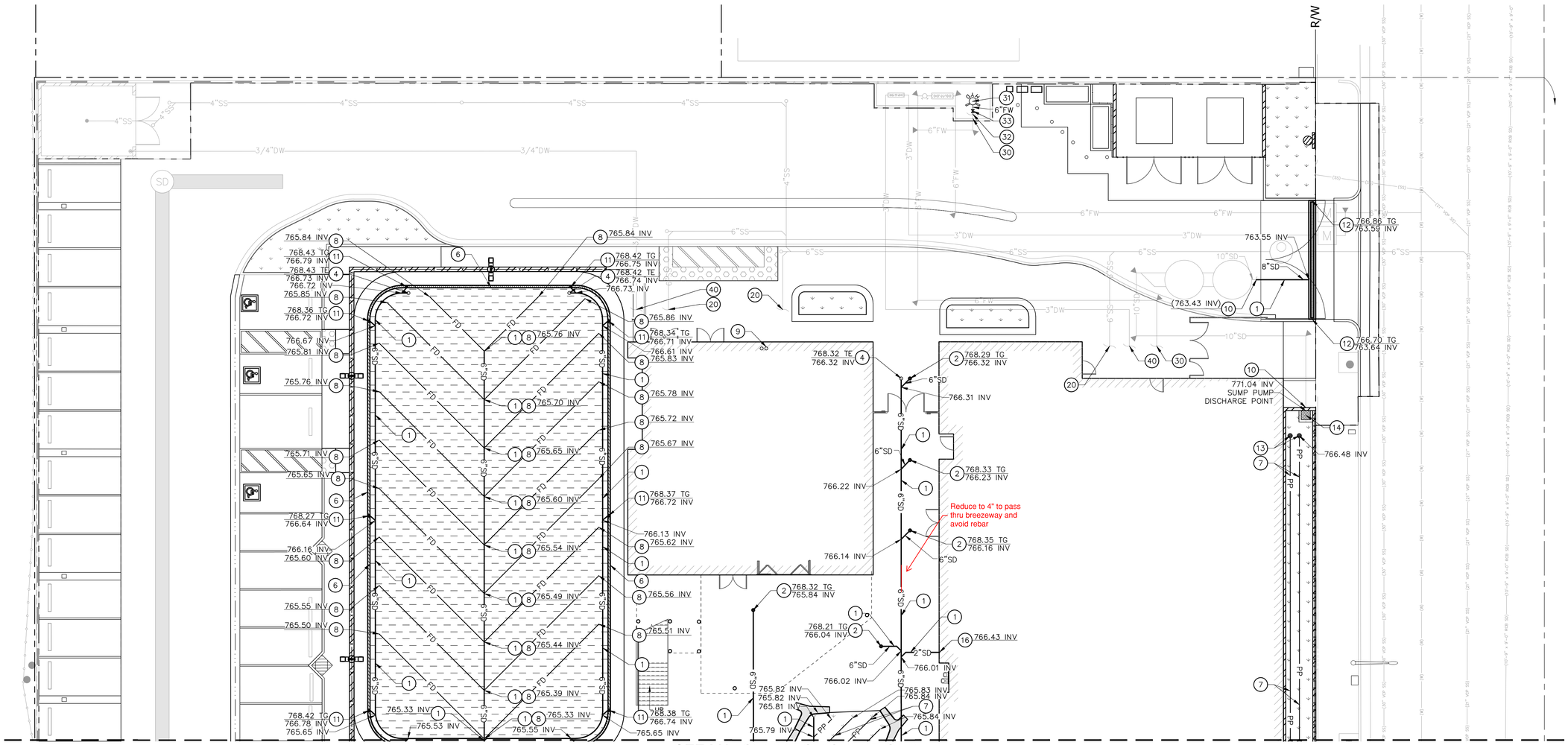
ATTACHMENTS:
PCO 19 - RFI 52 - 3IN Conduit Clarifications - [Kana component].pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Scanning and Coring		$744.31
		Grand Total:	**$744.31**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$744.31
The new contract sum including this Change Order will be	$7,446,230.84
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



SEE MATCHLINE ON SHEET C4.2

CONSTRUCTION NOTES:

STORM DRAIN:

1. INSTALL PVC SCHEDULE 40 STORM DRAIN LINE, SEE PLAN FOR SIZES. FOR TRENCH SECTION REFER TO DETAIL 4 ON SHEET C6.1.
2. INSTALL AREA DRAIN. REFER TO DETAIL 6 ON SHEET C6.1.
4. INSTALL STORMDRAIN CLEANOUT. REFER TO DETAIL 1 ON SHEET C6.1.
6. INSTALL SLOT DRAIN. REFER TO DETAIL 2 ON SHEET C6.1.
7. INSTALL PERFORATED PIPE.
8. INSTALL FRENCH DRAIN. REFER TO DETAIL 3 ON SHEET C6.1.
9. ROOF DRAIN PER ARCHITECTURAL SILVER CREEK DRAWINGS.
10. CONNECT TO STUB OUT PROVIDED IN INCREMENT 1.
11. INSTALL ACO SYSTEM 3000 CATCH BASIN PER MANUFACTURER SPECIFICATIONS.
12. INSTALL TRENCH DRAIN. REFER TO DETAIL 8 ON SHEET 6.1.
13. INSTALL OVERFLOW PIPE. REFER TO LID PLANTER BOX DETAIL ON SHEET C5.0.
14. ENERGY DISSIPATOR STRUCTURE PER DETAIL 1 ON SHEET C6.3.
16. INSTALL BALCONY DRAIN PER SILVER CREEK DRAWINGS.

SANITARY SEWER:

20. CONNECT TO EXISTING SANITARY SEWER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

FIRE WATER:

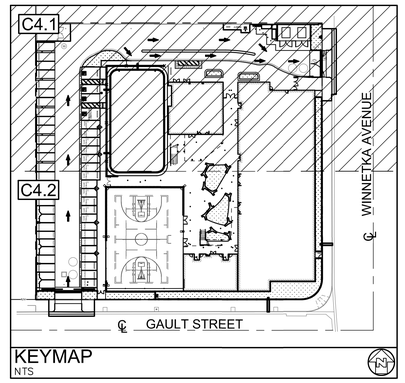
30. CONNECT TO EXISTING FIRE WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.
31. INSTALL FIRE HYDRANT PER DETAIL 3 ON SHEET C6.2.
32. INSTALL 6" AWWA C900 PVC, PRESSURE CLASS 305(DR14) FIRE WATER LINE PER DETAIL 4 ON SHEET C6.1.
33. INSTALL GATE VALVE PER DETAIL 4 ON SHEET C6.2.

DOMESTIC WATER:

40. CONNECT TO EXISTING DOMESTIC WATER LATERAL PROVIDED IN INCREMENT 1. REFER TO PLUMBING DRAWINGS FOR MORE INFORMATION.

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. SEE ARCHITECTURAL DRAWINGS FOR OTHER SITE RELATED DIMENSIONS NOT SHOWN ON THIS DRAWING.
3. 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.
4. 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.
5. HAND DIG ONLY AT LOCATIONS WHERE UNDERGROUND UTILITIES NEED TO BE PROTECTED IN PLACE.
6. REFER TO LANDSCAPE IRRIGATION PLAN L1.0 FOR SLEEVING LOCATIONS UNDER PAVING PRIOR TO CONSTRUCTION.



KEYMAP
NTS

ENLARGED SITE UTILITY PLAN
10 5 0 10 20
SCALE: 1"=10'

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
APP: 03-124719 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 07/14/2025

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CIVIL — No. C36079 — Exp. 6/30/26 — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
631 E. Foothill Blvd.
Arcadia, CA 91006
Tel: 626.795.0643
Fax: 323.739.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA5
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-124719
Issue Date: 10/11/2024
REVISIONS

75-23204-00

ENLARGED SITE UTILITY PLAN

C4.1

Prime - PCO #019

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 19 - RFI 52 - 3" Conduit Clarifications - [Kana component]

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	019 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	4/23 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90026 - RFI 52 - 3" Conduit Clarifications
Kana CO 15

ATTACHMENTS:
P2520 KDG COR 15.pdf

#	Cost Code	Description	Amount
1	33-1000-00 - Site Utilities (Wet)	Kana CO 15	$ 700.00
		Subtotal:	$700.00
		Overhead: 1.50%	$ 10.50
		Fee: 2.50%	$ 17.76
		Insurance: 1.00%	$ 7.28
		GRT: 0.19%	$ 1.40
		Bonds: 1.00%	$ 7.37
		Grand Total:	**$744.31**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

KANA DEVELOPMENT GROUP

Change Order Request 15

License: 1085445
Kana Development Group, Inc.
12620 Magnolia Ave.
Riverside CA 92503

P2520 - Magnolia Science Academy #5 KPI

Date Submitted: 4/17/2026
Requested By: JESSICA OSTRANDER

TO: KANA PIPELINE INC.
12620 Magnolia Ave.
Riverside, CA 92503

Project: P2520
Magnolia Science Academy #5 KPI
7111 Winnetka Avenue
Winnetka, CA 91306

Project will be delayed by: Days

Please issue a change order for the following work beyond the scope of Kana Development Group's contract for this project.

Order#	*Date*	*PC*	*EWO*	*Description*	*Requested Amount*
15	4/15/2026		463	EWO -- EWO 463 Added 4" Strom Drain Pipe and fittings refernce Del Amo RFI # 52 Breezeway Coring Clarification	700.00

Total **700.00**

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 463

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:	Winnetka	Date Work Performed:	4/2/2026
Gen Contractor:	Penta	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Extra material charge downsizing to 4" sd line at breeze way area

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
						Subtotal =	

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
					Subtotal =	

Material

Description	Quantity	Unit Price	Source PO#	Cost
Invoice 1282515	1	$608.35		
			Subtotal =	$608.35

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	608.35
15%	**Overhead & Profit =**	$	91.25
	Earned Total =	$	700.00
	OCIP Charge =		
	Bond Charge =		
	EWO Total =	**$**	**700.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #12

Name	Material change
Status	Submitted
Assignee	Jose J Linares (JLI)

General Information

Kana Superintendent	Jose J Linares (JLI)
DATE OF WORK	04-02-2026
Description of Work	Extra material charge downsizing to 4” sd line at breeze way area
EWO #	463
Location	Breeze way area , between buildings

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment

Material

Description	Quantity	Units of Measurement	PO #
4” sch 40 pipe	80.0	LF	
4” wyes sch 40	4.0		
4” sch 40 90 elbows	3.0		
4” sch 40 45 elbow	1.0		
4” sch 40 cap	1.0		
6”x4” sch 40 ecc reducer	1.0		

Subcontractor

Company	Description of work to be performed

Attachments





Internal Approval

Kana Company Superintendent Signature

Signed by Jose J Linares - KDG
on April 03, 2026 09:47 AM from Jose J Linares's device

Customer Approval

Client Signature

Signed by Daniel Young
on April 03, 2026 09:52 AM from Jose J Linares's device

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the Office

Signed by:
Ilya Veyets
1F161EFD5EE540C...
Ilya Veyets

4/3/2026 | 11:55 A

WESTERN WATER WORKS
SUPPLY COMPANY
5831 PINE AV CHINO HILLS, CA - 91709
PHONE: (909)597-7000 | FAX: (909)597-7050

INVOICE

INVOICE #
1282515-00
PO #
5186JD P2520

QUOTE #	PO DATE	INVOICE DT	PAGE #
102645	04/02/26	04/06/26	1 of 1

CUST #: 100969

BILL TO
KANA DEVELOPMENT GROUP 12620 MAGNOLIA AV RIVERSIDE, CA 93065

SHIP TO
KDG "MAGNOLIA SCIENCE ACADEMY" 7111 WINNETKA AVE WINNETKA, CA 91306

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	SANTA FE SPRINGS	OUR TRUCK	04/03/26	NET 30 DAYS

CONTACT	Jose Linares
MOBILE PHONE	(951)441-4913

LN	PRODUCT DESCRIPTION	QTY ORDERED	QTY BACKORDER	QTY SHIPPED	UNIT	PRICE	NET AMOUNT
	-MATERIAL BELOW WAS NOT ON THE PROPOSAL-						
1	SCH40-04 4 SCH40 PVC PIPE BE	80	0	80	FT	3.00	240.00
2	307-0044 4X4 SCH40 DWV WYE HXHXH	4	0	4	EA	34.30	137.20
3	323-0004 4 SCH40 DWV 90 HXH	3	0	3	EA	19.10	57.30
4	321-0004 4 SCH40 DWV 45 HXH	1	0	1	EA	15.40	15.40
5	311-0004 4 SCH40 DWV CAP H	1	0	1	EA	22.60	22.60
6	309-0046ECC-GPK# 4x6 IPS ECC INCREASER HXH	1	0	1	EA	81.80	81.80
	-MATERIAL BELOW WAS NOT ON THE PROPOSAL-					Page Subtotal :	554.30

6 Lines Total Qty Shipped Total 90

Total	554.30
Taxes	54.05
Invoice Total	608.35

APR 06 2026

Cash Discount 0.00 If Paid By 04/06/26

Smooth Running Jobs

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

RFI #054: Breezeway Coring Clarification

Revision	0	**Status**	Closed on 03/30/26
To	Ellen Emmerson (DLR Group) Isaac Farias (DLR Group) Narek Torosian (DLR Group) Ryan Mcintosh (Silver Creek Modular) Austin Duarte (Del Amo Construction) Daniel Young (Del Amo Construction) Fernando Villasenor (Del Amo Construction)	**From**	Austin Duarte (Del Amo Construction)
Date Initiated	Mar 26, 2026	**Due Date**	Apr 2, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To	Greg Brendel (Gateway Science and Engineering, Inc.), Austin Duarte (Del Amo Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Lyndsey Hurrell (Del Amo Construction), Ryan Mcintosh (Silver Creek Modular), Lauren Michelson (Del Amo Construction), Kenny Muhaw (Silver Creek Modular), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Fernando Villasenor (Del Amo Construction), Daniel Young (Del Amo Construction)		

Activity

Question

Question from Austin Duarte Del Amo Construction *on Thursday, Mar 26, 2026 at 12:51 PM PDT*

Coring has to be performed at the breezeway however scanning has indicated that the SD coring will conflict with rebar.

1) Please advise on how to proceed with coring.

Attachments
RFI #054 Breezeway Coring Clarification.pdf

Official Response

Response from James Villanueva Gateway Science and Engineering, Inc. *on Monday, Mar 30, 2026 at 05:05 PM PDT*

Proposed solution from DLR attached. Per design meeting, SCM takes no objections and DAC will proceed with work.

Attachments
Re_ 03-124719_ Magnolia Science Academy 5 - Inc 2_ Status Update on RFI #054_ Breezeway Coring Clarification.msg

All Replies

Response from James Villanueva Gateway Science and Engineering, Inc. *on Monday, Mar 30, 2026 at 05:05 PM PDT*

Proposed solution from DLR attached. Per design meeting, SCM takes no objections and DAC will proceed with work.

Attachments
Re_ 03-124719_ Magnolia Science Academy 5 - Inc 2_ Status Update on RFI #054_ Breezeway Coring Clarification.msg

RFI #054 - Breezeway Coring Clarification **Project: 03-124719 Magnolia Science Academy 5 - Inc 2**

Response from Fernando Villasenor Del Amo Construction *on Friday, Mar 27, 2026 at 10:39 AM PDT*

The proposed new diam is still ¾" to big, to clear the rebar diameter needs to be reduced by another 1" (site conditions shown in attached email)

Attachments
FW_ Action Required_ 03-124719_ Magnolia Science Academy 5 - Inc 2_ Status Update on RFI #054_ Breezeway Coring Clarification.msg

Response from James Villanueva Gateway Science and Engineering, Inc. *on Friday, Mar 27, 2026 at 10:11 AM PDT*

Per email from Ryan on 3/25/26, SCM and DLR proposes the following:
FYI – I discussed this with Luis. He is OK with reducing the line to 4" through the breezeway foundation and to the north. That would raise the invert 2". Would that get us clear of the reinforcing?

DAC to review and respond

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

May 11, 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 – Increment #2, Del Amo Construction
Prime Contract Change Order 012, Safeway RFI 52 Clarifications

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding their subcontractor Safeway's work as it relates to RFI 52. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
RFI 52 details (6) conduit that exits the north side pull box that does not match the conduit stub outs in the crawl space provided by Silver Creek. In addition, Safeway located a concrete footing obstructing one of the stub outs. RFI 52 response notes a scope gap (design deficiency) that exists between feeders and conduits from switchgear to in-building panels. A revised electrical drawing was provided. RFI 52.1 provided direction on resolving the obstruction issue.

Scope of Work
Install (6) 3" conduits from the northside building to designated panels per RFI 52. Utilize liquid tight to transition through crawl space through floor per RFI 52.1.

Analysis and Cost
We have reviewed Del Amo'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 #020

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 #020: CE #112 - DAC - Safeway - RFI 52 Clarifications

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	5/15/2026	**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:**	2:Del Amo Construction Contract
		TOTAL AMOUNT:	$70,292.97

DESCRIPTION:
CE #112 - DAC - Safeway - RFI 52 Clarifications
Additional Safeway work per RFI 52 response

ATTACHMENTS:
PCO 17 - RFI 52 - 3in Conduit Clarifications.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O Scanning and Coring		$70,292.97
		Grand Total:	**$70,292.97**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$36,769.53
The contract sum prior to this Change Order was	$7,445,486.53
The contract sum would be changed by this Change Order in the amount of	$70,292.97
The new contract sum including this Change Order will be	$7,515,779.50
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #017

Del Amo Construction, LLC
19191 S Vermont Ave, Suite 950
Torrance, California 90502
Phone: (310) 378-6203
Fax: (310) 378-4663

Project: 2025-089 - Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

PCO 17 - RFI 52 - 3" Conduit Clarifications

TO:	MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION 250 EAST 1ST STREET, SUITE 1500 LOS ANGELES California, 90012	**FROM:**	Del Amo Construction LLC 19191 S. Vermont Ave #950 Torrance California, 90502
PCO NUMBER/REVISION:	017 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	4/14 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	None
REFERENCE:		**CHANGE REASON:**	Client Request
FIELD CHANGE:	No	**SCHEDULE IMPACT*:**	
LOCATION:		*** If no value shown any schedule impact will be submitted as a seperate Prime - PCO.**	

DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #90026 - RFI 52 - 3" Conduit Clarification
Safeway COR 7

Qualifications/Exclusions:
See subcontractor proposal.

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 7	$ 66,108.14
		Subtotal:	$66,108.14
		Overhead: 1.50%	$ 991.62
		Fee: 2.50%	$ 1,677.49
		Insurance: 1.00%	$ 687.77
		GRT: 0.19%	$ 131.98
		Bonds: 1.00%	$ 695.97
		Grand Total:	**$70,292.97**

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, California 90012

Del Amo Construction LLC
19191 S. Vermont Ave #950
Torrance, California 90502

SIGNATURE **DATE**

SIGNATURE **DATE**

SIGNATURE **DATE**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 7
Date: 4/9/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added SOW per RFI 52. Please see breakdown attached.

INCLUDES:
This proposal includes all materials, tax, equipment, and labor as needed to provide a complete and operable system for work as described herein.

EXCLUDES:
Overtime
Shift work
Permits & Fees
Furnishing of wire and conductors is excluded
Wire pulling is excluded
All terminations are excluded
Wire lengths cannot be determined until completion of conduit installation, therefore wire, pulling, and terminations shall be addressed under separate scope or change order
Anything not expressly included is excluded

** Safeway Electric can only hold the pricing for 30 business days. After such date, and if needed, a revised price will be issued that will reflect current market value on commodity materials. This 30-business day includes client review, any change requests and final acceptance.**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $66,108.14 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$9,882.35
Total Contract to Date	$430,832.35
This Request	$66,108.14
Other Pending Requests	$91,745.69
Total Contract plus Pending RFCs	$588,686.18

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Lic # B/C-10 387886
Lic # C-46, C-7
ACO# 3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Since 1980

This Change Order is for the Added SOW to Install (6) 3" conduits from the northside building to designated panels per RFI 52. The following scope of work will be performed:

1. Furnish and install conduits from northside building to designated panels per RFI 52
2. Install dural blocks and deep strut within crawl space for conduit support
3. Layout and install support system prior to conduit installation
4. Conduit runs are as follows:

Conduit # 1

- Transition from PVC to EMT
- Provide offset using two 30-degree bends
- Route through crawl space to electrical room
- Install NEMA R3 12x12x6 pull box approximately 10 feet from electrical room
- Install 3" seal tight to LL conduit body
- Connect to 3" sleeve and continue to second floor electrical room
- Rough-in to panel M1

Conduit # 2

- Transition from PVC to EMT
- Provide offset using two 30-degree bends
- Route through crawl space to first floor electrical room
- Install NEMA R3 12x12x6 pull box
- Install 2" seal tight to LL conduit body
- Connect to 2" EMT stub
- Rough-in to panel M2

Conduit # 3

- Transition from PVC to EMT
- Provide offset using two 30-degree bends
- Route through crawl space to electrical room
- Install 3" to 1- ½" reducer
- Transition to seal tight and connect to 1- ½" conduit with LL conduit body
- Rough-in to panel L4

Conduit # 4

- Transition from PVC to EMT
- Provide offset using two 30-degree bends
- Route through crawl space toward elevator machine room
- Install additional support as required
- Stub up and rough-in to panel

3133 Mission Inn Ave | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571
www.safewaybsi.com
Since 1980
CA Contractor's License #387886
Class B | C-7 | C-10 | C- 46
ACO #3998

Since 1980

Conduit #5 & #6 (Spares)

- Transition from PVC to EMT
- Provide offsets using two 30-degree bends
- Route through crawl space to electrical room
- Terminate electrical room below and cap for future use

Exclusions:

- Furnishing of wire and conductors is excluded
- Wire pulling is excluded
- All terminations are excluded
- Wire lengths cannot be determined until completion of conduit installation, therefore wire, pulling, and terminations shall be addressed under separate scope or change order
- Anything not expressly included is excluded

3133 Mission Inn Ave | Riverside, CA 92507
Phone (909) 824-6441
Fax (909) 824-0571

www.safewaybsi.com
Since 1980

CA Contractor's License #387886
Class B | C-7 | C-10 | C- 46
ACO #3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 4/9/26 COR 7

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	224.00	$ 110.02		$ 143.93	$ 24,644.48
Foreman @ 15% of Labor HRS	33.60	$ 125.81		$ 166.65	$ 4,227.22
General Foreman @ 5% of Labor	12.88	$ 130.81		$ 171.65	$ 1,684.83
				Labor Subtotal	**$ 30,556.53**
				Subtotal w/ OH & P 15%	**$ 35,948.86**

Material Costs

See material breakdown attached		$ 23,258.53
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 152.78
	Total	$ 23,411.31
	Sales Tax 9.5%	$ 2,224.07
	Material Subtotal	**$ 25,635.39**
	Subtotal w/ OH & P 15%	**$ 30,159.28**

Description	Sheet Qty	Rate	Total
Reprographic Fee's		**$6.00**	**$ -**

Total Change Order Due $ 66,108.14

JOB 8100 10960: DEL AMO - MAGNOL...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14...

PRINTED 4/9/2026 2:15:15 PM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: BR PWR - RFI 52 SCOPE					
	3" EMT 30 DEGREE ELBOW	24.00	EACH	1,476.00	8.6400
	DURA BLOCK DB10	45.00	EACH	3,458.03	3.3750
	3" EMT TO 1 1/4" EMT REDUCER	2.00	EACH	97.35	0.7200
	3" EMT TO 1 1/2" EMT REDUCER	2.00	EACH	76.92	0.6300
	3" EMT TO 2" EMT REDUCER	2.00	EACH	66.45	0.6000
	3" EMT STRUT STRAP	103.00	EACH	798.76	4.6350
3"	EMT	960.00	FEET	10,339.20	144.0000
1 1/4"	EMT STEEL COMP CONN	2.00	EACH	59.73	0.3000
1 1/2"	EMT STEEL COMP CONN	2.00	EACH	70.05	0.3600
2"	EMT STEEL COMP CONN	2.00	EACH	83.70	0.4500
3"	EMT STEEL COMP CONN	5.00	EACH	144.22	1.8750
3"	EMT STEEL COMP COUP	100.00	EACH	3,261.00	22.5000
1 1/4"	EMT SS LB & COVER	1.00	EACH	50.30	0.4500
1 1/2"	EMT SS LB & COVER	2.00	EACH	121.35	1.0500
2"	EMT SS LB & COVER	2.00	EACH	220.14	1.2000
3"	GRC COUPLING	5.00	EACH	223.05	0.9750
	CHANNEL 12GA 1-5/8"	80.00	FEET	854.40	12.0000
1 1/4"	LIQUIDTITE CONDUIT	40.00	FEET	160.20	2.4000
1 1/2"	LIQUIDTITE CONDUIT	40.00	FEET	303.00	3.0000
2"	LIQUIDTITE CONDUIT	80.00	FEET	699.60	7.2000
1 1/4"	LIQUIDTITE STR CONN	2.00	EACH	77.16	0.4500
1 1/2"	LIQUIDTITE STR CONN	2.00	EACH	110.58	0.4500
2"	LIQUIDTITE STR CONN	2.00	EACH	183.18	0.4800
	18X18X6 SCR-CVR BOX	3.00	EACH	322.16	6.7500
Subtotals for Section : Section 001: BR PWR - RFI 52 SCOPE				23,256.53	224.4900
Grand Totals				23,256.53	224.4900

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

RFI #052.1: Conduit & Concrete Conflict Clarification

Revision	0	**Status**	Open
To	Ellen Emmerson (DLR Group) Isaac Farias (DLR Group) Jenny Harrison (DLR Group) Narek Torosian (DLR Group)	**From**	Austin Duarte (Del Amo Construction)
Date Initiated	Apr 20, 2026	**Due Date**	Apr 27, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To	Greg Brendel (Gateway Science and Engineering, Inc.), Austin Duarte (Del Amo Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Lyndsey Hurrell (Del Amo Construction), Ryan Mcintosh (Silver Creek Modular), Lauren Michelson (Del Amo Construction), Kenny Muhaw (Silver Creek Modular), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Fernando Villasenor (Del Amo Construction), Daniel Young (Del Amo Construction)		

Activity

Question

Question from Austin Duarte Del Amo Construction *on Monday, Apr 20, 2026 at 01:08 PM PDT*

Safeway tried to cut the conduit down to fit an LL conduit body so they can transition to liquid tight and connect back to their 3" EMT for their feeder. The LL conduit body did not fit with the spacing from the conduit to the concrete. Safeway is proposing (2) potential ways to proceed: [A] We can get someone to chip out about 6 to 8" of concrete to connect the LL conduit body & proceed with the original plan. [B] We remove the 3" EMT out of the concrete floor, replace it with liquid-tight going through the concrete floor about 8" above the concrete, then transition back to 3" EMT to the panel. 1) Please advise on how to proceed or provide direction.

Attachments
RFI #052.1 Conduit & Concrete Conflict Clarification.pdf

Awaiting an Official Response

Option A is acceptable. Confirmation from Silver Creek's structural engineer is required. Option B is acceptable so long as liquid tight EMT is used to transition from the crawl space through the concrete floor. Confirm with Silver Creek there are no issues with removing the existing EMT.

Isaac Farias Jr. | DLR Group | 04.21.2026

Del Amo Construction, LLC

Printed on Fri Mar 20, 2026 at 01:37 pm PDT

Job #: 2025-089 Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

Unclassified

Description

Taken Date

Upload Date
03/19/2026 at 02:34 pm

Uploaded By
Austin Duarte

File Name
67392438-4D57-4228-B...



Unclassified

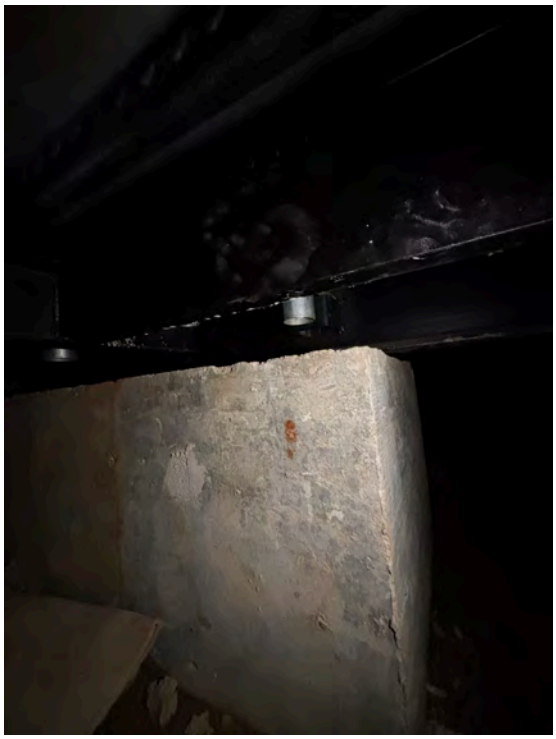
Description

Taken Date
03/19/2026 at 12:45 pm

Upload Date
03/19/2026 at 02:34 pm

Uploaded By
Austin Duarte

File Name
9BB1C96F-67ED-4E5A-8...



Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

RFI #052: 3" Conduit Clarifications

Revision	0	**Status**	Open
To	Narek Torosian (DLR Group) Isaac Farias (DLR Group) James Villanueva (Gateway Science and Engineering, Inc.) Ellen Emmerson (DLR Group)	**From**	Austin Duarte (Del Amo Construction)
Date Initiated	Mar 20, 2026	**Due Date**	Mar 30, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings	ES1.1B		
Received From			
Copies To	Greg Brendel (Gateway Science and Engineering, Inc.), Austin Duarte (Del Amo Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Lyndsey Hurrell (Del Amo Construction), Ryan Mcintosh (Silver Creek Modular), Lauren Michelson (Del Amo Construction), Kenny Muhaw (Silver Creek Modular), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Fernando Villasenor (Del Amo Construction), Daniel Young (Del Amo Construction)		

Activity

Question

Question from Austin Duarte Del Amo Construction *on Friday, Mar 20, 2026 at 01:45 PM PDT*

The 3" conduits that are in the pull box on north side building do not match the conduit stub outs that are installed from panels to crawl space.

First 3" goes to M1 which matches the 3" in electrical room. That's good.
2nd 3" goes to M2. Out of electrical room for M2 silver creek installed a 2"c.
3rd 3" goes to elevator I did not locate the panel for elevator feed. SCM could not assist in locating at the time, please clarify.
4th 3"c goes to panel L4. Silver creek installed 1 1/2"c stub out.

1) Please advise on how to proceed with the connection of the 3" conduits and the stub-outs that do not all match in size.

Additionally, there is a concrete footing obstructing the connection to the conduit stub out.

2) Please advise how to proceed with the obstruction of the concrete footing obstructing the connection to the conduit or provide direction.

Attachments
RFI #052 3in Conduit Clarifications.pdf

Awaiting an Official Response

RFI #052 - 3" Conduit Clarifications **Project: 03-124719 Magnolia Science Academy 5 - Inc 2**

All Replies

Response from James Villanueva Gateway Science and Engineering, Inc. *on Monday, Mar 30, 2026 at 05:13 PM PDT*

DLR to provide revised electrical

Response from Isaac Farias DLR Group *on Monday, Mar 23, 2026 at 12:35 PM PDT*

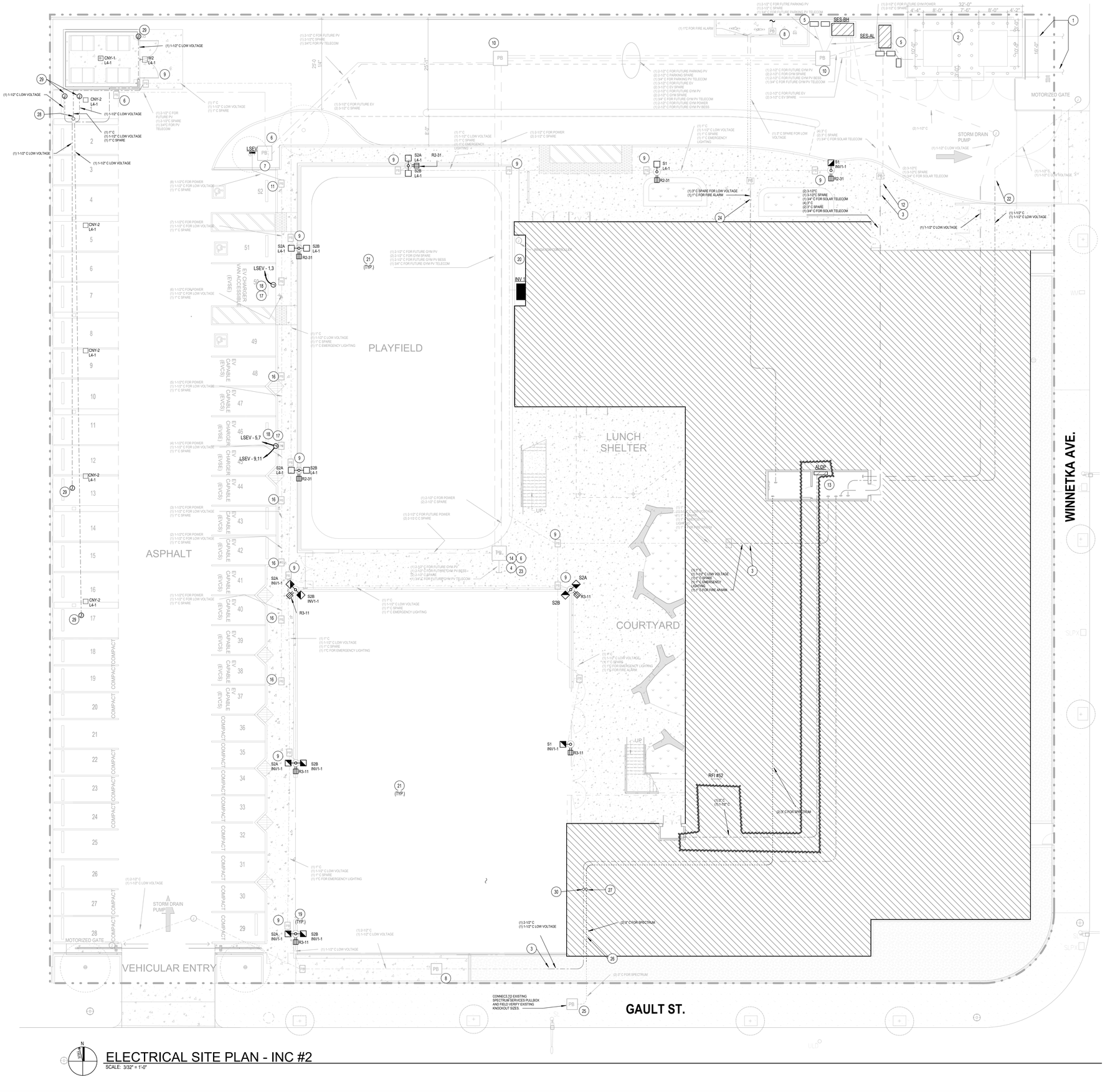
Please see attached response.

Attachments

RFI 52 3 inch Conduit Clarifications_Response.pdf

Updates have been made to sheets ES1.1B and E5.1B to reflect the capture of the scope gap for all feeders and conduits from switchboards SES-BH and SES AL to their respective downstream panelboards. All feeders, conduits, and sleeves from the switchboards to the downstream panelboards are to be done by the increment 2 contractor. Please note on the single line diagram on sheet E5.1B, a previous 100A breaker has been upsized to 150A on distribution board "ALDP" after voltage drop calculations were performed.

Isaac Farias Jr. | 04.07.2026



ELECTRICAL SITE PLAN - INC #2

SCALE: 3/32" = 1'-0"

LOW VOLTAGE
208V
208V OR 277V + LOW VOLTAGE
480V (SOLAR)
480V (POWER)
4160V (UTILITY POWER)

GENERAL NOTES

A	THIS PROJECT IS A CONTINUATION OF INCREMENT #1. EXTEND CONDUITS INSTALLED IN INCR. #1 TO THE SOURCE, PANEL, DEVICE, ETC. FOR WHICH THEY ARE INTENDED.
B	PROVIDE CONDUCTORS IN CONDUIT AS INDICATED ON SINGLE LINE DIAGRAM, SHEET E5.1C.
C	PROVIDE LIGHT FIXTURES PER LUMINAIRE SCHEDULE SHOWN ON SHEET E7.1C.
D	THE CONDUITS SHOWN IN GRAY SCALE, WHETHER INDIVIDUALLY NOTED OR NOT, ARE EXISTING FROM INCREMENT #1 AND ARE SHOWN FOR REFERENCE ONLY.
E	PROVIDE PULLBOXES FOR EVERY 3 90 DEGREE CONDUIT BENDS OR FOR EVERY 300 FEET OF STRAIGHT RUNS.

SHEET NOTES - ES1.1B

Keynote Number	Keynote Description
1	PRIMARY FEEDER. COORDINATE REQUIREMENTS WITH UTILITY.
2	EXISTING UTILITY TRANSFORMERS, SHOWN FOR REFERENCE ONLY.
3	CONNECT TO EXISTING CONDUITS AND EXTEND TO PANELS AT ELECTRICAL ROOMS. MATCH NUMBER AND SIZE OF CONDUITS. SEE SHEET E5.1B FOR ADDITIONAL FEEDER INFORMATION.
4	EXISTING PULL POX FOR PV SYSTEM BESS. SEE "PV" SERIES SHEETS.
5	PROVIDE NEW RULE 21 DISCONNECT SWITCHES AND SOLAR METER SOCKETS. SEE SHEET E5.1B FOR MORE INFORMATION.
6	EXISTING PULL POX FOR PV SYSTEM. SEE "PV" SERIES SHEETS.
7	EXISTING PULLBOX FOR PANEL LSEV.
8	EXISTING POWER/TELECOMMUNICATIONS PULLBOX.
9	EXISTING PULLBOXES FOR LIGHTING AND LOW VOLTAGE. EXTEND CONDUIT FROM HANDHOLE TO LIGHT FIXTURE AS REQUIRED. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR CONVENIENCE RECETACLES IN THE POLES FOR ALL LIGHT FIXTURES. PROVIDE 2#10 + 1#12GND FOR CONVENIENCE RECEPTACLE CIRCUITS. ROUTE ALL CONDUCTORS FOR THE CONVENIENCE RECEPTACLE CIRCUITS IN THE SAME 1"C USED FOR LIGHTING. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
10	EXISTING PULLBOX FOR ALL LINE VOLTAGE AND LOW VOLTAGE CONDUIT.
11	EXISTING PULLBOX FOR EV CHARGERS AND EV CAPABLE SPACES.
12	EXTEND CONDUIT TO DISTRIBUTION BOARD ALDP. SEE SHEET E5.1B FOR FEEDER INFORMATION.
13 (RFI #52)	PROVIDE ALL FEEDERS AND SLEEVES FOR PANELBOARDS DOWNSTREAM OF DISTRIBUTION BOARD "ALDP". ROUTE CONDUITS IN CRAWL SPACE FOR ALL PANELBOARDS ON THE FIRST FLOOR. COORDINATE WITH MODULAR BUILDING SUBCONTRACTORS PRIOR TO CORING SLEEVES. ROUTING FEEDERS IN CEILING IS ACCEPTABLE AS REQUIRED. SEE SHEET E5.1B FOR MORE INFORMATION ON FEEDER AND CONDUIT SIZING.
14	EXISTING PULLBOX AND CONDUITS TO FUTURE GYM.
16	TERMINATE CONDUIT AT ADJACENT PULLBOX AND PROVIDE PULLSTRING BACK TO PANEL FOR EV CAPABLE SPACES.
17	EV CHARGING STATION BASIS OF DESIGN: CHARGEPOINT CT4000-STANDARD PROGRAMMED OUTPUT: 7.2KW CORD LENGTH: 18 FT. PORT QUANTITY: 1 AT VAN ACCESSIBLE CHARGING STATION. 2 PORTS AT ALL OTHER EV CHARGER LOCATIONS. DATA: CELLULAR 4G LTE ENCLOSURE: BOLLARD - NEMA 3R CHARGING CONNECTION: SAE J1772
18	UTILIZE EXISTING PULLBOX FOR INSTALLATION OF NEW EV CHARGER. PROVIDE CONCRETE BASE PER MANUFACTURER'S RECOMMENDATION. ROUTE 2#6 + 1#10GRND FOR EV CHARGERS IN EXISTING CONDUITS BACK TO PANEL LSEV.
19	ALL FIXTURES (S1/S2B) SUPPLYING ILLUMINATION TO PLAYFIELD ARE TO BE CONTROLLED VIA RELAY. FOR FIXTURES SUPPLYING ILLUMINATION TO PUBLIC ACCESS WAYS AND AUTOMOTIVE HARDSCAPES SHALL BE CONTROLLED VIA ASTRONOMICAL TIMECLOCK.
20	PROVIDE (2) LIGHTING RELAYS TO CONTROL EACH PLAYFIELD SEPARATELY. LOCATE RELATES WITHIN A LOCKABLE NEMA 3R ENCLOSURE.
21	S2B/S1 FIXTURES ILLUMINATING THE PLAYFIELD ARE TO BE CONTROLLED SEPARATELY VIA RELAY. SEE NOTES 19 AND 20 FOR ADDITIONAL INFORMATION.
22	POWER AND CONTROL WIRING FOR MOTORIZED GATE TO BE ROUTED TO MODULAR BUILDING ELECTRICAL ROOM. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
23	EXISTING CONDUITS FOR FUTURE GYM, CAPPED IN PLACE.
24	PROVIDE 1" CONDUIT TO MDF ROOM FOR FIRE ALARM EQUIPMENT.
25	EXISTING SPECTRUM PULLBOX.
26	CONNECT TO EXISTING SPECTRUM CONDUITS AND EXTEND EXISTING CABLING ISP POINT OF CONNECTION AT MDF ROOM.
27	PROVIDE LOCKABLE NEMA 4 BOX AT THIS LOCATION FOR TRANSITION FROM OSP TO INDOOR RATED FIBER OPTIC CABLING. PROVIDE CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING MDF.
28	CONNECT TO EXISTING CONDUITS AND EXTEND TO SOLAR CANNOPY FOR LIGHTING AND LOW VOLTAGE EQUIPMENT. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR TELECOMMUNICATIONS ENCLOSURE. MOUNT TELECOMMUNICATIONS ENCLOSURE TO SOLAR CANOPY STRUCUTRAL BEAM. PROVIDE WEATHERPROOF TELECOMMUNICATIONS ENCLOSURE. PROVIDE 2#10 + 1#12GND FOR TELECOMMUNICATIONS ENCLOSURE. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUITS TO BE USED.
29	PROVIDE NECESSARY CONNECTION TO LOW VOLTAGE DEVICES FROM TELECOMMUNICATIONS ENCLOSURE PER DISTRICT STANDARDS.
30	PROVIDE A CONTINUOUS OVERHEAD CONDUIT PATHWAY FROM UNDERGROUND TO BUILDING ELECTRICAL ROOM.

TABLE 5.106.5.3.1

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[1]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces: 57
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2: 13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3: 3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces:		13
Amps per charger:	32A	
VA at 208 volts, 1 phase:	6656VA	
Required VA for the given number of EV capable spaces:		86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase:		240A

EV Calcs

DLRGROUP
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MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5

NEW 2-STORY MODULAR BUILDING & SITE WORK

7111 WINNETKA AVE. WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS

CCDB3	07/25/2025
CCDB-4	10/08/25
RFI #52	04/01/2026
RFI #61	04/01/2026

75-23204-00

ELECTRICAL SITE PLAN - INC#2

ES1.1B

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FEEDER SCHEDULE - COPPER

MARK (AMPS)	# SETS	Ø & N	GND	CONDUIT SIZE MARK SUFFIX -4W	-3W	-2W
15	1	12	12	3/4"	3/4"	3/4"
20	1	12	12	3/4"	3/4"	3/4"
25	1	10	10	3/4"	3/4"	3/4"
30	1	10	10	3/4"	3/4"	3/4"
35	1	8	10	3/4"	3/4"	3/4"
40	1	8	10	3/4"	3/4"	3/4"
45	1	6	10	1"	3/4"	3/4"
50	1	6	10	1"	3/4"	3/4"
60	1	4	10	1-1/4"	1"	3/4"
70	1	4	8	1-1/4"	1"	3/4"
80	1	3	8	1-1/4"	1-1/4"	1"
90	1	2	8	1-1/4"	1-1/4"	1"
100	1	1	8	1-1/2"	1-1/2"	1-1/4"
110	1	1	6	1-1/2"	1-1/2"	1-1/4"
125	1	1	6	1-1/2"	1-1/2"	1-1/4"
150	1	1/0	6	2"	1-1/2"	1-1/4"
175	1	2/0	6	2"	1-1/2"	1-1/4"
200	1	3/0	6	2"	2"	1-1/2"
225	1	4/0	4	2-1/2"	2"	1-1/2"
250	1	250	4	2-1/2"	2"	1-1/2"
300	1	350	4	3"	2-1/2"	2"
350	1	500	3	3-1/2"	3"	2-1/2"
400	1	600	3	3-1/2"	3"	2-1/2"
400	2	3/0	3	2"	2"	1-1/2"
450	2	4/0	2	2-1/2"	2"	1-1/2"
500	2	250	2	2-1/2"	2-1/2"	2"
600	2	350	1	3"	2-1/2"	2"
700	2	500	1/0	3-1/2"	3"	2-1/2"
800	2	600	1/0	3-1/2"	3"	2-1/2"
1000	3	400	2/0	3"	3"	2-1/2"
1200	3	600	3/0	3-1/2"	3-1/2"	3"
1600	4	600	4/0	3-1/2"	3-1/2"	3"
2000	5	600	250	4"	3-1/2"	3"
2500	6	600	350	4"	3-1/2"	3"
3000	8	500	400	3-1/2"	3"	2-1/2"
4000	10	600	500	4"	3-1/2"	3"

ABBREVIATIONS:

Ø	PHASE
N	NEUTRAL
GND	EQUIPMENT GROUNDING CONDUCTOR
-4W	FOUR WIRE + GROUND (3Ø,N,GND)
-3W	THREE WIRE + GROUND (3Ø,GND or 2Ø,N,GND)
-2W	TWO WIRE + GROUND

NOTES:

1. CONDUCTOR AMPACITIES ARE BASED ON NEC TABLE 310.15(B)(16).
2. CONDUIT SIZES ARE BASED ON A MAXIMUM FILL RATIO OF 40%.
3. SCHEDULE SHALL BE USED FOR FEEDERS AND BRANCH CIRCUITS WHERE APPLICABLE.
4. ALL FEEDERS AND BRANCH CIRCUITS SHALL INCLUDE AN EQUIPMENT GROUNDING CONDUCTOR.
5. SCHEDULE IS VALID FOR TYPE THHN, THWN-2, AND XHHW-2 CONDUCTORS. SEE SPECIFICATIONS FOR CONDUCTOR TYPES REQUIRED.
6. SCHEDULE IS VALID FOR TYPE EMT, IMC, FMC, LFMC, HDPE, AND RNC-40 RACEWAYS. SEE SPECIFICATIONS FOR RACEWAY APPLICATIONS.
7. OPTIONAL CONFIGURATIONS (1 OR 2 SETS) ARE GIVEN FOR SOME SIZES.
8. NOT ALL SIZES USED.

Short Circuit Calculation Ratings for (NDOC Perimeter Fence Upgrade) (5)

The following calculations are based on the "Point-by Point" method where:

$Isc = Isc \times M$

$M = \frac{1}{(1+f)}$

$f(3\phi) = \frac{1.732 \times L \times I}{C \times n \times E}$ $f(1\phi) = \frac{2 \times L \times I}{C \times n \times E}$

$XFMR(3\phi): IP(sca) = \frac{IP(sca) \times Vp \times 1.732 \times \%Z}{100{,}000 \times KVA}$ $XFMR(1\phi): IP(sca) = \frac{IP(sca) \times Vp \times \%Z}{100{,}000 \times KVA}$

$IS(sca) = \frac{Vp \times M \times IS(sca)}{Vs}$

Fault Point	Panel or Transformer	Source (F.P.)	Source I(Amps)	Conduit Type	Wire / Size			Wire/Bus Type	"C" Value	"E" Volts	PHASE (ø)	"L" Length	XFMR (KVA)	XFMR (% Z)	f (value)	M (value)	ISC rating
1	SES-BH		30,000														30,000
2	M1	1	30000	M	1	Set(s) of	250	CU	16483	480	3	150			0.9851	0.5037	15,112
3	M2	1	30000	M	1	Set(s) of	250	CU	16483	480	3	150			0.9851	0.5037	15,112
4	ELEVATOR	1	30000	M	1	Set(s) of	2	CU	5907	480	3	100			1.8326	0.3530	10,591
5	L4	1	30000	M	1	Set(s) of	1/0	CU	8925	480	3	130			1.5768	0.3881	11,642
6	INVERTER	1	30000	NM	1	Set(s) of	10	CU	982	480	3	152			16.7561	0.0563	1,690

Short Circuit Calculation Ratings for (NDOC Perimeter Fence Upgrade)

The following calculations are based on the "Point-by Point" method where:

$Isc = Isc \times M$

$M = \frac{1}{(1+f)}$

$f(3\phi) = \frac{1.732 \times L \times I}{C \times n \times E}$ $f(1\phi) = \frac{2 \times L \times I}{C \times n \times E}$

$XFMR(3\phi): IP(sca) = \frac{IP(sca) \times Vp \times 1.732 \times \%Z}{100{,}000 \times KVA}$ $XFMR(1\phi): IP(sca) = \frac{IP(sca) \times Vp \times \%Z}{100{,}000 \times KVA}$

$IS(sca) = \frac{Vp \times M \times IS(sca)}{Vs}$

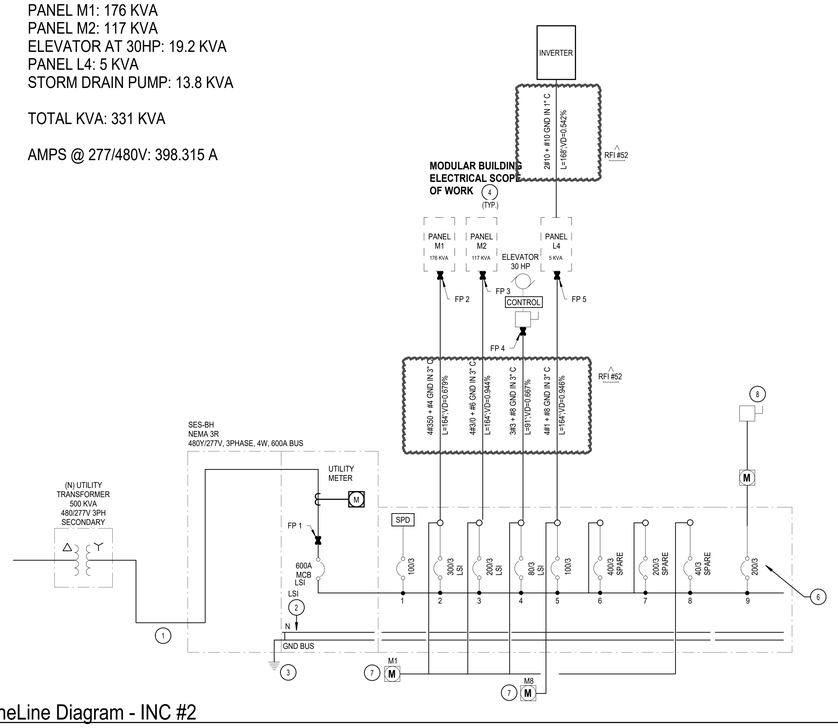
Fault Point	Panel or Transformer	Source (F.P.)	Source I(Amps)	Conduit Type	Wire / Size			Wire/Bus Type	"C" Value	"E" Volts	PHASE (ø)	"L" Length	XFMR (KVA)	XFMR (% Z)	f (value)	M (value)	ISC rating
1	SES-AL		65,000														65,000
2	LSEV	1	65000	NM	2	Set(s) of	3/0	CU	13923	208	3	177			3.4405	0.2252	14,638
3	ALDP	1	65000	NM	2	Set(s) of	600	CU	28033	208	3	108			1.0426	0.4896	31,822
4	R1	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
5	R2	3	31822	M	1	Set(s) of	3/0	CU	12844	208	3	20			0.4126	0.7079	22,527
6	R3	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	122			3.6222	0.2163	6,885
7	R4	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	40			1.1876	0.4571	14,546
8	R5	3	31822	M	1	Set(s) of	3/0	CU	12844	208	3	40			0.8252	0.5479	17,434
9	L1	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
10	L3	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	122			3.6222	0.2163	6,885
11	L2	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	40			1.1876	0.4571	14,546
12	M3	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	20			0.5938	0.6274	19,966
13	M4	3	31822	M	1	Set(s) of	1/0	CU	8925	208	3	40			1.1876	0.4571	14,546

SES-BH LOAD SUMMARY

PANEL M1: 176 KVA
PANEL M2: 117 KVA
ELEVATOR AT 30HP: 19.2 KVA
PANEL L4: 5 KVA
STORM DRAIN PUMP: 13.8 KVA

TOTAL KVA: 331 KVA

AMPS @ 277/480V: 398.315 A

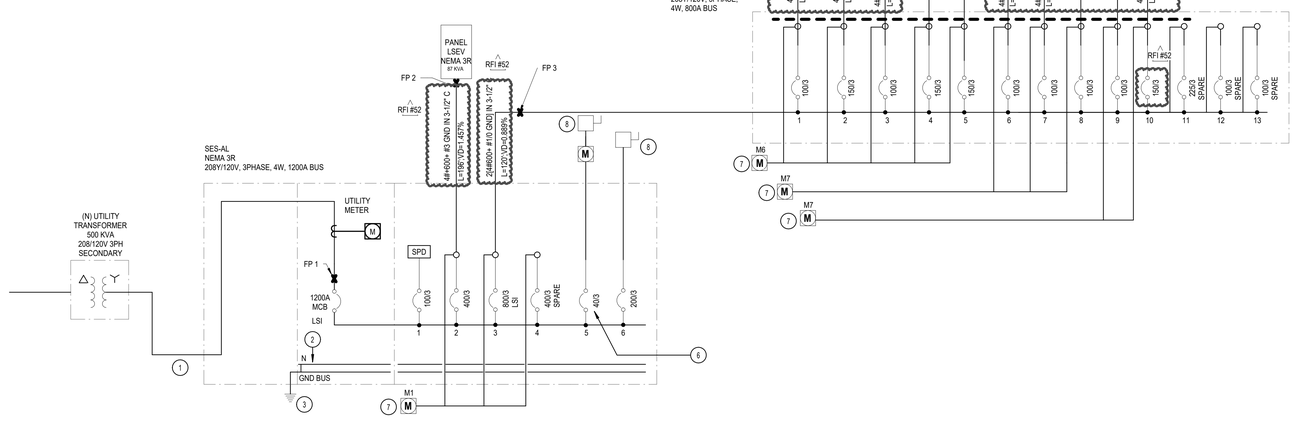


SES-AL LOAD SUMMARY

PANEL LSEV: 87 KVA
PANEL R1: 25 KVA
PANEL R2: 40 KVA
PANEL R3: 6 KVA
PANEL R4: 35 KVA
PANEL R5: 45 KVA
PANEL L1: 12 KVA
PANEL L2: 19 KVA
PANEL L3: 5 KVA
PANEL M3: 53 KVA
PANEL M4: 36 KVA

TOTAL KVA: 363 KVA

AMPS @ 128/208V: 1008.33 A



SHEET NOTES - E5.1B

Keynote Number	Keynote Description
1	WIRE SIZE, CABLING AND TERMINATION WILL BE PROVIDED BY LADWP.
2	NEUTRAL DISCONNECT LINK.
3	SEE SHEET E5.1D FOR GROUNDING DETAILS.
4	ALL FEEDERS AND BRANCH CIRCUITS FROM PANELBOARDS SHALL BE PROVIDED BY MODULAR BUILDING ELECTRICAL CONTRACTOR UNLESS SPECIFICALLY STATED ELSEWHERE ON THESE PLANS.
6	CIRCUIT BREAKER LISTED FOR REVERSE FEED, INSTALLED AT END OF BUS, OPPOSITE THE MAIN BREAKER, PER CEC ARTICLE 705 REQUIREMENTS.
7	PROVIDE ELECTRICAL SUB METER FOR METERING OF SEPERATE ELECTRICAL LOADS.
8	RULE 21 DISCONNECT SWITCH FOR SOLAR.

OneLine Diagram - INC #2

DLR GROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE. WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100%CD SET
10/11/2024
REVISIONS
CCD83 07/25/2025
RFI #58 10/14/25
RFI #52 04/01/2026

75-23204-00

ONE-LINE DIAGRAM - INC#2

E5.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
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Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-124719 Magnolia Science Academy 5 - Inc 2
7111 Winnetka Ave
Winnetka, California 91306

RFI #052: 3" Conduit Clarifications

Revision	0	**Status**	Open
To	Ellen Emmerson (DLR Group) Isaac Farias (DLR Group) James Villanueva (Gateway Science and Engineering, Inc.) Narek Torosian (DLR Group)	**From**	Austin Duarte (Del Amo Construction)
Date Initiated	Mar 20, 2026	**Due Date**	Mar 30, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From			
Copies To	Greg Brendel (Gateway Science and Engineering, Inc.), Austin Duarte (Del Amo Construction), Ellen Emmerson (DLR Group), Isaac Farias (DLR Group), Lyndsey Hurrell (Del Amo Construction), Ryan Mcintosh (Silver Creek Modular), Lauren Michelson (Del Amo Construction), Kenny Muhaw (Silver Creek Modular), Naeiri Petrosian (Del Amo Construction), Narek Torosian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Fernando Villasenor (Del Amo Construction), Daniel Young (Del Amo Construction)		

Activity

Question

Question from Austin Duarte Del Amo Construction *on Friday, Mar 20, 2026 at 01:45 PM PDT*

The 3" conduits that are in the pull box on north side building do not match the conduit stub outs that are installed from panels to crawl space.

First 3" goes to M1 which matches the 3" in electrical room. That's good.
2nd 3" goes to M2. Out of electrical room for M2 silver creek installed a 2"c.
3rd 3" goes to elevator I did not locate the panel for elevator feed. SCM could not assist in locating at the time, please clarify.
4th 3"c goes to panel L4. Silver creek installed 1 1/2"c stub out.

1) Please advise on how to proceed with the connection of the 3" conduits and the stub-outs that do not all match in size.

Additionally, there is a concrete footing obstructing the connection to the conduit stub out.

2) Please advise how to proceed with the obstruction of the concrete footing obstructing the connection to the conduit or provide direction.

Attachments
RFI #052 3in Conduit Clarifications.pdf

Awaiting an Official Response

Please see below for my response(s) to questions 1 and 2.

Can we install some sort of conduit reducer to allow connection between the differing conduit sizes? Additionally a j-box can be installed under the conduit penetrations into the crawl space to allow the connections. Does the clearance between the concrete footing and the conduit stub outs allow for the installation of a j-box?

Please verify the clearance between the concrete footing and the conduit stub outs and if the 2 proposed solutions are acceptable.

Power conduit to the elevator will likely terminate in the elevator control room. Verify with Silver Creek location of elevator equipment and timeline of installation of equipment.

Isaac Farias Jr. | DLR Group| 03.23.2026

Of these site (4) 3" conduits (performed by Procraft):

-1 connects to M1 (3" coming out of the electrical room - performed by SCM. OK)

- 1 connects to M2 (2" conduit coming out of electrical room - performed by SCM.)

- 1 is for the elevator, currently unknown what panel is for (however, no other 3" stub out is identified)

- 1 goes to panel L4 (1 1/2" sub out is currently there)

Electrical room stub outs are too small as indicated above.

PLAYFIELD

LUNCH SHELTER

ASPHALT

COURTYARD

VEHICULAR ENTRY

MOTORIZED GATE

STORM DRAIN PUMP

WINNETKA AVE.

GAULT ST.

ELECTRICAL SITE PLAN - INC #2
SCALE: 3/32" = 1'-0"

LOW VOLTAGE
208V
208V OR 277V + LOW VOLTAGE
480V (SOLAR)
480V (POWER)
4160V (UTILITY POWER)

GENERAL NOTES

A	THIS PROJECT IS A CONTINUATION OF INCREMENT #1. EXTEND CONDUITS INSTALLED IN INCR. #1 TO THE SOURCE, PANEL, DEVICE, ETC. FOR WHICH THEY ARE INTENDED.
B	PROVIDE CONDUCTORS IN CONDUIT AS INDICATED ON SINGLE LINE DIAGRAM, SHEET ES.1C.
C	PROVIDE LIGHT FIXTURES PER LUMINAIRE SCHEDULE SHOWN ON SHEET E7.1C.
D	THE CONDUITS SHOWN IN GRAY SCALE, WHETHER INDIVIDUALLY NOTED OR NOT, ARE EXISTING FROM INCREMENT #1 AND ARE SHOWN FOR REFERENCE ONLY.

SHEET NOTES - ES1.1B

Keynote Number	Keynote Description
1	PRIMARY FEEDER. COORDINATE REQUIREMENTS WITH UTILITY.
2	EXISTING UTILITY TRANSFORMERS, SHOWN FOR REFERENCE ONLY.
3	CONNECT EXISTING CONDUITS AND EXTEND TO PANELS AT ELECTRICAL ROOMS. MATCH NUMBER AND SIZE OF CONDUITS. SEE SHEET ES.1B FOR ADDITIONAL FEEDER INFORMATION.
4	EXISTING PULL POX FOR PV SYSTEM BESS. SEE "PV" SERIES SHEETS.
5	PROVIDE NEW RULE 21 DISCONNECT SWITCHES AND SOLAR METER SOCKETS. SEE SHEET ES.1B FOR MORE INFORMATION.
6	EXISTING PULL POX FOR PV SYSTEM. SEE "PV" SERIES SHEETS.
7	EXISTING PULLBOX FOR PANEL LSEV.
8	EXISTING DATA/TELECOMMUNICATIONS PULLBOX.
9	EXISTING PULLBOXES FOR LIGHTING AND LOW VOLTAGE. EXTEND CONDUIT FROM HANDHOLE TO LIGHT FIXTURE AS REQUIRED. PROVIDE 2#10 + 1#12GND FOR LIGHTING CIRCUITS. PROVIDE A SEPERATE 120V CIRCUIT FOR CONVENIENCE RECETACLES IN THE POLES FOR ALL LIGHT FIXTURES. PROVIDE 2#10 + 1#12GND FOR CONVENIENCE RECEPTACLE CIRCUITS. ROUTE ALL CONDUCTORS FOR THE CONVENIENCE RECEPTACLE CIRCUITS IN THE SAME 1"C USED FOR LIGHTING. ALL WIRES TO HAVE THE SAME INSULATION RATING. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
10	EXISTING PULLBOX FOR ALL LINE VOLTAGE AND LOW VOLTAGE CONDUIT.
11	EXISTING PULLBOX FOR EV CHARGERS AND EV CAPABLE SPACES.
12	EXTEND CONDUIT TO DISTRIBUTION BOARD ALDP. SEE SHEET ES.1B FOR FEEDER INFORMATION.
13	ALL FEEDERS AND BRANCH CIRCUITS ON LOAD SIDE OF DISTRIBUTION PANELS ARE BY SEPARATE CONTRACTOR.
14	EXISTING PULLBOX AND CONDUITS FOR FUTURE GYM.
15	PROVIDE 3" CONDUIT TO SERVICE PROVIDER MEET-ME POINT. COORDINATE EXACT LOCATION WITH SERVICE PROVIDER.
16	PROVIDE CONDUIT STUB-UPS AND PULLWIRE BACK TO PANEL FOR EV CAPABLE SPACES.
17	EV CHARGING STATION BASIS OF DESIGN: CHARGEPOINT CT4000-STANDARD PROGRAMMED OUTPUT: 7.2KW CORD LENGTH: 18 FT. PORT QUANTITY: 1 AT VAN ACCESSIBLE CHARGING STATION. 2 PORTS AT ALL OTHER EV CHARGER LOCATIONS. DATA: CELLULAR 4G LTE ENCLOSURE: BOLLARD - NEMA 3R CHARGING CONNECTION: SAE J1772
18	UTILIZE EXISTING PULLBOX FOR INSTALLATION OF NEW EV CHARGER. PROVIDE CONCRETE BASE PER MANUFACTURER'S RECOMMENDATION. ROUTE 2#8 + 1#10GRND FOR EV CHARGERS IN EXISTING CONDUITS BACK TO PANEL LSEV.
19	ALL FIXTURES (S1/S2B) SUPPLYING ILLUMINATION TO PLAYFIELD ARE TO BE CONTROLLED VIA RELAY. FOR FIXTURES SUPPLYING ILLUMINATION TO PUBLIC ACCESS WAYS AND AUTOMOTIVE HARDSCAPES SHALL BE CONTROLLED VIA ASTROMONICAL TIMECLOCK.
20	PROVIDE (2) LIGHTING RELAYS TO CONTROL EACH PLAYFIELD SEPARATELY. LOCATE RELATES WITHIN A LOCKABLE NEMA 3R ENCLOSURE.
21	S2B/S1 FIXTURES ILLUMINATING THE PLAYFIELD ARE TO BE CONTROLLED SEPARATELY VIA RELAY. SEE NOTES 19 AND 20 FOR ADDITIONAL INFORMATION.
22	POWER AND CONTROL WIRING FOR MOTORIZED GATE TO BE ROUTED FROM ELECTRICAL ROOM. SEE MODULAR BUILDING PLANS FOR EXACT CIRCUIT TO BE USED.
23	EXISTING CONDUITS FOR FUTURE GYM, CAPPED IN PLACE.
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TABLE 5.106.5.3.1

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[2]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

CCDB3

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces: 57
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2: 13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3: 3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces:		13
Amps per charger:	32A	
VA at 208 volts, 1 phase:	6656VA	
Required VA for the given number of EV capable spaces:		86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase:		240A

EV Calcs

DLRGROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE. WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025

75-23204-00

ELECTRICAL SITE PLAN - INC#2

ES1.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
12/11/2025 11:05:21 AM

Del Amo Construction, LLC

Printed on Fri Mar 20, 2026 at 01:37 pm PDT

Job #: 2025-089 Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

Unclassified

Description

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03/19/2026 at 12:42 pm

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03/19/2026 at 02:34 pm

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Austin Duarte

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Description

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03/19/2026 at 12:42 pm

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Del Amo Construction, LLC

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Unclassified

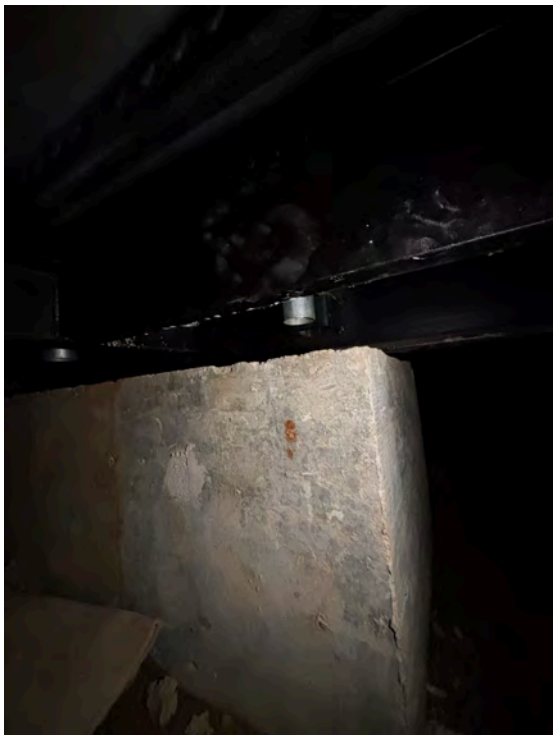
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Austin Duarte

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Of these site (4) 3" conduits (performed by Procraft):

-1 connects to M1 (3" coming out of the electrical room - performed by SCM. OK)

- 1 connects to M2 (2" conduit coming out of electrical room - performed by SCM.)

- 1 is for the elevator, currently unknown what panel is for (however, no other 3" stub out is identified)

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EV Calcs

DLRGROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE. WINNETK, CA 91306

DSA SUBMISSION
A# 03-124719
100% CD SET
10/11/2024
REVISIONS
CCDB3 07/25/2025

75-23204-00

ELECTRICAL SITE PLAN - INC#2

ES1.1B

Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
12/11/2025 11:05:21 AM

Del Amo Construction, LLC

Printed on Fri Mar 20, 2026 at 01:37 pm PDT

Job #: 2025-089 Magnolia Science MSA-5 Increment 2
7111 WINNETKA AVENUE
Winnetka, California 91306

Unclassified

Description

Taken Date
03/19/2026 at 12:42 pm

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Austin Duarte

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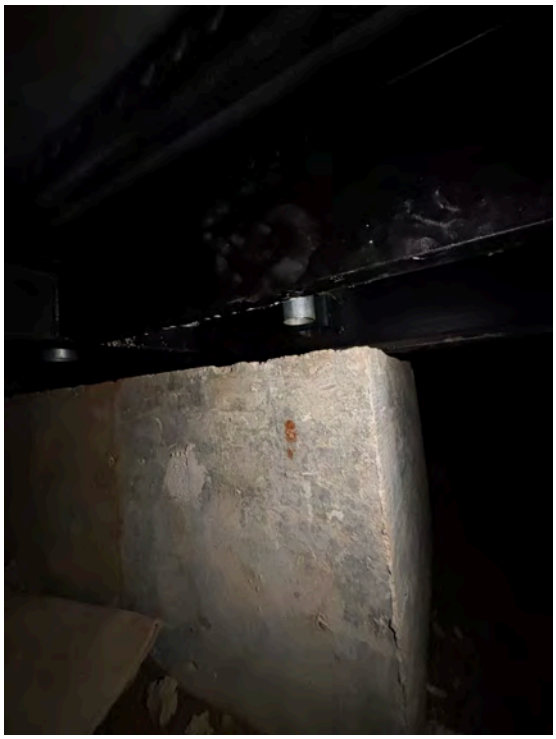


Exhibit B

Pro-Craft Construction Change Orders & Gateway Analysis

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

May 11, 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 – Increment #1, Pro-Craft Construction
Prime Contract Change Order 020, Additional Grading per CCDA

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional grading required by Increment 1 CCDA. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Increment 1 CCDA issued by DLR modified the grading plan such that the subgrade was lowered to accommodate the addition of crushed aggregate base.

Scope of Work
The scope of work includes the removal of subgrade by the grading subcontractor.

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 #020

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 #020: CE #020 - Additional Grading per CCDA

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	5/14/2026	**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:	$44,047.68

DESCRIPTION:
CE #020 - Additional Grading per CCDA
Additional grading per CCDA

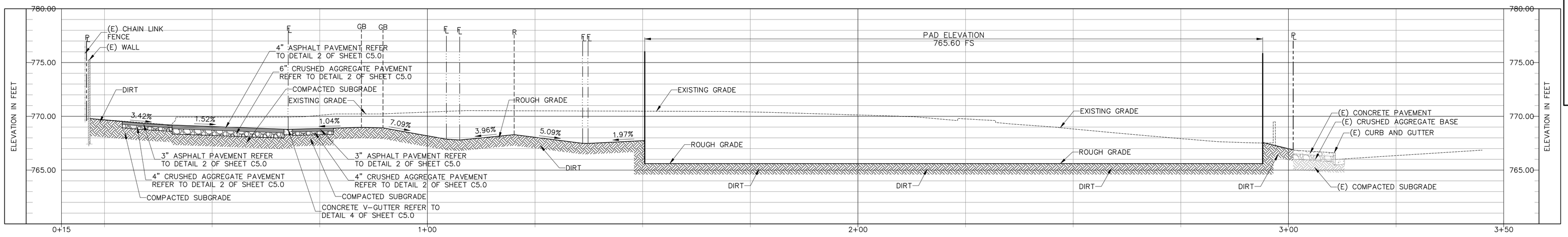
ATTACHMENTS:
24262. - COR #0041 Costs to provide additional grading per revised drawings.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		Additional Grading per CCDA	$44,047.68
		Grand Total:	**$44,047.68**

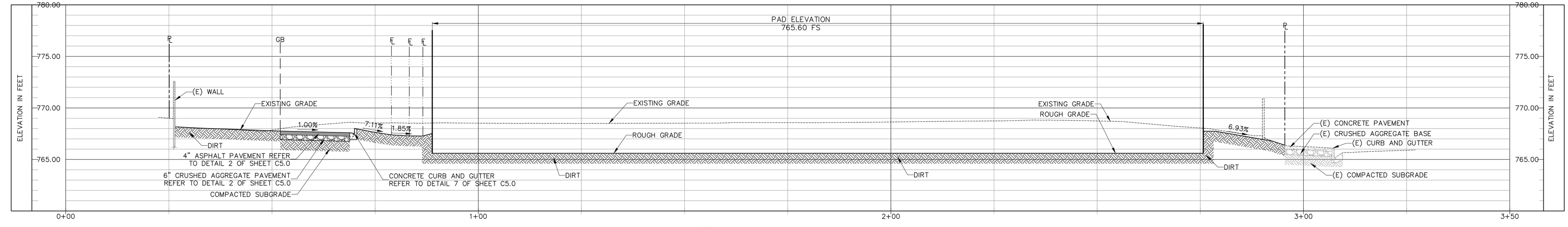
The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,147,546.03
The contract sum prior to this Change Order was	$5,107,546.03
The contract sum would be changed by this Change Order in the amount of	$44,047.68
The new contract sum including this Change Order will be	$5,151,593.71
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



1 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

ORIGINAL GRADING PLAN



2 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

3 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

4 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC: 1
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 09/25/2024

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — MICHAEL C. KOSTELLO — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
Civil Engineering
Land Development
Water Resources
4041 S Garfield Avenue
Monterey Park, CA 91755
Phone: 323.728.8000
Fax: 323.728.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

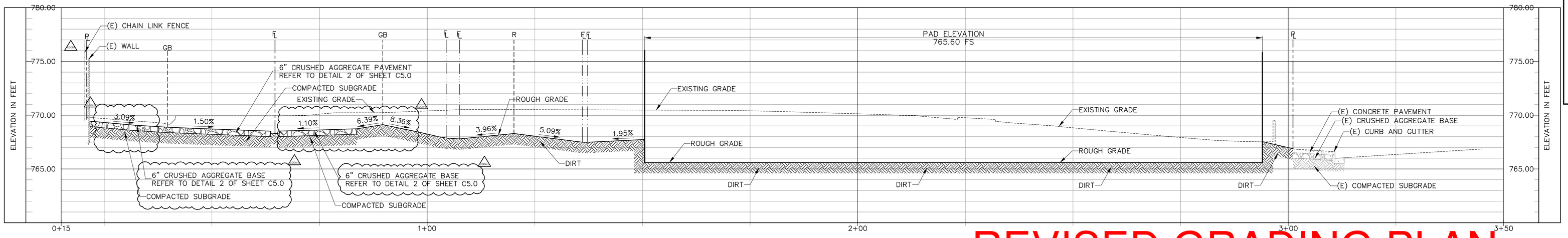
75-23204-00

GRADING SECTIONS

C3.3

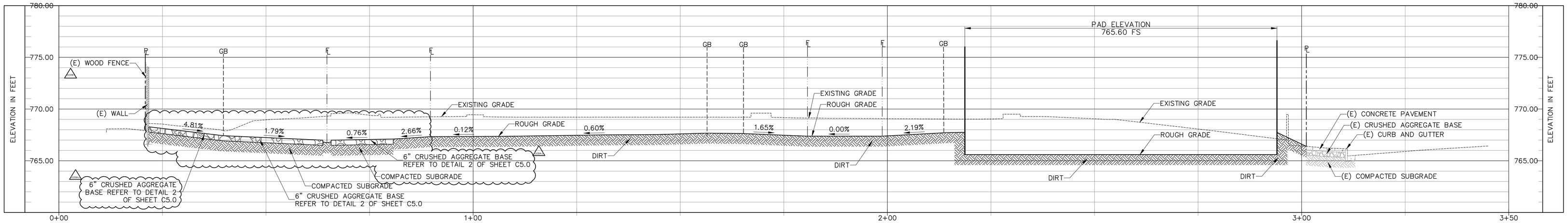
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Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM

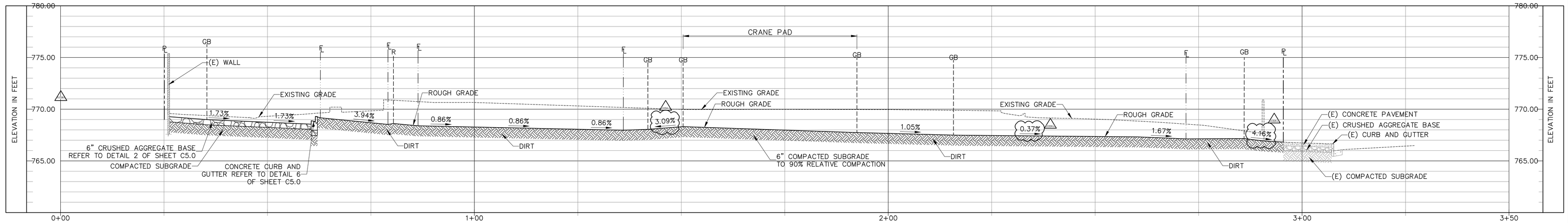


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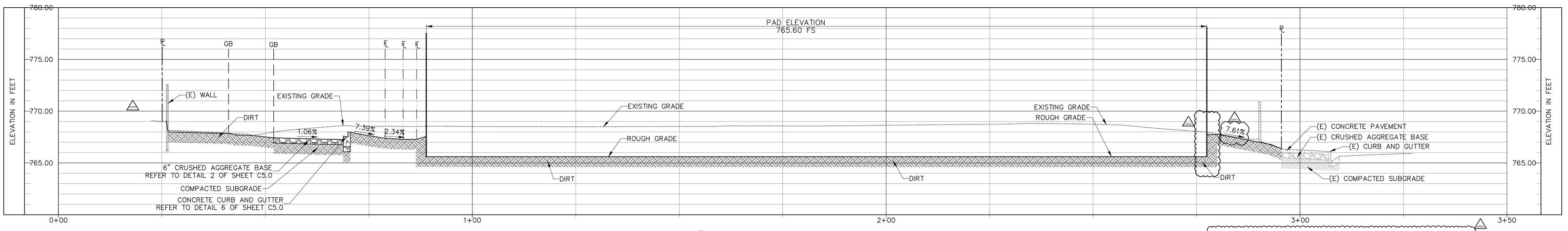
REVISED GRADING PLAN



2 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'



3 C3.3 GRADING SECTION
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4 C3.3 GRADING SECTION
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THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 01/09/2026

DLR GROUP
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REGISTERED PROFESSIONAL ENGINEER — WILLIAM C. KOEBEN — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
401 B Adams Blvd
Milpitas, CA 95035
Fax: 323.729.0943

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024
CCDB1 3/7/2025
CCDA-2 10/14/2025

75-23204-00

GRADING SECTIONS

C3.3

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
Powered by BoardOnTrack

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 4/13/2026
PCO#: 0041
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: Costs to provide additional grading per revised drawings

Costs to provide additional grading per revised drawings.

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$44,047.68**

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 **05/01/2026** 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: 4/1/2026
CO# 41
RELATED DOC: Gateway request

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
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			$0.00

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	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Hitchcock Grading	$40,927.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$40,927.00

COMMENTS	OH&P	Summary	Total
		LABOR SUBTOTAL	$0.00
		MATERIAL SUBTOTAL	$0.00
		EQUIPMENT SUBTOTAL	$0.00
		SUBCONTRACTOR SUBTOTAL	$40,927.00
		COST SUBTOTAL	$40,927.00
	10%	LABOR OH&P	$0.00
	10%	MATERIAL OH&P	$0.00
	10%	EQUIP OH&P	$0.00
	5%	SUB OH&P	$2,046.35
		COST W/MARKUP SUBTOTAL	$42,973.35
	2.5%	**Bonds & Ins.**	$1,074.33
Additional Days to Contract: 0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension: NO		**QUOTED PRICE**	$44,047.68

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

Project Number#: 1274 COR 3

Hitchcock Construction INC.

Bid Form

CA License # 1080210
DIR # 1000821711

Owner Information

Name	Pro-Craft Construction Inc.
Address	601 S Brand Blvd
City, State ZIP	San Fernando, CA
Phone	(909) 790-5222
Email	estimating@procraftci.com
Project	MSA - Additional Grading

Contractor Information

Company	**H L Hitchcock Construction INC.**
Name	**Hunter Hitchcock**
Address	**10950 Arrow Rte. Unit 607**
City, State ZIP	**Rancho Cucamonga, CA 91729**
Phone	**(909) 518-5513**
Email	Hunter@HLHitchcock.com
Completion date	**4/15/2026**

Scope of Work

Payments shall be made in full within 30 days of invoice date.

Cost to provide additional grading as shown on revised drawings to allow for installation of AC paving. Cost is based on a single mobilization. Cost includes all materials, labor, and equipment as required to complete scope requested.

Exclusions

Scope of work is only limited to description above, no other work shall be included.
Water meter and cost of water.
A minimum of 15 working days scheduling notice is required.
No material testing or abatement.
Engineering, testing, inspections, permits and cost of same.
Survey for any and all items, survey shall be provided within 72 hours of request.
Not responsible for any damages to underground utilities.
SWPPPS, Implementation of SWPPPS, maintenance of SWPPPS, relocation or disposal of SWPPPS.
Installation, relocation or removal of temporary fencing.
Price based on normal weekday working hours.
All areas must be clear of all vehicles and objects prior to our arrival and accessible to our equipment and delivery trucks.
Any painting prep, touch up painting, painting
Any Waterproofing of any kind.
Relocation or adjusting of man holes, valve cans, valve boxes, electrical boxes.
Dewatering, removal of any water as required to complete scope of work.
Site cleaning, removal of trade debris to complete scope of work. Removal of debris shall be our own scope only.

Company Proposal

We, H L Hitchcock Construction, propose the above scope of work, to be complete by April 15, 2026 for the Total Amount of:

$40,927.00

Forty Thousand Nine Hundred Twenty Seven Dollars and No Cents

Hunter Hitchcock — **Submitted by (Owner)**

4/1/2026 — **Date**

Owner Acceptance

I, Pro-Craft Construction Inc., do accept the above scope of work, proposed to be completed by Completion Date for the amount of Total Amount.

Submitted by (owner or authorized representative)

Date

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

May 11, 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 – Increment #1, Pro-Craft Construction
Prime Contract Change Order 021, Additional Base per CCDA

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional crushed aggregate base required by Increment 1 CCDA. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Increment 1 CCDA issued by DLR modified the grading and site control plan to provide additional crushed aggregate base.

Scope of Work
The scope of work includes the procurement and installation of crushed aggregate base.

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 #021

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 #021: CE #021 - Additional Base per CCDA

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	5/14/2026	**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:	$13,237.88

DESCRIPTION:
CE #021 - Additional Base per CCDA
Additional base per CCDA

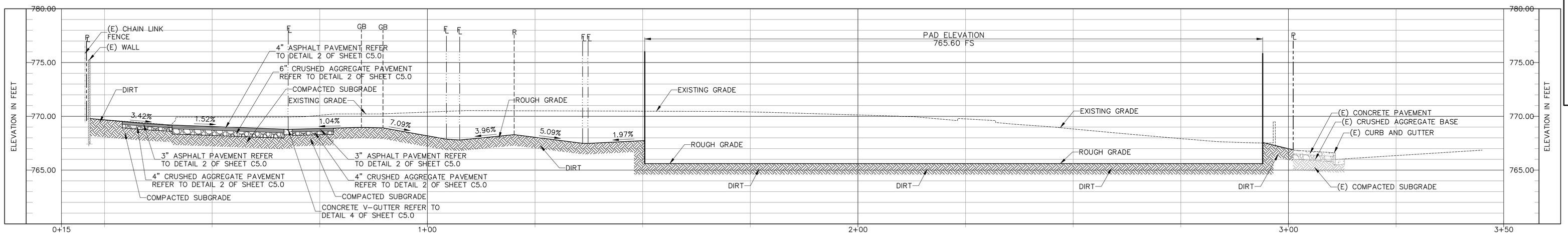
ATTACHMENTS:
24262. - COR #0042 Costs to add additional CAB per CCD.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		Additional Base per CCDA	$13,237.88
		Grand Total:	**$13,237.88**

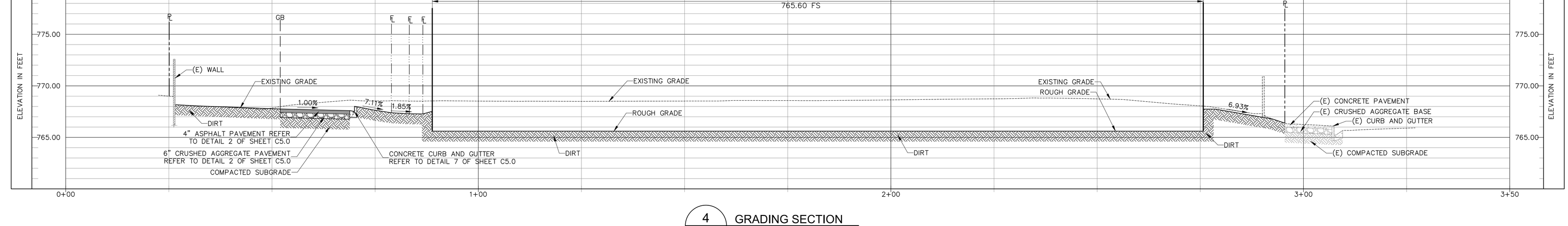
The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,147,546.03
The contract sum prior to this Change Order was	$5,107,546.03
The contract sum would be changed by this Change Order in the amount of	$13,237.88
The new contract sum including this Change Order will be	$5,120,783.91
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



1 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

ORIGINAL GRADING PLAN



2 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

3 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

4 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC: 1
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 09/25/2024

DLR GROUP
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REGISTERED PROFESSIONAL ENGINEER — ANGELO C. K. TSO — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
Civil Engineering
4041 S Garfield Avenue
Monterey Park, CA 91754
Phone: 323.728.8000
Fax: 323.728.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

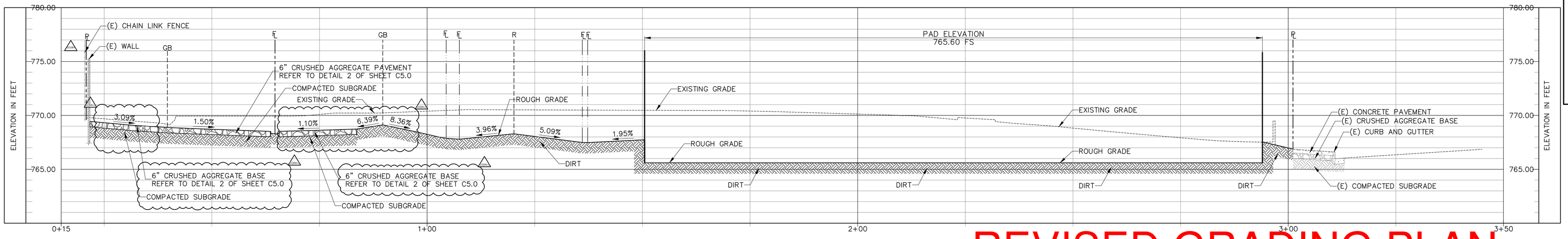
DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

75-23204-00

GRADING SECTIONS

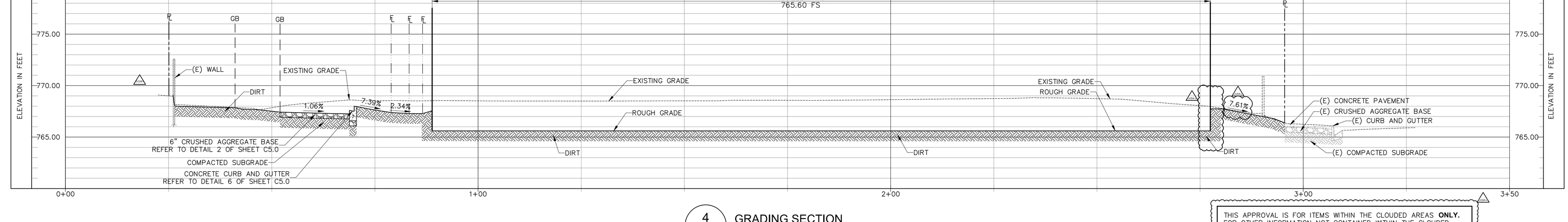
C3.3

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
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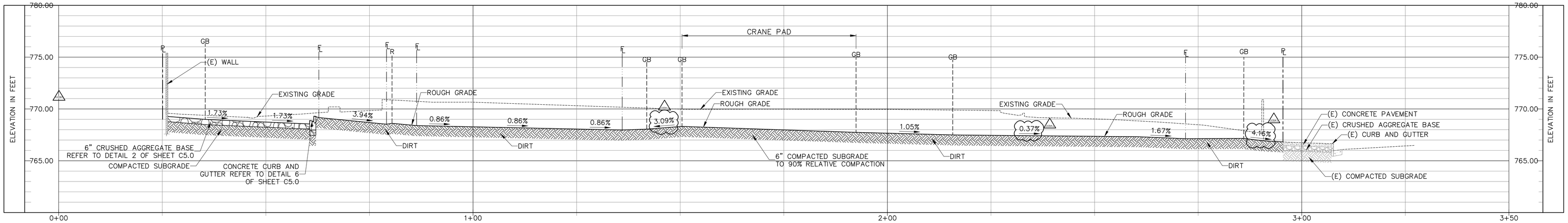


1 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

REVISED GRADING PLAN



2 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'



3 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

4 C3.3 GRADING SECTION
SCALE HOR 1"=10' VER 1"=4'

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 01/09/2026

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER
WILLIAM C. [illegible]
No. C36079
Exp. 6/30/26
CIVIL
STATE OF CALIFORNIA

VCA ENGINEERS, INC.
401 E. Main Blvd.
Visalia, CA 93291
Fax: 559.739.0843

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
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75-23204-00

GRADING SECTIONS

C3.3

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
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Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 4/01/2026
PCO#: 0042
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: Costs to add additional CAB per CCD

Costs to add additional CAB per CCD

Exclusions: Contract exclusions apply.
-Exclusions noted on proposal

Proposed Change Order Amount **$13,237.88**

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 **05/01/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

PRO-CRAFT

CHANGE ORDER REQUEST

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 4/1/2026
CO# 42
RELATED DOC: CCD

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
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			$0.00

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	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Peterson Paving	$12,300.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$12,300.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$12,300.00
			COST SUBTOTAL	$12,300.00
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$615.00
			COST W/MARKUP SUBTOTAL	$12,915.00
		2.5%	**Bonds & Ins.**	$322.88
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$13,237.88

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

PETERSON
Grading & Paving, Inc.
LICENSE#782357 DIR# 100011559 | CERTIFIED SMALL BUSINESS
515 W. CULLY DR. ORANGE, CA. 92865 | PH: 714.279.3995 FAX: 714.279.3925

Change Order

To: PRO-CRAFT CONSTRUCTION, INC	**Project: COR #1 – Magnolia Science Academy – CCD 002 V1 Adds**
500 Iowa St	**7111 Winnetka Ave**
Redlands, CA 92373	**Winnetka, CA**
Office: (909) 790-5222	
Attn: JOEY GLADISH	**Email:** jgladish@procraftci.com

COR #1 – Magnolia Science Academy – CCD 002 V1 Adds

[redacted]

[redacted]

BASE ROCK

On Site Base Rock: (1 Move)

1. **Add 7,925 sf of 2" CAB at future parking stalls per CCD 002 V1**
2. **Add 600 lf of 6" CAB at all future curbs**
3. **Add 215 lf of 12" CAB at future ribbon gutter**

TOTAL $ 12,300.00

SEAL COATING

Seal Coat: (2 Moves)

1. **N/A**

TOTAL $ 0.00

STRIPING

Striping: (1 Move)

1. **N/A**

TOTAL $ 0.00

[redacted]

THIS CONTRACT IS PRICED ON M-F DAYTIME HOURS

PETERSON GRADING & PAVING, INC
By: Jake Straub, Project Manager

TERMS : due and payable upon completion

CONDITIONS: (Unless Noted Above)
****Price includes all labor, materials, equipment, tools, and supervision to complete the specified work****

1. **All work bid as Prevailing Wage.**

PETERSON
Grading & Paving, Inc.
LICENSE#782357 DIR# 100011559 | CERTIFIED SMALL BUSINESS
515 W. CULLY DR. ORANGE, CA. 92865 | PH: 714.279.3995 FAX: 714.279.3925

Change Order

2. Fuel and material cost are unstable; price will be honored 60 days.
3. Proposal is based on unsigned plans and the right is reserved upon review of approved and/or changed plans and specifications to adjust the price quoted, based on changes in the character or nature of the work.
4. Safety measures per OSHA regulations.
5. This bid/proposal and all its terms and conditions shall become a binding part and added to any subcontract, purchase order, or other agreement and labeled "EXHIBIT A".
6. Price is based on move-ins specified above. Added move-ins will be charged at $22,000.00 each.
7. Insurance Limits: A. $1 MILL each occurrence & 2 MILL Gen. Agg. B. $1 MILL Auto & 1 MILL W Comp.
8. Peterson Grading & Paving Inc. Proposal is based on being awarded the entire lump sum of our proposal. If items are deleted or not awarded we reserve the right to adjust our bid proposal based on those conditions.
9. NOTE:

In submitting this proposal, Peterson Grading & Paving Inc. shall not be bound to accept or perform the proposed work until terms of a contract/subcontract are fully agreed to by both parties in writing and the contract/subcontract is fully executed.

GENERAL CONDITIONS

The former represents our pricing for discussion and bidding purposes only. It is not an agreement, or an offer to enter into an agreement. Neither party is obligated in any way to the other until a formal agreement is signed by an authorized officer or representative of each company.
Price quote is valid for 30 days and can only be secured with a signed contract or purchase order.
(1) MOVE(S) - Additional mobilizations and production loss to be negotiated as it occurs.
Price is subject to change upon receipt of approved plans and specification.
Price is based on plans and specifications.
Price is firm for all work performed up to **5/31/26.** Price is subject to **increase** for all work performed after **5/31/26.**

- **DIR # 1000011559**

EXCLUSIONS: (Unless Noted Above)

1. Subgrade to be minimum +/-0.10' (to Balance) or to required percentage by others. Subgrade preparation, scarification, fine grading or compaction.
2. Engineering, staking, surveying, testing or inspections & engineered traffic control plan.
3. Permits, bonds, and/or fees of any kind
4. Soil testing, compaction tests and inspection fees
5. Plans, Design and/or engineering of shoring/bracing and/or sewer bypassing
6. Wall, dock drains, trench drains, grease interceptors, oil/sand separators or lint traps.
7. Dewatering, pumping, or ground water of any kind.
8. Drying, mixing, or aeration of wet soils, and stabilization of wet trenches.
9. Water, water meters or flood testing.
10. Removal & replacement of unsuitable, hazardous, or contaminated materials.
11. Removal or obstruction of buried and unforeseen obstructions.
12. Traffic Control Plans, design, engineering, installation, k-rail, maintenance, or flagman
13. Protection of manholes, catch basins, water valves, hydrants, or cleanouts.
14. Asphalt patching around water valves, cleanouts, sewer or storm drain manholes.
15. Installation of gas, communication, electrical, landscaping trenches or conduit work.
16. Potholing, relocating, locating, jumping, capping or abandoning of buried utilities, lines, wires, or pipes (horizontal or vertical) not on plans will be the responsibility of the Owner/General.
17. Exporting, relocating, stockpiling. Excess trench spoil material will be left on site along trench.

PETERSON
Grading & Paving, Inc.
LICENSE#782357 DIR# 100011559 | CERTIFIED SMALL BUSINESS
515 W. CULLY DR. ORANGE, CA. 92865 | PH: 714.279.3995 FAX: 714.279.3925

Change Order

18. SWPPP, wash out bins, street sweeping, track out equipment, installation, replacing, or maintaining of such, covering or surrounding piles with visqueen, sandbags, or waddles.
19. Concrete or asphalt replacement.
20. Fire Risers to be installed prior to foundations and slabs. (Fire Risers by Others)
21. Coring of concrete for installation of signposts.
22. Off-site work, temporary striping, cat tracking thermoplastic striping.
23. Header board.
24. Reflective cracking.
25. Cleaning of pavement other than with power blowers.
26. Backfill to be native soils without screening / Dust control during non-working hours.
27. Phasing, backing out portions of work / utilities installed before building construction.
28. Demolition, saw-cutting, removals, cold planning, import/export of fill materials.
29. Cost of disposal of materials if "Paving Fabric" is found under existing pavement.
30. Removal of excess soil below ___".
31. Adjusting of valves, manholes or utilities and patching for same.
32. Trench patching or patching for other trades.
33. Rock base under concrete and concrete work.
34. Grass and or vegetation growing through asphalt.
35. Prime coat, fog seal, seal coat, striping, wheel stops, fire department striping, black out existing striping and crack fill.
36. Truncated Domes, Steel Bollards.
37. Not responsible for damage to newly placed seal coat caused by power steering, tire scuffing or irrigation run-off.
38. Sealcoat being tracked onto concrete by vehicles and pedestrians.
39. Sealcoat not adhering to oily pavement.
40. Permits, bonds, prevailing wage rates and fees.
41. Traffic control.
42. Price excludes nighttime, weekend or holiday work unless otherwise noted.
43. Project Labor Agreements.

Payment due upon completion and acceptance; however, should more than 30 consecutive calendar days be required to complete the above items, owner will make progressive payments upon the receipt of invoice(s) covering work completed to date of invoice. This proposal with terms and conditions as provided above when signed in the space indicated becomes a firm and binding contract.
TERMS: 100% DUE UPON PRESENTATION OF INVOICE. In the event payment is not received within 30 days of completion of work, interest will accrue from the date of completion until paid at a rate of 8%. ATTORNEY FEES: In the event Peterson Grading & Paving, Inc. is required to retain the services of an attorney to enforce any of the terms of this Proposal & Contract and/or to seek payment due to Peterson Grading & Paving, Inc., Client will be responsible for payment of all such legal fees and costs, whether or not a lawsuit, arbitration, or mediation occurs.
INSURANCE: In the event that a waiver of subrogation is required by contract an additional fee will apply. Not inclusive in bid.
NOTE: This proposal may be withdrawn by Peterson Grading & Paving if not accepted within 30 days.
WARRANTY: The persons signing this Proposal and Contract represent and warrant that they have authority to bind the parties on whose behalf they are signing.

Accepted: _____ **Approved:** **Jake Straub**

Title: _____ **Title:** **Project Manager**

Date: _____ **Date:** **March 16, 2026**

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

May 11, 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 – Increment #1, Pro-Craft Construction
Prime Contract Change Order 022, Added Concrete for Mechanical Pad Curb

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional concrete required for the mechanical pad curb. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Increment 1 CCDA issued by DLR relocated the mechanical pad from its original location adjacent to the east side of the building to the northern part of the site as directed by DSA. Previous change orders have covered the cost of relocating the utility lines and backflow preventors. As this new location is adjacent to the path of vehicle travel, a curb was added to protect the mechanical pad.

Scope of Work
The scope of work includes the addition of concrete material and labor required to construct the curb of the mechanical 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 #022

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 #022: CE #022 - Concrete Curb per CCDA

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	5/14/2026	**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:	$4,050.04

DESCRIPTION:
CE #022 - Concrete Curb per CCDA
Concrete curb for mechanical pad per CCDA

ATTACHMENTS:
24262. - COR #0043r1 Costs for added concrete per changes on CCD.pdf

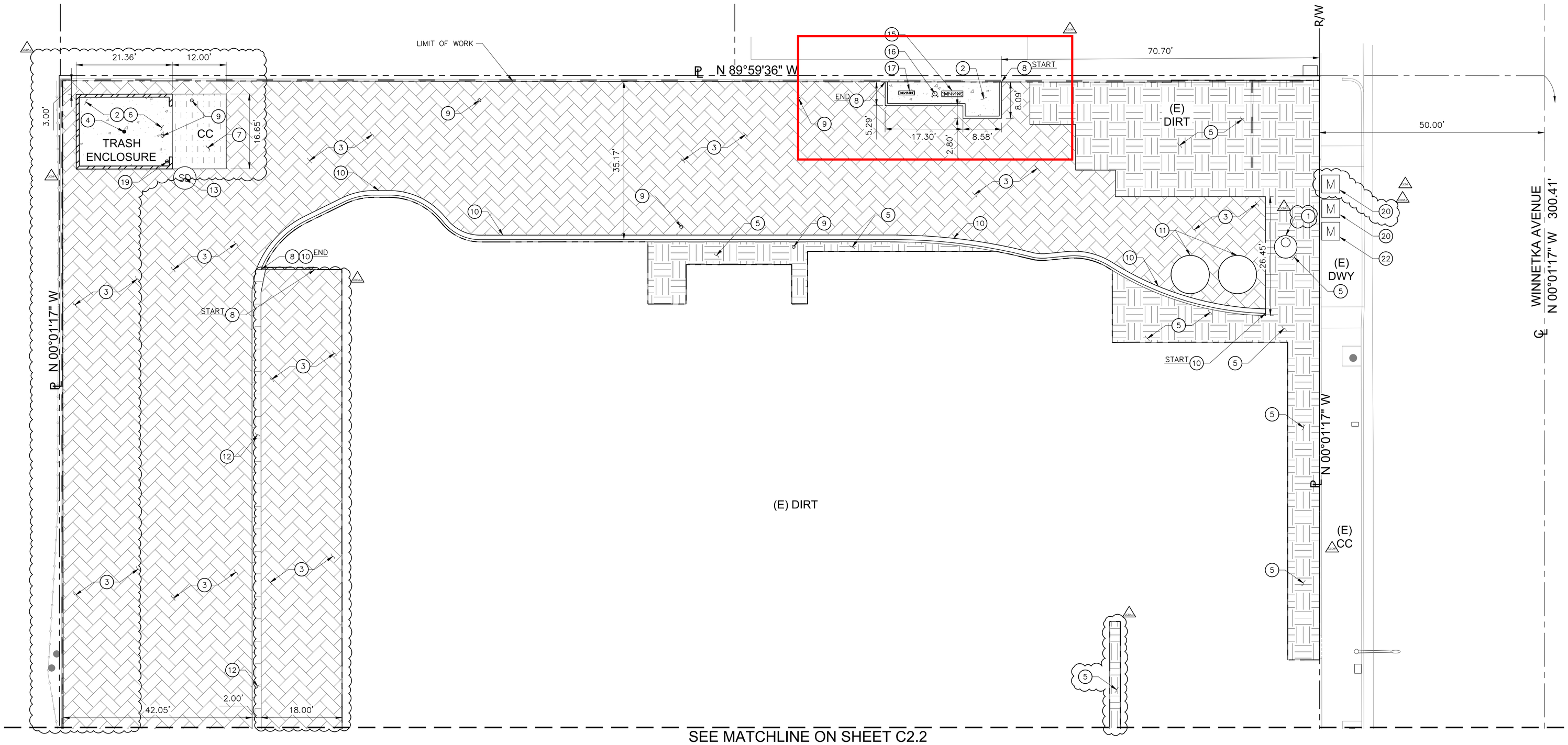
CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		Concrete curb for mechanical pad	$4,050.04
		Grand Total:	**$4,050.04**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,147,546.03
The contract sum prior to this Change Order was	$5,107,546.03
The contract sum would be changed by this Change Order in the amount of	$4,050.04
The new contract sum including this Change Order will be	$5,111,596.07
The contract time will not be changed by this Change Order.	

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM



SEE MATCHLINE ON SHEET C2.2

CONSTRUCTION NOTES:

1. INSTALL SEWER MANHOLE PER UTILITY PLAN.
2. CONSTRUCT 4" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
3. 6" THICK OF BASE MATERIAL PER DETAIL 2 ON SHEET C5.0.
4. INSTALL AREA DRAIN PER UTILITY PLAN.
5. DIRT.
6. NEW TRASH ENCLOSURE PER ARCHITECTURAL DRAWINGS.
7. CONSTRUCT 5" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
8. CONSTRUCT CONCRETE CURB PER DETAIL 4 ON SHEET C5.0.
9. INSTALL CLEANOUT PER UTILITY PLAN.
10. CONSTRUCT CONCRETE CURB AND GUTTER PER DETAIL 6 ON SHEET C5.0.
11. INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.
12. 12" OF 90% COMPACTED SUBGRADE.
13. INSTALL STORM DRAIN MANHOLE PER UTILITY PLAN.
15. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY PER UTILITY PLAN.
16. INSTALL FIRE DEPARTMENT CONNECTION PER UTILITY PLAN.
17. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY PER UTILITY PLAN.
19. INSTALL HOSE BIBB PER UTILITY PLAN.
20. FIRE WATER METER PER LADWP.
21. IRRIGATION WATER METER PER LADWP.
22. INSTALL DOMESTIC WATER METER PER UTILITY PLAN.

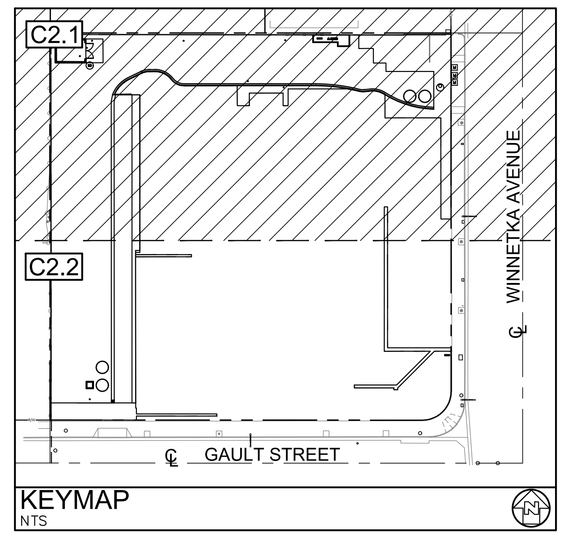
LEGENDS:

- 4" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 5" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 6" BASE PER DETAIL 2 ON SHEET C5.0.
- 12" OF 90% COMPACTED SUBGRADE.
- DIRT
- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.



KEYMAP
NTS

ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 01/09/2026

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER J. CARLSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
401 E. Main Blvd.
Visalia, CA 93291
Fax. 559.739.0843

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS

REVISION 1	6/1/2024
CCDB1	3/7/2025
CCDA-2	10/14/2025

75-23204-00

ENLARGED SITE CONTROL PLAN

C2.1

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Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 4/30/2026
PCO#: 0043 r1
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: Costs for added concrete per changes on CCD

Costs for added concrete per changes on CCD

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$4,050.04**

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 **05/01/2026** 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: 4/30/2026
CO# 43r1
RELATED DOC: CCD

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman	-	$114.98	$0.00
Plumber	-	$108.50	$0.00
Operator	-	$113.90	$0.00
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			$0.00

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	-	$65.00	$0.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
backhoe	-	$73.88	$0.00
skid steer	-	$45.00	$0.00
			$0.00
EQUIPMENT SUBTOTAL			$0.00

SUBCONTRACTOR	Total
Inland Builders	$3,763.10
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$3,763.10

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$3,763.10
			COST SUBTOTAL	$3,763.10
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$188.16
			COST W/MARKUP SUBTOTAL	$3,951.26
		2.5%	**Bonds & Ins.**	$98.78
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$4,050.04

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

IBCC
Inland Building Construction Companies, Inc.

Job Information:

Magnolia Science Academy - 25-011
7111 Winnetka Ave
Winnetka, CA 91306
Client: Pro Craft Construction Inc

Proposed Change Order

PCO Number: 02
PCO Date: Feb 25, 2026
PCO Valid for 30 Days

Attention: Pro Craft Construction Inc

From: Tim Feinauer, tfeinauer@ibccinc.com

Description of Work
Additional Concrete Curb Per the original plan sheet C2.1, C2.2 Revision 1 Enlarged Site Control Plan shows Trash Enclosure with approach, Concrete Curb & Gutter (item #10) Concrete Curb (item #8), V-Gutter (item #9). Per CCD 002 V3 plan sheet C2.1, C2.2 Enlarged Site Control Plan now shows Trash Enclosure with approach, Concrete Curb & Gutter (item #10), Concrete Curb (item #8), Additional Concrete curb (item #8) on (3) sides of utility pad, changed the V-Gutter to 12" of 90% compacted subgrade. Change order is for additional Concrete Curb placed around utility pad.

Self-Perform Work

Description	Cost	Markup %	Markup	Price
Material	$350.00	10.00%	$ 35.00	$385.00
Labor	$3,071.00	10.00%	$ 307.10	$3,378.10

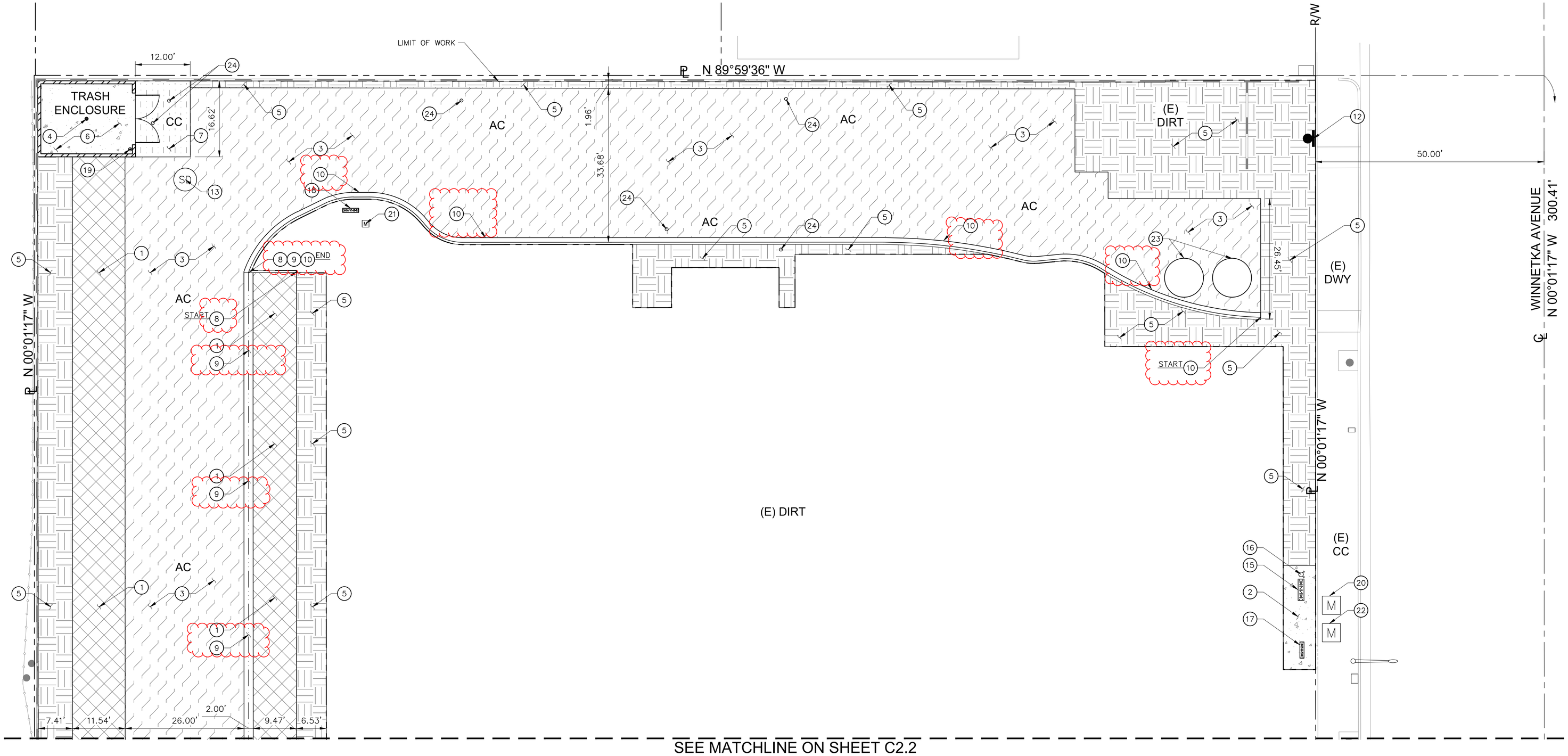
Subcontract Work

Vendor	Cost	Markup %	Markup	Price

Summary	
Total Cost	$3,421.00
Total Markup	$342.10
Subtotal	$3,763.10
Additional Days	0.00

323 South Sierra Way
San Bernardino, CA 92408
909-884-6276
www.ibccinc.com

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SEE MATCHLINE ON SHEET C2.2

CONSTRUCTION NOTES:

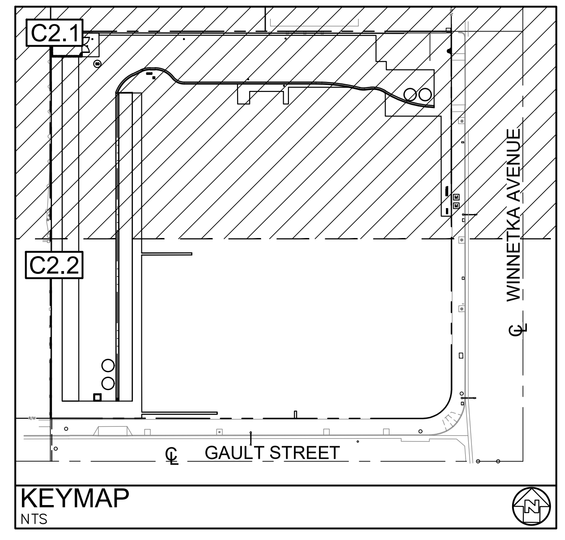
1. CONSTRUCT 3" THICK AC PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 2 ON SHEET C5.0.
2. CONSTRUCT 4" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
3. CONSTRUCT 4" THICK AC PAVEMENT OVER 6" THICK OF BASE MATERIAL AT FIRE LANE ACCESS, PER DETAIL 2 ON SHEET C5.0.
4. INSTALL AREA DRAIN PER UTILITY UTILITY PLAN.
5. DIRT.
6. NEW TRASH ENCLOSURE PER ARCHITECTURAL DRAWINGS.
7. CONSTRUCT 5" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
8. CONSTRUCT CONCRETE CURB PER DETAIL 5 ON SHEET C5.0.
9. CONSTRUCT CONCRETE V-GUTTER PER DETAIL 4 ON SHEET C5.0.
10. CONSTRUCT CONCRETE CURB AND GUTTER PER DETAIL 7 ON SHEET C5.0.
12. INSTALL MUTCD R5-1 SIGN.
13. INSTALL STORM DRAIN MANHOLE PER UTILITY PLAN.
15. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY PER UTILITY PLAN.
16. INSTALL FIRE DEPARTMENT CONNECTION PER UTILITY PLAN.
17. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY PER UTILITY PLAN.
18. INSTALL IRRIGATION BACKFLOW PREVENTER PER UTILITY PLAN.
19. INSTALL HOSE BIBB PER UTILITY PLAN.
20. INSTALL FIRE WATER METER PER UTILITY PLAN.
21. INSTALL IRRIGATION WATER METER PER UTILITY PLAN.
22. INSTALL DOMESTIC WATER METER PER UTILITY PLAN.
23. INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.
24. INSTALL CLEANOUT PER UTILITY PLAN.

LEGENDS:

- 3" THICK AC PAVEMENT OVER 4" THICK CRUSHED AGGREGATE BASE (CAB), PER DETAIL 2 ON SHEET C5.0.
- 4" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 5" THICK CONCRETE PAVEMENT OVER 4" BASE PER DETAIL 1 ON SHEET C5.0.
- 4" THICK AC PAVEMENT OVER 6" BASE PER DETAIL 2 ON SHEET C5.0.
- DIRT
- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.



KEYMAP
NTS

ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

DSA

DLR GROUP
© DLR Group

LICENSED PROFESSIONAL ENGINEER — ANGELO C. K. PHILLIPS — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
2001 S Garfield Avenue, Monterey Park, CA 91754
Tel: 323.728.8500
Fax: 323.728.0943

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

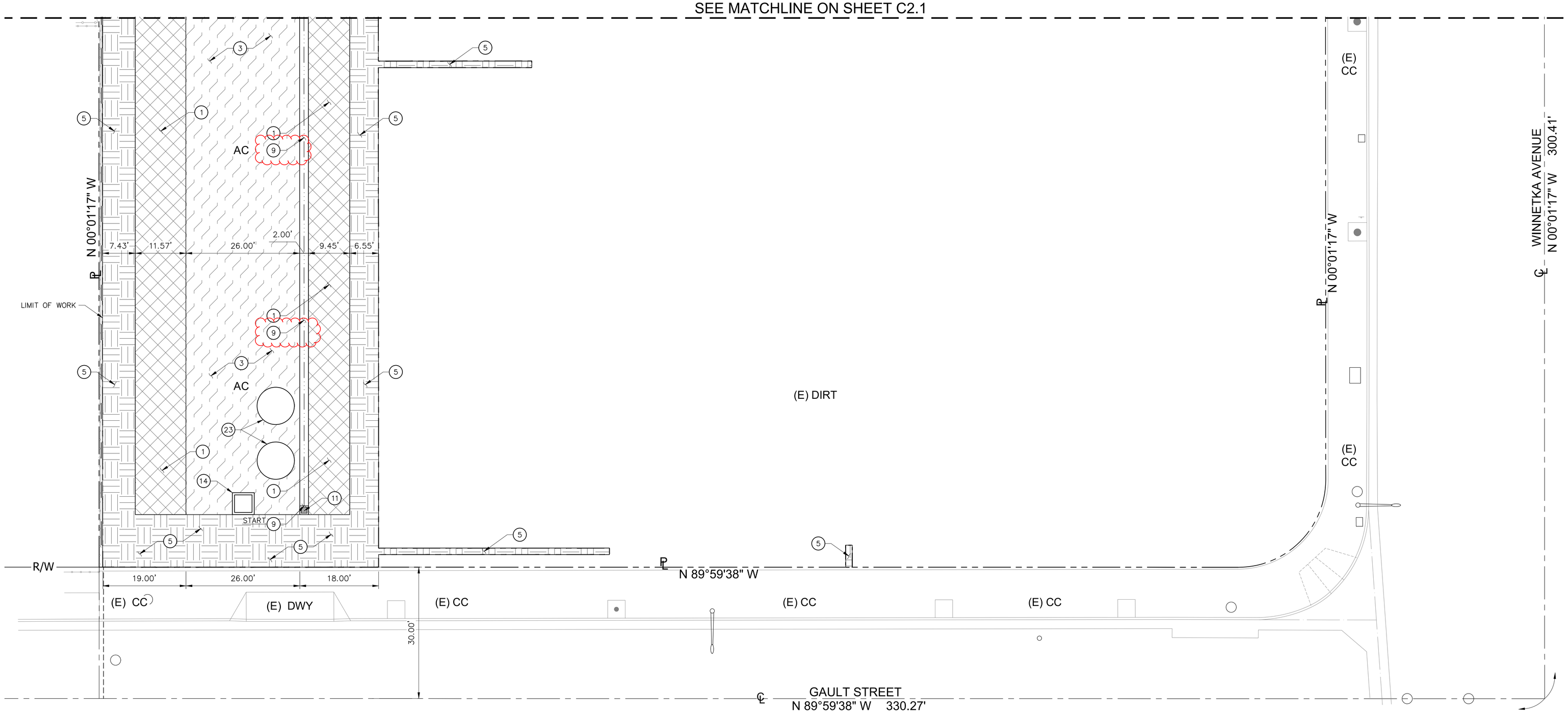
75-23204-00

ENLARGED SITE CONTROL PLAN

C2.1

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
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SEE MATCHLINE ON SHEET C2.1



CONSTRUCTION NOTES:

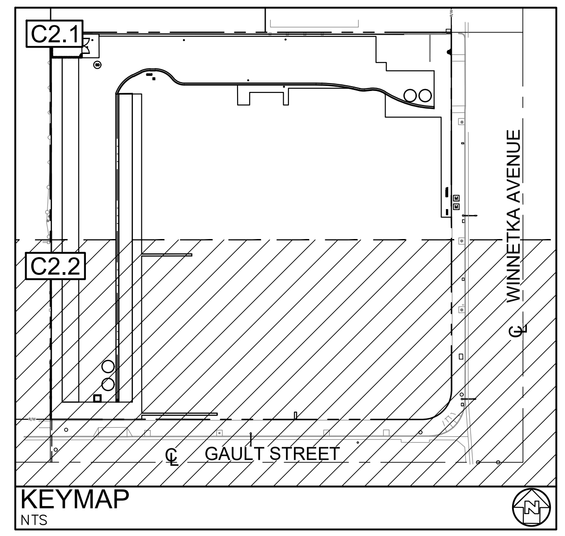
1. CONSTRUCT 3" THICK AC PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 2 ON SHEET C5.0.
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5. DIRT.
9. CONSTRUCT CONCRETE V-GUTTER PER DETAIL 4 ON SHEET C5.0.
11. INSTALL CATCH BASIN PER UTILITY PLAN.
14. INSTALL JUNCTION STRUCTURE PER UTILITY PLAN.
23. INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.

LEGENDS:

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- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

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2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.



ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

DSA

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — ANGELILLO C. [illegible] — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
Civil Engineering · Land Development · Water Resources
Joel S. Crawford Avenue, Suite 2 · Alhambra, CA 91803
Phone: 626.282.4191 · Fax: 323.729.0943

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

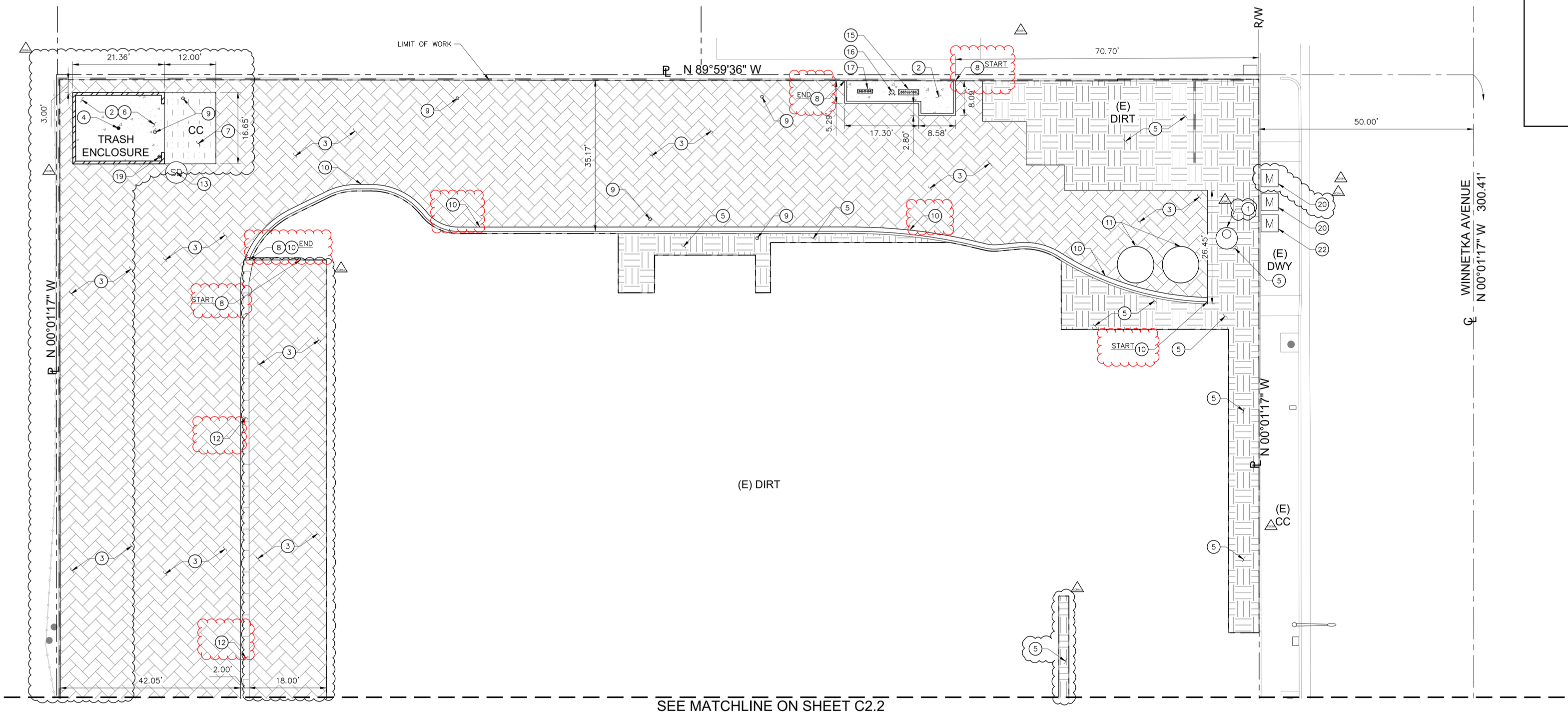
DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

75-23204-00

ENLARGED SITE CONTROL PLAN

C2.2

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
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SEE MATCHLINE ON SHEET C2.2

CONSTRUCTION NOTES:

1. INSTALL SEWER MANHOLE PER UTILITY PLAN.
2. CONSTRUCT 4" THICK CONCRETE PAVEMENT OVER 4" THICK OF BASE MATERIAL, PER DETAIL 1 ON SHEET C5.0.
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9. INSTALL CLEANOUT PER UTILITY PLAN.
10. CONSTRUCT CONCRETE CURB AND GUTTER PER DETAIL 6 ON SHEET C5.0.
11. INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.
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15. INSTALL DOUBLE CHECK DETECTOR ASSEMBLY PER UTILITY PLAN.
16. INSTALL FIRE DEPARTMENT CONNECTION PER UTILITY PLAN.
17. INSTALL REDUCED PRESSURE PRINCIPLE ASSEMBLY PER UTILITY PLAN.
19. INSTALL HOSE BIBB PER UTILITY PLAN.
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21. IRRIGATION WATER METER PER LADWP.
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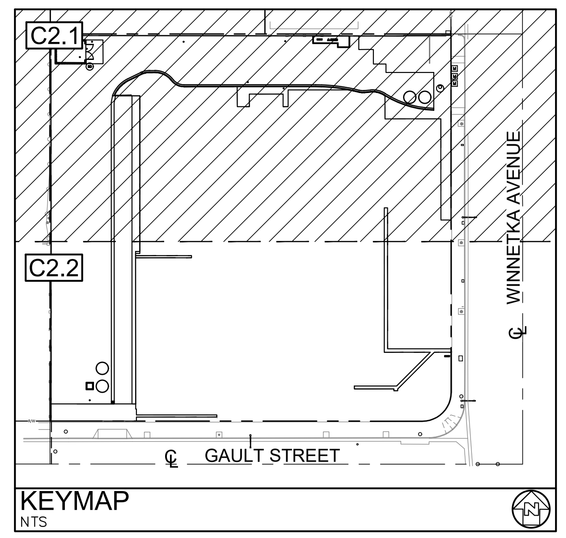
LEGENDS:

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- 6" BASE PER DETAIL 2 ON SHEET C5.0.
- 12" OF 90% COMPACTED SUBGRADE.
- DIRT
- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.



ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

DLRGROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — PHILLIP C. PEARSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
631 E Walnut Blvd
Glendale, CA 91205
Ph. 323.739.0043

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024
CCDB1 3/7/2025
CCDA-2 10/14/2025

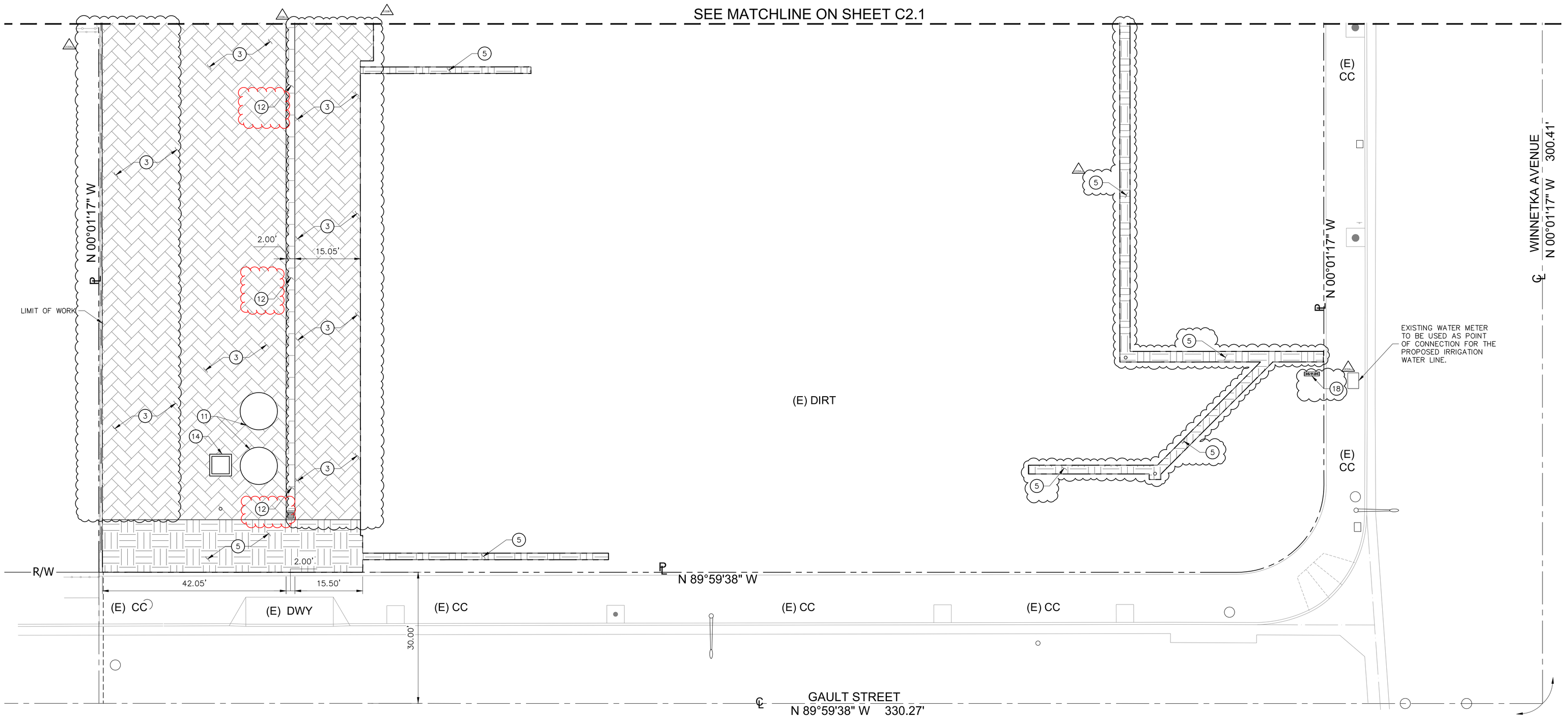
75-23204-00

ENLARGED SITE CONTROL PLAN

C2.1

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday
Agenda - Thursday May 21, 2026 at 5:30 PM
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SEE MATCHLINE ON SHEET C2.1



CONSTRUCTION NOTES:

△1

- (3) 6" THICK OF BASE MATERIAL PER DETAIL 2 ON SHEET C5.0.
- (5) DIRT.
- (11) INSTALL DUPLEX PUMP LIFT STATION PER UTILITY PLAN.
- (12) 12" OF 90% COMPACTED SUBGRADE.
- (14) INSTALL JUNCTION STRUCTURE PER UTILITY PLAN.
- (18) IRRIGATION BACKFLOW PREVENTER PER LANDSCAPE DRAWINGS.

LEGENDS:

△2

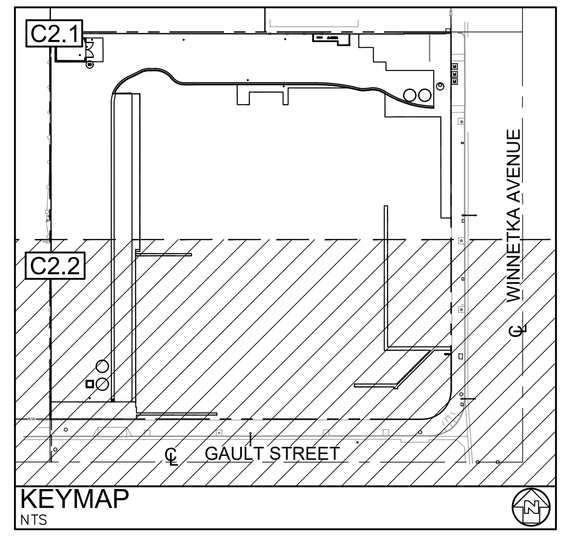
- 6" BASE PER DETAIL 2 ON SHEET C5.0.
- 12" OF 90% COMPACTED SUBGRADE.
- DIRT
- WALL
- LIMIT OF WORK
- MATCHLINE

SHEET NOTES:

1. FOR GENERAL NOTES, LEGENDS AND ABBREVIATIONS, SEE SHEET C1.0.
2. REFER TO ARCHITECTURAL DRAWINGS FOR OTHER SITE DIMENSIONS AND IMPROVEMENTS NOT SHOWN ON THIS DRAWING.

△3

THIS APPROVAL IS FOR ITEMS WITHIN THE CLOUDED AREAS **ONLY.** FOR OTHER INFORMATION NOT CONTAINED WITHIN THE CLOUDED AREAS, REFER TO ORIGINAL DSA APPROVED PLANS AND OTHER PREVIOUSLY APPROVED POST APPROVAL DOCUMENTS AND CCDB1. DO NOT USE THESE PLANS AS SUBSTITUTE FOR THE ORIGINAL DSA APPROVED PLANS OR OTHER DSA APPROVAL DOCUMENTS.



ENLARGED SITE CONTROL PLAN

10 5 0 10 20

SCALE: 1"=10'

DLR GROUP
© DLR Group
REGISTERED PROFESSIONAL ENGINEER — WILLIAM C. FOSTER — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA
DCA ENGINEERS, INC.
431 S. Fowler Blvd
Clovis, California 93614
Fax: 559.299.0845

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
ROUGH GRADING AND UTILITIES
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024
CCDB1 3/7/2025
CCDA-2 10/14/2025

75-23204-00

ENLARGED SITE CONTROL PLAN

C2.2

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 2026 at 5:30 PM
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

May 11, 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 – Increment #1, Pro-Craft Construction
Prime Contract Change Order 023, Added Conduit and Pull Boxes

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the additional conduit and pull boxes. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
As part of the RFI response issued by DLR for the Increment 2 contractor to accommodate the Spectrum fiber run, additional modifications were made to the electrical plan to shorten low voltage and electrical cable runs and ensure that the conduit would avoid any future gym footings. While the Spectrum portion of the work has been previously approved by MPS, this work is for the additional modifications detailed above.

Scope of Work
The scope of work includes the addition of pullbox, conduit, and associated labor.

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 #023

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 #023: CE #023 - Additional Conduit and Pull boxes

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	5/14/2026	**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:	$20,051.18

DESCRIPTION:
CE #023 - Additional Conduit and Pull boxes
Additional conduit and pullboxes

ATTACHMENTS:
24262. - COR #0038 TM for RFI# 63 added conduit and pull boxes.pdf

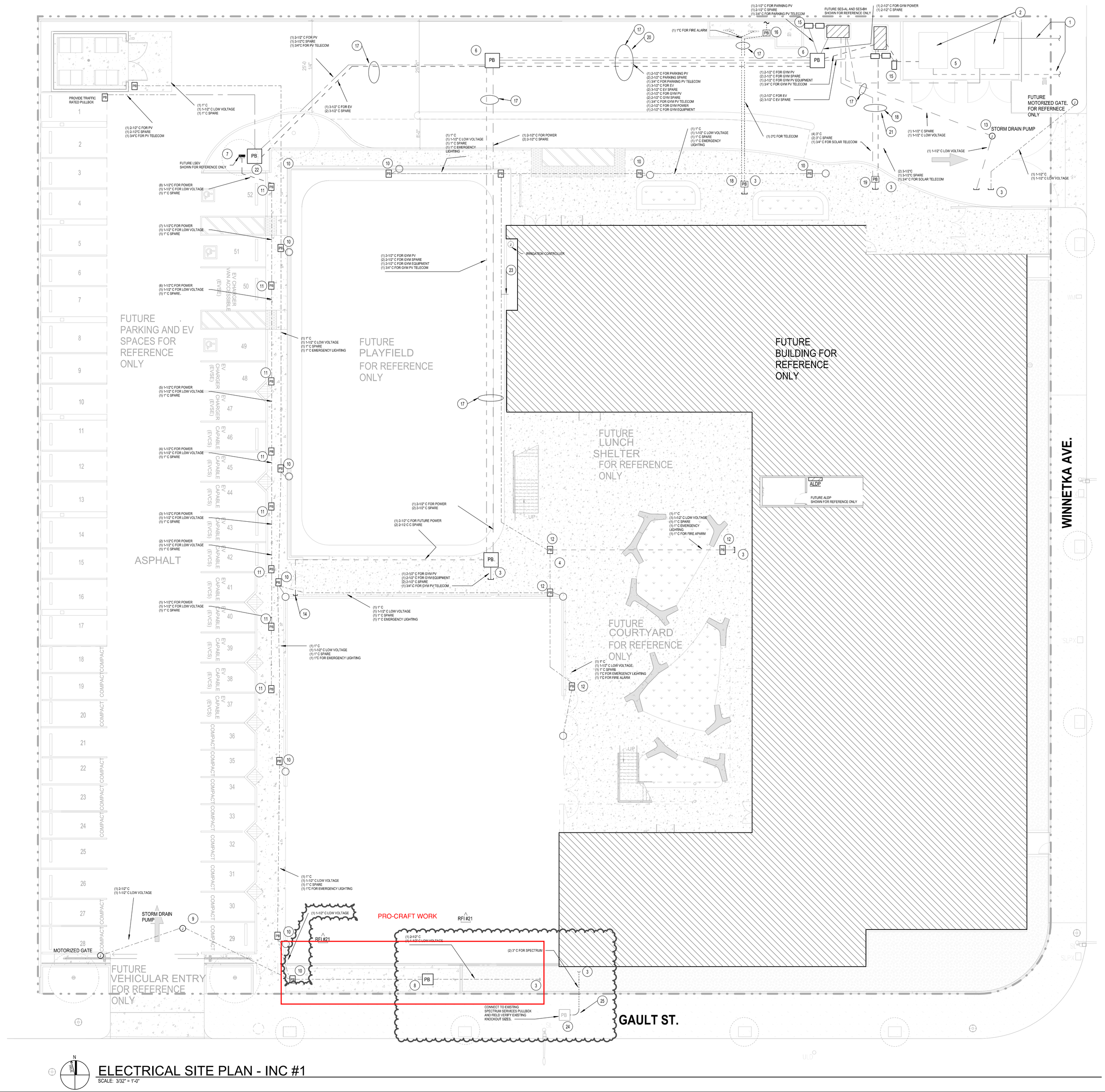
CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		Additional pull boxes and conduit	$20,051.18
		Grand Total:	**$20,051.18**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,147,546.03
The contract sum prior to this Change Order was	$5,107,546.03
The contract sum would be changed by this Change Order in the amount of	$20,051.18
The new contract sum including this Change Order will be	$5,127,597.21

The contract time will not be changed by this Change Order.

Narek Torosian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**



ELECTRICAL SITE PLAN - INC #1

SCALE: 3/32" = 1'-0"

LOW VOLTAGE
208V
(208V OR 277V) + LOW VOLTAGE
208V (SOLAR + LOW VOLTAGE)
480V (SOLAR + LOW VOLTAGE)
480V (POWER)
4160V (UTILITY POWER)

GENERAL NOTES

A THE SCOPE OF THIS PROJECT INCLUDES UNDERGROUND AND SITE WORK TO SUPPORT THE FUTURE PHASE OF NEW WORK. UTILITY TRANSFORMERS, SES AND DISTRIBUTION SECTIONS ARE FOR REFERENCE ONLY.

B PROVIDE PULL STRING AND CAP ALL CONDUITS NOT TERMINATED IN A PULL BOX OR HANDHOLE.

C ALL ELECTRICAL WORK RELATED TO UTILITY SHALL BE PROVIDED PER SERVING UTILITY COMPANY CONSTRUCTION DRAWINGS, STANDARDS AND SPECIFICATIONS. FIELD COORDINATE.

D COORDINATE THE LOCATION OF ALL HANDHOLES AND PULLBOXES WITH CIVIL AND LANDSCAPE DRAWINGS.

E ALL UNDERGROUND SITE CONDUIT TO MAINTAIN A 12" VERTICAL AND HORIZONTAL CLEARANCE WHERE RAN BELOW, ABOVE, AND PARALLEL TO SEWER AND SITE WATER UTILITIES.

F ALL UNDERGROUND SITE CONDUIT TO BE INSTALLED AT A MINIMUM DEPTH OF 18" PER NEC 300.5. DEPTH TO BE 24" AT THE FOLLOWING LOCATIONS: UNDER STREETS, HIGHWAYS, ROADS, ALLEYS, DRIVEWAYS, AND PARKING LOTS.

SHEET NOTES - ES1.1A

Keynote Number	Keynote Description
1	PRIMARY FEEDER. COORDINATE REQUIREMENTS WITH UTILITY.
2	LOCATION FOR FUTURE UTILITY TRANSFORMER. COORDINATE PAD, GROUNDING, AND OTHER REQUIREMENTS WITH UTILITY.
3	ROUTE CONDUIT TO PULLBOX WITHIN 10' OF BUILDING
4	SEE SCI DRAWING C4.0B FOR LOCATION OF CRANE PAD. LOCATED ELECTRICAL CONDUIT 10 FT, NORTH OF NORTHERNMOST PAD.
5	METAL FENCING 6 FEET WITHINT UTILITY TRNASFORMERS TO BE GROUNDED.
6	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 48" X 72" X 48" WITH A DIVIDER FOR POWER AND LOW VOLTAGE. MAINTAIN A CLEARANCE OF 12" BETWEEN LOW VOLTAGE AND POWER CONDUITS.
7	LOCATION FOR FUTURE ELECTRIC VEHICLE DISTRIBUTION PANEL.
8	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 36" X 36" X 36" FOR POWER AND TELECOMMUNICATIONS. VERIFY REQUIREMENTS WITH UTILITY.
9	JUNCTION BOX FOR FUTURE STORM DRAIN PUMP. PROVIDE 2" CONDUIT AS INDICATED. SEE CIVIL FOR EXACT LOCATION.
10	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 36" X 36" X 36" WITH A DIVIDERS FOR POWER, EMERGENCY POWER, AND LOW VOLTAGE. MAINTAIN A CLEARANCE OF 12" BETWEEN LOW VOLTAGE AND POWER CONDUITS.
11	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 36" X 36" X 36" FOR FUTURE EV CHARGING STATION POWER AND LOW VOLTAGE. PROVIDE (1) 1-1/2" C FROM POWER HANDHOLE TO LOCATION OF FUTURE EV PANEL AND CAP. PROVIDE (1) 1"C FROM LOW VOLTAGE HANDHOLE TO WITHIN 10' OF BUILDING. PROVIDE PULL STRING IN ALL.
12	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 36" X 36" X 36" WITH DIVIDERS FOR POWER, EMERGENCY POWER, AND FIRE ALARM+ LOW VOLTAGE. MAINTAIN A CLEARANCE OF 12" BETWEEN LOW VOLTAGE + FIRE ALARM AND POWER CONDUITS.
13	JUNCTION BOX FOR STORM DRAIN PUMP. PROVIDE 2-1/2" CONDUIT AS INDICATED. SEE CIVIL FOR EXACT LOCATION. SEE SHEET E5.0 FOR POINT OF CONNECTION INFORMATION.
14	CONDUITS FOR FUTURE GYM. COORDINATE LOCATION WITH SITE UTILITIES AND CAP IN PLACE.
15	FUTURE PV DISCONNECTS AND SOLAR METER SOCKETS SHOWN FOR REFERENCE ONLY.
16	EXTEND 3" CONDUIT AS NEEDED FOR DATA/TELECOMMUNICATIONS PULLBOX. VERIFY REQUIREMENTS WITH UTILITY.
17	ALL PARALLEL RAN CONDUIT TO BE IN THE SAME TRENCH.
18	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 24" X 13" FOR FUTURE FEEDER TO SCHOOL BUILDING.
19	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 48" X 48" X 48" FOR FUTURE FEEDER TO SCHOOL BUILDING. PROVIDE A DIVIDER TO MAINTAIN A 12" CLEARANCE BETWEEN LOW VOLTAGE AND LINE VOLTAGE CABLING.
20	PROVIDE 24" OF COVER FOR CONDUIT, DIRECT BURY CONDUIT AND LAY IN A SINGLE ROW WHEN CROSSING THE SANITARY SEWER LINE. ROUTE CONDUIT UNDER THE SANITARY SEWER LINE, AND MAINTAIN A MINIMUM VERTICAL CLEARANCE OF 12" FROM PIPING.
21	PROVIDE 24" OF COVER FOR CONDUIT, DIRECT BURY CONDUIT AND LAY IN A SINGLE ROW WHEN CROSSING THE SANITARY SEWER LINE. ROUTE CONDUIT ABOVE THE SANITARY SEWER LINE, AND MAINTAIN A MINIMUM VERTICAL CLEARANCE OF 12" FROM PIPING.
22	PROVIDE A PULLBOX OF A MINIMUM SIZE OF 48" X 48" X 48" WITH A DIVIDER FOR POWER AND LOW VOLTAGE. MAINTAIN A CLEARANCE OF 12" BETWEEN LOW VOLTAGE AND POWER CONDUITS.
23	CONDUIT FOR FUTURE IRRIGATION
24	EXISTING SPECTRUM PULLBOX. FIELD VERIFY EXACT LOCATION.
25	PROVIDE A MINIMUM CONDUIT BEND RADIUS OF 30" FOR NEW 3" CONDUIT.

RFI #21

~~TABLE 5.106.5.3.1~~

TOTAL NUMBER OF ACTUAL PARKING SPACES	NUMBER OF REQUIRED EV CAPABLE SPACES	NUMBER OF EVCS (EV CAPABLE SPACES PROVIDED WITH EVSE)[2]
0–9	0	0
10–25	4	0
26–50	8	2
51–75	13	3
76–100	17	4
101–150	25	6
151–200	35	9
201 and over	20 percent of total[1]	25 percent of EV capable spaces[1]

1. Calculation for spaces shall be rounded up to the nearest whole number.
2. The number of required EVCS (EV capable spaces provided with EVSE) in column 3 count toward the total number of required EV capable spaces shown in column 2.

Electric Vehicle Capable Space, Charging Stations and Panel Calculations

Based on California Green Building Standards Code, Title 24, Part 11, 2022
(Chapter 5, Section 5.106.5.3)

Number of EV Capable Spaces and Charging Stations

1. Total number of Actual Parking Spaces: 52
2. Number of EV capable spaces shall be provided in accordance with Table 5.106.5.3.1, column 2: 13
3. Number of EV charging stations shall be provided in accordance with Table 5.106.5.3.1, column 3: 3

EV Panel Calculations

The EV panel is required to have a dedicated 40 amp minimum branch circuit and a minimum 30 amp load for each EV capable space (5.106.5.3.1)

Number of EV capable spaces: 13
Amps per charger: 32A
VA at 208 volts, 1 phase: 6656VA
Required VA for the given number of EV capable spaces: 86528VA
Required panel amps for given number of EV capable spaces at 208V, 3 phase: 240A

EV Calulations

DLR GROUP
© DLR Group

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SA 5
NEW 2-STORY MODULAR BUILDING & SITE WORK
7111 WINNETKA AVE. WINNETK, CA 91306

DSA SUBMISSION
A# 03-123228

REVISIONS

RFI #10	02/06/24
RFI #11	03/10/24
RFI #14	03/11/24
CCDB-1	03/12/25
RFI #21	03/28/25
RFI #31	04/21/25
CCDB2	05/16/25
CCDB2.1	06/16/25
CCDB3	07/25/2025
CCDA-2	10/14/25
RFI #21	02/09/26

75-23204-00

ELECTRICAL SITE PLAN - INCREMENT 1

ES1.1A

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Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 21, 20
Autodesk Docs://75-23204-00 Magnolia Science Academy/75-23204-00 Magnolia Science Academy_MSA EL_2022.rvt
2/10/2026 11:14:53 AM

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 4/29/2026
PCO#: 0038
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 RFI# 63 added conduit and pull boxes

T&M for RFI# 63added conduit and ull boxes

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$20,051.18**

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 **05/29/2026** 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: 4/29/2026
CO# 38
RELATED DOC: T&M RFI# 63

LABOR	Hours	Rate	Total
General Foreman			$0.00
Foreman-	18.00	$114.98	$2,069.64
Plumber-	21.00	$108.50	$2,278.50
Operator	-	$113.90	$0.00
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			$4,348.14

MATERIAL				
Description	QTY	Unit Price		Total
Material (See Detail)	1.00	$	9,757.67	$9,757.67
	-	$	-	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Sub Total				$9,757.67
Sales Tax			9.50%	$926.98
MATERIAL SUBTOTALS				$10,684.65

EQUIPMENT	Unit	Rate	Total
General Foreman Truck	-	$58.50	$0.00
Foreman Truck- Plumbing	-	$58.50	$0.00
Foreman Truck- Site Utility-	18.00	$65.00	$1,170.00
excavator	-	$135.52	$0.00
loader	-	$169.46	$0.00
dump truck	-	$84.44	$0.00
skid steer	16.00	$45.00	$720.00
mini ex	16.00	$53.81	$860.96
EQUIPMENT SUBTOTAL			$2,750.96

SUBCONTRACTOR	Total
	$0.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$0.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$4,348.14
			MATERIAL SUBTOTAL	$10,684.65
			EQUIPMENT SUBTOTAL	$2,750.96
			SUBCONTRACTOR SUBTOTAL	$0.00
			COST SUBTOTAL	$17,783.75
		10%	LABOR OH&P	$434.81
		10%	MATERIAL OH&P	$1,068.46
		10%	EQUIP OH&P	$275.10
		10%	SUB OH&P	$0.00
			COST W/MARKUP SUBTOTAL	$19,562.12
		2.5%	**Bonds & Ins.**	$489.05
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$20,051.18

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: 24262-38
Run Date: 4/29/2026 10:12
Sort Key: By Area/System ☐ Subtotals

Area/System	Qty	Size	Description		Net Total
site/electrical	20	1½	Sch 80 PVC PE Pipe	$	164.64
site/electrical	20	2	Sch 80 PVC PE Pipe	$	234.24
site/electrical	2	2	PVC Sch 80 90 Street Ell	$	32.70
site/electrical	1	1½	PVC Sch 80 Coupling	$	15.16
site/electrical	1	2	PVC Sch 80 Coupling	$	16.27
site/electrical	2	1½	PVC Solvent Weld Joints	$	0.34
site/electrical	6	2	PVC Solvent Weld Joints	$	1.62
site/electrical	8	<None>	112CONDUIT45 1 1/" conduit 45	$	174.00
site/electrical	2	<None>	112CONDUIT90 1 1/2" conduit 90	$	64.00
site/electrical	4	<None>	112CONDUITCOUP 1 1/2" condit coupling	$	18.32
site/electrical	8	<None>	212CONDUIT45 2 1/2" conduit 45	$	426.40
site/electrical	2	<None>	212CONDUIT90 2 1/2" conduit 90	$	90.56
site/electrical	4	<None>	212CONDUITCOUP 2 1/2" conduit coup	$	67.88
site/electrical	1	<None>	FF Filter Fabric Roll	$	700.00
site/electrical	3	<None>	PULLBOX pull box	$	7,685.55
site/electrical	1	<None>	PVCGRAY PVC GLUE GRAY	$	41.00
site/electrical	1	<None>	PVCPRMR PVC PRIMER	$	25.00
				$	**9,757.67**

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Mar 2, 2026
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.038

TICKET# 1 of TBD
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# 063 COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Worked on laying out and digging additional pull box. Dug a trench from on pull box to the added pull box, so that we can run a 1 1/2" low voltage conduit from one pull box to the added pull box.

MATERIAL

	QTY:	DESCRIPTION:
1		Material will be on future ticket
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	Larry Carmell	Plumber Foreman	6		
2	Timothy Lambie	Plumber Foreman	6		
3	Corey Westhoff	Plumber	6		
4					
5					
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	T-86	Work Truck			✔	
2	T-123	Work Truck			✔	
3	BH-25	Backhoe			✔	
4	EX-19	Mini Excavator			✔	
5	SS-15	Skid Steer			✔	
6	3520	Chipping Hammer			✔	
7	1883	Generator			✔	
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: Larry Carmell

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

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262

PRO-CRAFT

PHOTOS (12)



IMG_7487

Larry Carmell

Mar 2, 2026 2:53 PM



IMG_7488

Larry Carmell

Mar 2, 2026 2:53 PM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7485

Larry Carmell

Mar 2, 2026 2:53 PM



IMG_7500

Larry Carmell

Mar 2, 2026 2:53 PM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7510

Larry Carmell

Mar 2, 2026 2:53 PM



IMG_7499

Larry Carmell

Mar 2, 2026 2:53 PM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7507

Larry Carmell

Mar 2, 2026 2:53 PM



IMG_7505

Larry Carmell

Mar 2, 2026 2:53 PM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7506

Larry Carmell

Mar 2, 2026 2:53 PM



IMG_7504

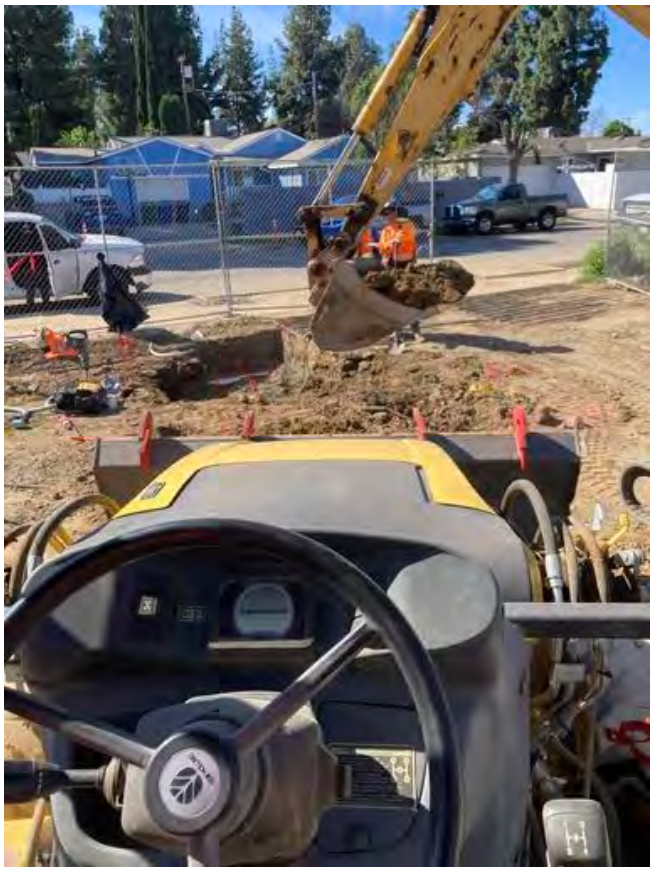
Larry Carmell

Mar 2, 2026 2:53 PM

24262 Magnolia Science Academy 5
7111 Winnetka Avenue, Los Angeles, California
24262



IMG_7503
Larry Carmell
Mar 2, 2026 2:53 PM



IMG_7501
Larry Carmell
Mar 2, 2026 2:53 PM

TASKS (1)

#42 CO 038 - T&M for RFI 063 added conduit and pull boxes

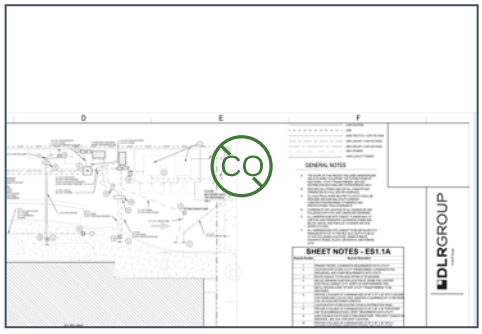
Status
Closed

Assignees
24262 Project Team

Sheet
ES1.1A

Type
Issue

Watchers
24262 Project Team



List
Change Orders

Start Date
Feb 11, 2026

Description

Due At
Apr 3, 2026

PRO-CRAFT

TIME & MATERIAL TICKET

DATE: Mar 3, 2026
PROJECT NAME: 24262 Magnolia Science Academy 5
JOB# 24262
COST CODE: 90.038

TICKET# 2 of TBD
IS WORK COMPLETE: ◯YES ◉NO IF NO WHEN?
RELATED DOC: RFI# 063 COR# PCO#
IB# CCD#

DESCRIPTION OF WORK:

Worked on Picking up material's from Utility Supply House (Conduit Fitting's), and bringing to the job site. Worked on chipping up conduit lines that were slurried to bring them up into added pull box. We ran 1 1/2" low voltage conduit from additional pull box to pull box that is North of added pull box. We installed a 2" drain and ran it to the Rock Dry-well, for Pull Box Drainage, RFI #61.

MATERIAL

	QTY:	DESCRIPTION:
1	20'	1 1/2" Sch. 40 PVC Conduit Pipe
2	8	1 1/2" Sch. 40 PVC Conduit 45º
3	4	1 1/2" Sch. 40 PVC Conduit Coup.
4	2	1 1/2" Sch. 40 PVC Conduit 90º
5	2	2 1/2" Sch. 40 PVC Conduit 90º
6	8	2 1/2" Sch. 40 PVC Conduit 45º
7	4	2 1/2" Sch. 40 PVC Conduit Coupling
8	20'	2" Sch. 40 DWV PVC
9	2	2" Sch. 40 DWV PCV Med. Sweep
10	1	Can of PVC Glue
11	1	Can of Primer
12	1	Yard of Pea Gravel
13	1	Roll of Filter Fabric
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

LABOR

	NAME:	CLASSIFICATION	REG	OT	DT
1	Larry Carmell	Plumber Foreman	6:02		
2	Santos Serrano	Plumber	8		
3	Corey Westhoff	Plumber	6:37		
4					
5					
6					
7					
8					
9					

TOOL AND EQUIPMENT

	EQUIP #	DESCRIPTION	DAYS	HRS	OWN	RENT
1	T-86	Work Truck	1		✔	
2	EX-19	Mini Excavator	1		✔	
3	SS-15	Skid Steer	1		✔	
4	3520	Chipping Hammer	1		✔	
5	1883	Generator	1		✔	
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: Larry Carmell

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

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262

PRO-CRAFT

PHOTOS (10)



IMG_7516

Larry Carmell

Mar 4, 2026 8:00 AM



IMG_7513

Larry Carmell

Mar 4, 2026 8:00 AM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7512

Larry Carmell

Mar 4, 2026 8:00 AM



IMG_7518

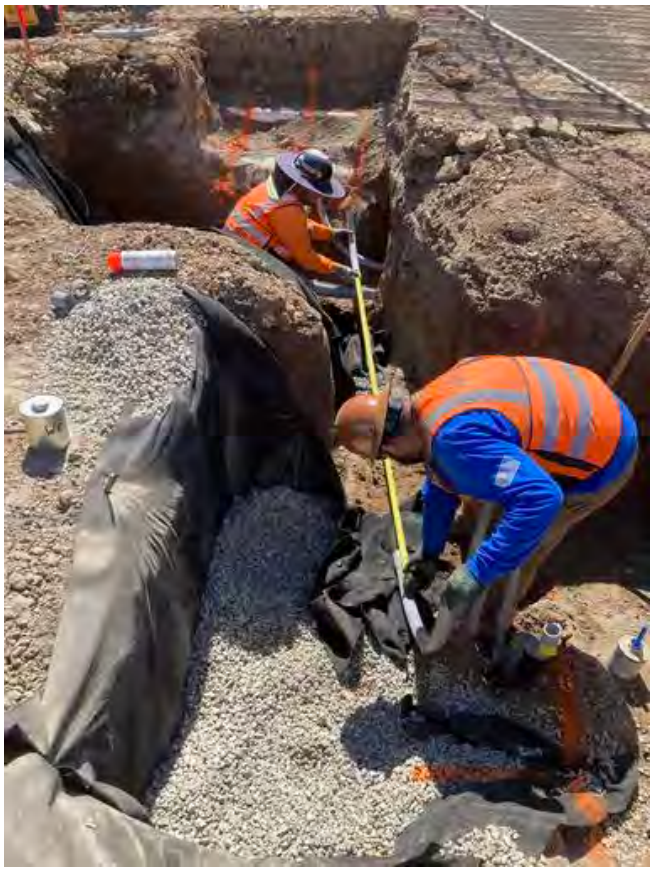
Larry Carmell

Mar 4, 2026 8:00 AM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7519

Larry Carmell

Mar 4, 2026 8:00 AM



IMG_7517

Larry Carmell

Mar 4, 2026 8:00 AM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7525

Larry Carmell

Mar 4, 2026 8:00 AM



IMG_7523

Larry Carmell

Mar 4, 2026 8:00 AM

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262



IMG_7521

Larry Carmell

Mar 4, 2026 8:00 AM



IMG_7522

Larry Carmell

Mar 4, 2026 8:00 AM

TASKS (1)

#42 CO 038 - T&M for RFI 063 added conduit and pull boxes

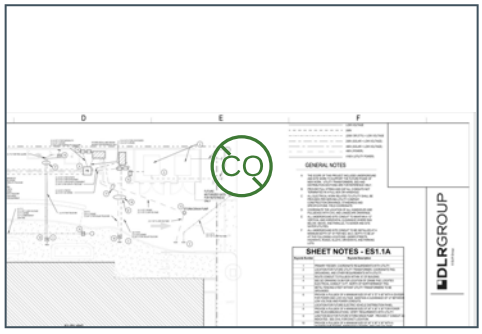
Status
Closed

Assignees
24262 Project Team

Sheet
ES1.1A

Type
Issue

Watchers
24262 Project Team



List
Change Orders

Start Date
Feb 11, 2026

Description

Due At
Apr 3, 2026

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262

Phase Code: 90.038
Labor Hours: T&M
Material:
Description of Work: added conduit and pull boxes
GC RFI 063

Created

Feb 11, 2026 9:50 AM
hward@procraftci.com

Last Updated

Mar 19, 2026 9:32 AM

Closed At

Mar 19, 2026

24262 Magnolia Science Academy 5

7111 Winnetka Avenue, Los Angeles, California

24262

Phase Code: 90.038
Labor Hours: T&M
Material:
Description of Work: added conduit and pull boxes
GC RFI 063

Created

Feb 11, 2026 9:50 AM
hward@procraftci.com

Last Updated

Mar 19, 2026 9:32 AM

Closed At

Mar 19, 2026

Exhibit C

Silver Creek Modular Change Orders & Gateway Analysis

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

May 11, 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 – Increment #2, Silver Creek Modular
Prime Contract Change Order 008, Digital Sign Relocation

Dear Mr. Ontiveros,

Our team is in receipt of Silver Creek's proposed Change Order regarding the relocation of the digital sign. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
It was requested by the MPS Facilities Team that the digital sign facing east towards Winnetka be relocated to the north facing side of the modular building so that it is visible to traffic driving southbound on Winnetka.

Scope of Work
The scope of work includes extension of electrical conduit and wiring to accommodate the new location.

Analysis and Cost
We have reviewed Silver Creek'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 #008

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 #008: CE #008 - Digital Sign Relocation

TO:	**Magnolia Public Schools**	**FROM:**	**Silver Creek Modular**
DATE CREATED:	5/14/2026	**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:**	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:	$2,145.59

DESCRIPTION:
CE #008 - Digital Sign Relocation
Digital sign relocation per MPS request

ATTACHMENTS:
PCO-10 - Digital Sign Relocation.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	SCM-8-8.O Digital Sign Relocation.Other	Digital Sign Relocation	$2,145.59
		Grand Total:	**$2,145.59**

The original (Contract Sum)	$25,000,000.00
Net change by previously authorized Change Orders	($299,600.84)
The contract sum prior to this Change Order was	$24,700,399.16
The contract sum would be changed by this Change Order in the amount of	$2,145.59
The new contract sum including this Change Order will be	$24,702,544.75
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**

Silver Creek

PCO #010

Project: 11512 - MAGNOLIA SCIENCE ACADEMY
7111 Winnetka Ave
Los Angeles, California 91306

DRAFT

Client Contract Potential Change Order #010: CE #015 - DIGITAL SIGN RELOCATION

TO:	MAGNOLIA PUBLIC SCHOOLS 250 East 1st Street Suite 1500 Los Angeles, California 90012	**FROM:**	SILVER CREEK MODULAR, LLC. 2830 BARRETT AVE PERRIS, California 92571
PCO NUMBER/REVISION:	010 / 0	**CONTRACT:**	11512 - 11512- Magnolia Science Academy 5
REQUEST RECEIVED FROM:		**CREATED BY:**	KENNY MUHAW **(SILVER CREEK MODULAR, LLC.)**
STATUS:	Draft	**CREATED DATE:**	4/3/2026
REFERENCE:		**CLIENT CONTRACT CHANGE ORDER:**	#010 - CE #015 - DIGITAL SIGN RELOCATION
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
EXECUTED:	No	**SIGNED CHANGE ORDER RECEIVED DATE:**	
		TOTAL AMOUNT:	$2,145.59

POTENTIAL CHANGE ORDER TITLE: CE #015 - DIGITAL SIGN RELOCATION

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #015 - DIGITAL SIGN RELOCATION
SIGNAGE RELOCATION - THIS PCO IS FOR THE RELOCATION OF THE DIGITAL SIGN THAT WAS LOCATED ON THE SOUTH EAST END OF THE BLDG. NEW LOCATION REQUIRED EXTENSION OF ELECTRICAL CONDUIT AND WIRING AS NEEDED TO MOVE LOCATION.

ATTACHMENTS:
Email Back Up.pdf

#	Description	Amount
1	FIELD TEAM - CARPENTER LABOR	$580.00
2	FIELD TEAM - ELECTRICIAN LABOR	$600.00
3	MISC MISC MATERIALS - 30LFT - 3/4" CONDUIT, 15LFT - 3/4" FLEX, 50LFT (QTY 4) ELECTRICAL WIRING, TRACK AND STUD - 6PCS EACH,	$350.00
4	PROJECT MANAGEMENT - ADDITIONAL	$140.00
5	ENGINEERING - ADDITIONAL DRAFTING	$231.00
6	GENERAL CONTRACTOR - 10% MU	$190.10
7	SALES TAX 9.5% (MATERIAL ONLY)	$33.25
8	BOND - (NOT TO EXCEED 1%)	$21.24
	Grand Total:	**$2,145.59**

Silver Creek

PCO #010

MAGNOLIA PUBLIC SCHOOLS
250 East 1st Street Suite 1500
Los Angeles, California 90012

SILVER CREEK MODULAR, LLC.
2830 BARRETT AVE
PERRIS, California 92571

SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE

Silver Creek

PROPOSED OWNER CHANGE ORDER # 10

OWNER CHANGE ORDER [X] **IN-HOUSE CHANGE ORDER** [ ]

DATE: 4/3/2026
PROJECT NAME: Magnolia Science Academy
PROJECT OWNER: Magnolia School District

PER THE PROJECT ABOVE, SILVER CREEK MODULAR, LLC. PROPOSES TO FURNISH ALL LABOR AND MATERIAL AS DESCRIBED BELOW, FOR THE SUM OF:

$ 2,145.59

DESCRIPTION OF WORK: PCO-10 SIGNAGE RELOCATION - THIS PCO IS FOR THE RELOCATION OF THE DIGITAL SIGN THAT WAS LOCATED ON THE SOUTH EAST END OF THE BLDG. NEW LOCATION REQUIRED EXTENSION OF ELECTRICAL CONDUIT AND WIRING AS NEEDED TO MOVE LOCATION.

TOTAL OF ALL SUBCONTRACTORS WORK:		$	-
GENERAL SUBCONTRACTOR MARK-UP:	5%	$	-
SUB-TOTAL:		$	-
TOTAL WORK BY GENERAL		$	1,901.00
GENERAL CONTRACTOR MARK-UP	10%	$	190.10
SUB-TOTAL:		$	2,091.10
TOTAL WORK TO BE COMLETED		$	2,091.10
SALES TAX (60% EXCLUSION)	9.50%	$	33.25
BONDS- NOT TO EXCEED:	1.00%	$	21.24
GRAND TOTAL:		$	2,145.59

THIS CHANGE ORDER REQUIRES A SCHEDULE INCREASE OF 15 **ADDITIONAL DAYS, WHICH ARE INCLUDED IN THIS PROPOSED CHANGE ORDER REQUEST.**
THE LONG LEAD TIME ITEMS:

SUBMITTED BY: Kenny Muhaw **DATE:** 4/3/2026
TITLE: Project Manager

APPROVED BY: _____ **DATE:** _____
TITLE: _____

Silver Creek

PROPOSED CHANGE ORDER BACK UP SHEET

LINE #	Phase Code	DESCRIPTION	Unit	QTY	UNIT COST	TOTAL	ADDT'L DAYS
Production/Administration							
1	700000L	Carpenters (Production)	HRS	8	$ 72.50	$ 580.00	
2	700000L	Electrician (Production)	HRS	8	$ 75.00	$ 600.00	
3		Plumber (Production)	HRS		$ 67.50	$ -	
4		Welder (Production)	HRS		$ 90.00	$ -	
5	700000L	Labor (Production)	HRS		$ 40.00	$ -	
6			EA		$ -	$ -	
7	700000M	Misc Materials - 30Lft - 3/4" Conduit, 15lft - 3/4" Flex, 50Lft (Qty 4) Electrical Wiring, Track and Stud - 6pcs each,	EA	1	$ 350.00	$ 350.00	
8	700000L	Production Supervisor	HRS	0	$ 45.00	$ -	
9	013100	Project Management	HRS	1	$ 140.00	$ 140.00	
10	710302	Engineering Fee	HRS	1	$ 231.00	$ 231.00	
11		Labor Compliance/ Administration	HRS		$ 56.00	$ -	
12		Submittals	HRS		$ 49.00	$ -	
13		Equipment	DAY		$ 750.00	$ -	
SUBTOTAL:						**$ 1,901.00**	
On-Site Work							
12		Drivers	HRS		$ 88.80	$ -	
13		Labor	HRS		$ 106.15	$ -	
14		Material	EA		$ -	$ -	
15		Site Superintendent	HRS		$ 126.00	$ -	
16		Equipment	DAY		$ -	$ -	
17		Work Truck/Tools/Fuel	MILES		$ 2.25	$ -	
18		Semi Truck/Flatbeds	MILES		$ 4.00	$ -	
19		Permit & Fees	EA		$ 650.00	$ -	
Subcontractor							
20			LS	1	$ -	$ -	
21					$ -	$ -	
22					$ -	$ -	
23					$ -	$ -	
24					$ -	$ -	
25					$ -	$ -	
26					$ -	$ -	
SUBTOTAL:						**$ -**	

Kenny Muhaw

From: Leonardo Gomez
Sent: Monday, March 2, 2026 1:33 PM
To: Kenny Muhaw; Chris Delgado
Cc: Ryan Mcintosh; Michael Rodrigues
Subject: Re: MSA 5 Signage

Follow Up Flag: Follow up
Flag Status: Flagged

Hey Kenny,

Please see my list below for a change order to client.

30LF of 3/4" pipe
15LF of 3/4" Flex
(4) Colored Wires - 50LF Each
(3) J-Boxes
Track & Stud - 6 pcs each
2 guys at prevailing wage - 1 day

Get Outlook for iOS

From: Kenny Muhaw <kmuhaw@silvercreekmodular.com>
Sent: Tuesday, February 24, 2026 3:46:00 PM
To: Leonardo Gomez <lgomez@silvercreekmodular.com>; Chris Delgado <cdelgado@silvercreekmodular.com>
Cc: Ryan Mcintosh <rmcintosh@silvercreekmodular.com>; Michael Rodrigues <mrodrigues@silvercreekmodular.com>
Subject: FW: MSA 5 Signage

Leo,

We need to work up some costs to move the large digital screen around the corner.

Per Ryan, we will need to open the wall to add the blocking, add a new electrical box and conduit to intercept the original screen circuit, and add a new box conduit for data to the screen.

Can you get me the linear footage of additional conduit runs w/ boxes etc.

KENNY MUHAW
Project Manager | Silver Creek Modular, LLC
2830 Barrett Ave, Perris, CA 92571
CELL 832-490-7480
OFFICE 951-943-5393 Ext 163
FAX 951.943.2211

kmuhaw@silvercreekmodular.com
SilverCreekModular.com

Silver Creek

From: James Villanueva <jvillanueva@gateway-sci-eng.com>
Sent: Monday, February 23, 2026 5:47 PM
To: Katrina Jimenez <kjimenez@magnoliapublicschools.org>; Ilya Veyts <info@ilyaveyts.com>; Fernando Villasenor <fvillasenor@delamoconstruction.com>; Roberto Marquez <rmarquez@dlrgroup.com>; Narek Torosian <ntorosian@dlrgroup.com>; Kenny Muhaw <kmuhaw@silvercreekmodular.com>; Ryan Mcintosh <rmcintosh@silvercreekmodular.com>; Mustafa Sahin <msahin@magnoliapublicschools.org>
Cc: MPS Facilities <facilities@magnoliapublicschools.org>; Ali Kaplan <akaplan@magnoliapublicschools.org>
Subject: RE: MSA 5 Signage

Hi MPS Team,

Just to recap what was discussed today regarding these issues:

1. @Fernando Villasenor confirmed mesh signage on hold pending MPS decision regarding wording. Fernando can confirm drop dead date if he hasn't already provided.
2. @Ryan Mcintosh mentioned that the sign can be moved but will require relocating electrical and low voltage connections as well as potentially exterior light. @Narek Torosian to work with DLR team to develop revised design documents to this can be priced.
3. @Mustafa Sahin to provide additional clarity regarding this request
4. @Narek Torosian confirms no lighting for the mesh signage
5. There should be no issues with low voltage and electrical connections for the sign so long as they are relocated along with the digital sign
6. @Mustafa Sahin will discuss with GSE team offline

From: Katrina Jimenez <kjimenez@magnoliapublicschools.org>
Sent: Thursday, February 19, 2026 9:29 AM
To: James Villanueva <jvillanueva@gateway-sci-eng.com>; Ilya Veyts <info@ilyaveyts.com>; Fernando Villasenor <fvillasenor@delamoconstruction.com>; Roberto Marquez <rmarquez@dlrgroup.com>; Narek Torosian <ntorosian@dlrgroup.com>; Kenny Muhaw <kmuhaw@silvercreekmodular.com>
Cc: MPS Facilities <facilities@magnoliapublicschools.org>; Ali Kaplan <akaplan@magnoliapublicschools.org>
Subject: MSA 5 Signage

This email originates from outside of GSE. Please use caution when clicking links and opening attachments.

Hello MSA 5 Project Team,

Our Site Principal and the Facilities Dept had a couple of comments in regards to the site signages. Please see below and please advise next steps as it applies. Thank you,

1. **Main signage:** The current wording is not sufficient for the building to be easily identified as a school. *Team DLR/ Del Amo - we are looking to finalize the wording it says on the mesh signage. When is the latest date we can submit this?*
2. **Digital signage / marquee:** The current placement is not noticeable. It should be relocated to the side near the lobby/driveway to improve visibility. Per Del Amo, the planned size of the digital sign

is approximately 10 × 6 ft. Can we move the marquee (previously on Winnetka) over to Sherman Way and Winnetka? Team Del Amo, could we also start a discussion regarding specs.



3. **Additional signage:** There may be an opportunity to add an additional sign below the digital marquee to further enhance visibility. Confirm if we could add an additional sign - Similar as the school's name but Decal on Sherman Way? Or another recommended location is welcome.
4. Please confirm that all signage has lighting.
5. Brief the team on Low Voltage Discussion / Outlets / Cables connections / placements for signage
6. James, per Mustafa and Ali - The wood sign is to be located here if possible:



Thank you,
--

Katrina Jimenez
Assistant Project Manager

Magnolia Public Schools
250 E 1st Street, Suite 1500, Los Angeles, CA 90012 |
Office: (213) 628-3634 ext. 21170 | Fax: (714) 362-9588

MPS Resources • **www.magnoliapublicschools.org**

MAGNOLIA PUBLIC SCHOOLS | Facilities DEPARTMENT

Exhibit D

IMEG Amendment to Contract & Gateway Analysis

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

May 11, 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 – Survey
Budget Amendment Request

Dear Mr. Ontiveros,

Our team is in receipt of IMEG's proposed amendment for consulting services regarding Survey for the MSA 5 Project. **The request is to increase the budget by a Not to Exceed amount of $30,000.00.**

Background
In February 2025, the Magnolia Public School Board approved IMEG to provide Survey and Staking services for the MSA 5 Project Increment 1 and 2 with a Not to Exceed amount of $46,450.00.

The current Not to Exceed amount has been depleted as of April 2026. This is due to factors including:

- Additional staking required by project scope additions such as the increase in the amount of conduit and pull boxes required by CCDA and the addition of work in the site right-of-way
- Re-staking due to inclement weather
- Responses to RFIs that have shifted and modified locations of various construction deliverables that required re-staking

Analysis and Cost
We have reviewed IMEG's proposed amendment and find it fair and reasonable. We recommend that this amendment is approved.

Best regards,

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

4/20/2026

Alfredo Ruvalcaba
Magnolia Public Schools
Via Email: arubalcava@magnoliapublicschools.org

Re: Amendment Number 001 for Additional Services
Magnolia Public Schools
MAGNOLIA SCIENCE ACADEMY 5 - Const. stkg – ASR 001
Los Angeles, California

IMEG Project Number: 25000418.00

Dear Alfredo:

As we discussed, you would like IMEG to provide additional construction staking services for MAGNOLIA SCIENCE ACADEMY 5 - Const. stkg. All other services, terms, and conditions shall remain as stated in our original Agreement dated 1/23/2025.

Compensation
We propose providing the services described above on a time and material basis using our standard hourly billing rates (attached) per the **Not-To-Exceed (NTE) fee of $30,000.00.** Should we anticipate exceeding the not-to-exceed fee amount during the course of the project, we will notify you and await direction before proceeding.

Closing

We will begin our services following acceptance of this Amendment for Services. Acceptance may be conveyed via email or by signing this offer and returning it to our office. Notwithstanding the foregoing sentence, if you or members of your firm engage IMEG for services for the referenced project, either verbally or by actions that imply acceptance of this Proposal, such as providing drawings, submitting questions, requesting engineering information, etc., without returning a signed copy of this Proposal, it is expressly agreed that acceptance of all terms and conditions of this Amendment will be implied and contractually binding.

IMEG Consultants Corp.

Zachary E. Busch, PLS 9981 | Zachary.E.Busch@imegcorp.com

Approver: Richard J. Godina, Project Executive

Accepted: Magnolia Educational & Research Foundation dba Magnolia Public Schools.

Alfredo Ruvalcaba



2026 STANDARD HOURLY RATES - Civil
(rates adjusted annually)

Senior Client Executive/ Senior Market Director / VP	$300
Client Executive / Market Director	$295
Project Executive	$255
Senior Project Manager 2	$240
Senior Project Manager 1	$210
Engineer of Distinction	$235
Senior Engineer 3	$225
Senior Engineer 2	$205
Senior Engineer 1	$195
Project Engineer 2	$185
Project Engineer 1	$170
Landscape Architect of Distinction	$235
Senior Landscape Architect 3	$225
Senior Landscape Architect 2	$205
Senior Landscape Architect 1	$190
Project Landscape Architect 2	$180
Project Landscape Architect 1	$170
Planner of Distinction	$235
Senior Planner 3	$225
Senior Planner 2	$205
Senior Planner 1	$190
Project Planner 2	$180
Project Planner 1	$170
Planner 2	$135
Planner 1	$120
Planner Technician 2	$110
Planner Technician 1	$100
Graduate (Designer / Planner) 2	$140
Graduate (Designer / Planner) 1	$125
Surveyor of Distinction	$235
Senior Land Surveyor 3	$190
Senior Land Surveyor 2	$180
Senior Land Surveyor 1	$165
Project Surveyor 2	$155
Project Surveyor 1	$150
Senior Crew Chief 3	$180
Senior (Crew Chief / Coordinator) 2	$175
Senior (Crew Chief / Coordinator) 1	$160
(Crew Chief / Senior Technician / Project Coordinator) 2	$150
(Crew Chief / Senior Technician / Project Coordinator) 1	$145
Technician 4 / Graduate Surveyor 2	$135
Technician 3 / Graduate Surveyor 1	$120
Technician 2	$110
Technician 1	$100
Designer of Distinction	$220
Senior Designer 3	$200
Senior Designer 2	$175
Senior Designer 1	$160
Project Designer 2	$150
Project Designer 1	$145
Designer 2	$135
Designer 1	$120
Design Technician 2	$110
Design Technician 1 / Intern	$100
Senior Construction Administrator	$165
Construction Administrator	$145
Senior Environmental Specialist 3	$225
Senior Environmental Specialist 2	$215
Senior Environmental Specialist 1	$205
Senior Engagement Specialist 1	$200
Environmental Specialist 1	$180
Environmental Technician 1	$135
GIS System Architect	$145
GIS Analyst	$135
Graduate (GIS Analyst) 2	$130
Graduate (GIS Analyst) 1	$120
Senior Administrative Assistant	$105
Administrative Assistant	$95

*These rates are for staff located in the office providing the rates. Staff based in one of IMEG's other offices may have different billing rates. These rates can be provided upon request.

Exhibit E

MSA 5 - 7111 Winnetka
Progress Photos

MAGNOLIA PUBLIC SCHOOLS

MSA 5 - 7111 Winnetka Progress Photos

March 12, 2026





March 12, 2026











March 12, 2026







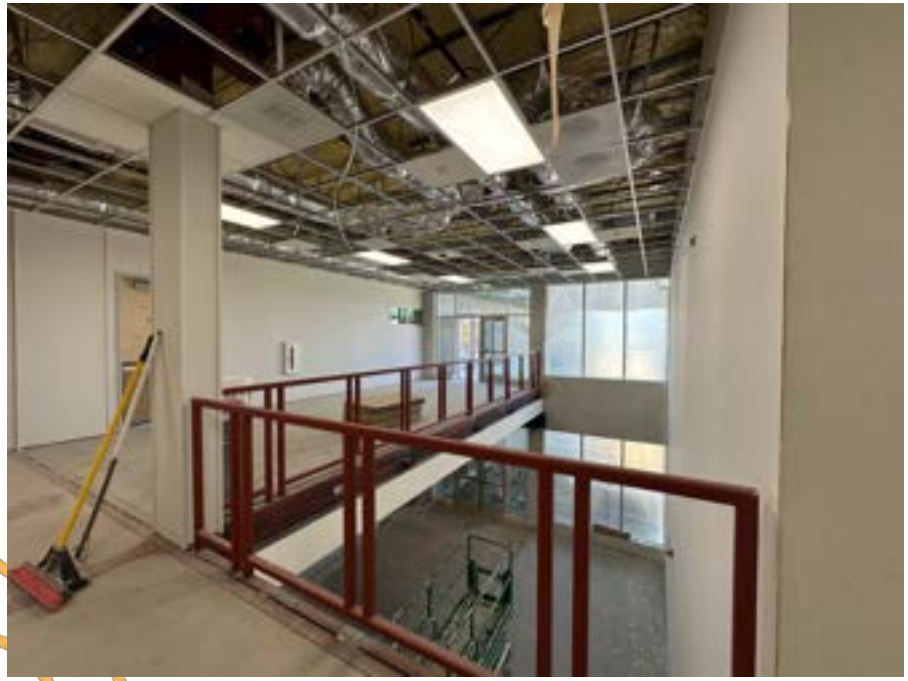
March 12, 2026








March 12, 2026





THANK YOU



Coversheet

Approval of General Contractor for Tenant Improvement Projects at Magnolia Science Academy-Orange County Anaheim at 412 W Carl Karcher Way, Anaheim, CA 92801

Section: V. Action Items
Item: I. Approval of General Contractor for Tenant Improvement Projects at Magnolia Science Academy-Orange County Anaheim at 412 W Carl Karcher Way, Anaheim, CA 92801
Purpose: Vote
Submitted by:
Related Material:
Approval of General Contractor for Tenant Improvement Projects at Magnolia Science Academy-Orange County Anaheim at 412 W Carl Karcher Way, Anaheim, CA 92801 Report Final.pdf

Agenda Item:	V I: Action Item
Date:	May 21, 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 Facilities Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of General Contractor for Tenant Improvement Projects at MSA OC Anaheim, 412 W Carl Karcher Way Anaheim, CA 92801

Action Proposed:

MPS staff recommends and moves that the Board approve the selection of EPI Construction (the "**Contractor**") to perform certain tenant improvements at 412 W. Carl Karcher Way, Anaheim, CA 92801 (the "**Project**") for approve a budget for such Project consisting of a base fee of Four Hundred Fifty-Five Thousand Two Hundred Ninety and 39/100 Dollars ($455,290.39), plus 10% contingency of Forty-Five Thousand Five Hundred Twenty-Nine Dollars and Four Cents ($45,529.04) to cover any unforeseen expenses that may arise for a total of Five Hundred Thousand Eight Hundred Twenty Dollars ($500,820.00). The Project consists of staff restroom additions; HVAC Replacement, and roof replacement.

Staff further requests authorization to negotiate and execute a professional services agreement with EPI Construction in a form deemed appropriate and in the best interest of MPS.

Purpose:

The purpose of this action is to secure Board approval for the selection of the Contractor to complete tenant improvements at MSA OC Anaheim campus located at 412 W. Carl Karcher Way, Anaheim, CA 92801.

Background:

On April 16, 2026, MPS issued a Request for Proposals ("**RFP**") for tenant improvement services at the Anaheim campus. The site had previously been occupied by Vibrant Minds Charter School, which vacated the property on July 1, 2025, following the close of escrow on April 7, 2025.

The scope of tenant improvements includes:

- Replacement of existing HVAC system
- Roof replacement/repair
- Addition of two staff restrooms

Interested contractors were given the option of bidding on some or all of the three scopes of work. MPS received 10 proposals in response to the RFP from the following contractors:

- Uair – HVAC
- ACCO – HVAC
- Retrofit Service Co. – HVAC
- Sierra Roof – HVAC and Roof
- Conejo Services – HVAC and Roof
- EPI Construction – HVAC, Roof, and Restrooms
- J-Squared – Roof and Restrooms
- Del Amo Construction – Roof and Restrooms
- Moonstone Construction – Roof and Restrooms
- Zingo Construction – Roof and Restrooms

A selection committee composed of facilities and administrative staff conducted a comprehensive evaluation of the proposals based on cost, scope of work, contractor experience, schedule feasibility, and overall quality of response.

Following extensive review and due diligence, MPS staff determined that EPI Construction's response presented the best value to MPS based on, but not limited to, the following factors:

- EPI provided a comprehensive turnkey proposal that included HVAC replacement, roof replacement, and restroom construction under one contractor, allowing for improved coordination and streamlined project management.

- EPI's proposal included a new 60 mil TPO roofing system with a 20-year NDL warranty, providing a durable and energy-efficient long-term roofing solution.

- EPI demonstrated prior successful experience with MPS, including completion of the MSA-1 Gym Construction project in 2025, which gave confidence in their ability to deliver school projects on schedule and in coordination with campus operations.

- EPI's restroom and HVAC scopes were detailed and practical, including ADA-related restroom improvements, ductwork modifications, smoke detectors, and coordination with

existing fire alarm and sprinkler systems, helping reduce potential coordination gaps during construction.

The Contractor's response to the RFP is attached as **Exhibit A.**

The breakdown of the cost for each individual scope of work is as follows:.

- Staff Restroom Addition: $121,575.96
- HVAC Replacement: $192,064.22
- Roof Replacement: $141,650.21

Analysis & Impact:

Approving this recommendation will allow MPS to complete critical tenant improvements at the MSA OC Anaheim campus in a timely and cost-efficient manner in time for the next school year. The work directly supports student safety, facility functionality, and instructional readiness.

Budget Implications:

The total project authorization of **$500,820.00** (including contingency) will be paid for with proceeds from the Samueli Grant. The grant was specifically aimed at providing these tenant improvements. MPS received $995,000, and so far has spent $221,558.4 for various other tenant improvements including improvements before the opening of the campus in 2025. $773,441.6 remaining balance

2025 Tenant Improvement Breakdown:

- Tenant Improvement - $202,100.00
- Flooring - $10,500.00
- Blinds - $8,958.40

Exhibits:

- Exhibit A. EPI Tenant Improvement Proposal for MSA OC Anaheim

Exhibit A

EPI Tenant Improvement Proposal for MSA OC Anaheim

Owner:	Magnolia Public Schools
Arch / Engr:	it-Makes
Location:	Anaheim, Ca. 92801
Phase SF:	N/A
Date:	5/6/2026

412 W. Carl Karcher Way

Staff Restroom Addition

REVISION: 1

BID SUMMARY

Description	Budget	Cost / SF
010 - GENERAL CONDITIONS	32,950.00	N/A
020 - DEMOLITION	8,100.00	N/A
028 - CONCRETE	3,250.00	N/A
051 - STRUCTURAL STEEL	-	N/A
073 - INSULATION ALLOWANCE	500.00	N/A
081 - DOORS, FRAMES, AND HARDWARE	10,500.00	N/A
090 - DRYWALL, METAL STUD FRAMING	8,250.00	N/A
093 - CERAMIC TILE	2,700.00	N/A
094 - FLOORING	1,000.00	N/A
097 - PAINTING	2,430.00	N/A
101 - SIGNAGE	750.00	N/A
108 - BATHROOM ACCESSORIES	5,390.00	N/A
152 - PLUMBING	15,225.00	N/A
153 - FIRE SPRINKLER	2,000.00	N/A
157 - HVAC	2,000.00	N/A
161 - ELECTRICAL	6,425.00	N/A
163 - FIRE ALARM	5,000.00	N/A
SUBTOTAL	**106,470.00**	-
Contingency (5%)	5,323.50	
Liability Insurance (1.10%)	1,171.17	N/A
Fee (8%)	8,611.29	N/A
TOTAL PROJECT COST	121,575.96	N/A
	-	
ALTERNATES		

EPI CONSTRUCTION

Owner: Magnolia Public Schools
Arch / Engr: it-Makes
Location: Anaheim, Ca. 92801
Phase SF: N/A
Date: 5/6/2026

412 W. Carl Karcher Way

HVAC Replacement

REVISION: 1

BID SUMMARY

Description	Budget	Cost / SF
010 - GENERAL CONDITIONS	8,900.00	N/A
020 - DEMOLITION	-	N/A
028 - CONCRETE	-	N/A
051 - STRUCTURAL STEEL	-	N/A
073 - INSULATION ALLOWANCE	-	N/A
074 - ROOFING	-	
076 - SHEET METAL	5,800.00	
081 - DOORS, FRAMES, AND HARDWARE	-	N/A
090 - DRYWALL, METAL STUD FRAMING	-	N/A
093 - CERAMIC TILE	-	N/A
094 - FLOORING	-	N/A
097 - PAINTING	-	N/A
101 - SIGNAGE	-	N/A
108 - BATHROOM ACCESSORIES	-	N/A
152 - PLUMBING	-	N/A
153 - FIRE SPRINKLER	-	N/A
157 - HVAC	145,000.00	N/A
161 - ELECTRICAL	-	N/A
163 - FIRE ALARM	8,500.00	N/A
SUBTOTAL	**168,200.00**	-
Contingency (5%)	8,410.00	
Liability Insurance (1.10%)	1,850.20	N/A
Fee (8%)	13,604.02	N/A
TOTAL PROJECT COST	192,064.22	N/A
	-	
ALTERNATES		
	236,597.54	

EPI CONSTRUCTION

Owner: Magnolia Public Schools
Arch / Engr: it-Makes
Location: Anaheim, Ca. 92801
Phase SF: N/A
Date: 5/6/2026

412 W. Carl Karcher Way

Removal and Replacement of Existing Roof

REVISION: 1

BID SUMMARY

Description	Budget	Cost / SF
010 - GENERAL CONDITIONS	8,900.00	N/A
020 - DEMOLITION	-	N/A
028 - CONCRETE	-	N/A
051 - STRUCTURAL STEEL	-	N/A
073 - INSULATION ALLOWANCE	-	N/A
074 - ROOFING	112,650.00	
081 - DOORS, FRAMES, AND HARDWARE	-	N/A
090 - DRYWALL, METAL STUD FRAMING	-	N/A
093 - CERAMIC TILE	-	N/A
094 - FLOORING	-	N/A
097 - PAINTING	-	N/A
101 - SIGNAGE	-	N/A
108 - BATHROOM ACCESSORIES	-	N/A
152 - PLUMBING	-	N/A
153 - FIRE SPRINKLER	-	N/A
157 - HVAC	-	N/A
161 - ELECTRICAL	2,500.00	N/A
163 - FIRE ALARM	-	N/A
SUBTOTAL	**124,050.00**	-
Contingency (5%)	6,202.50	
Liability Insurance (1.10%)	1,364.55	N/A
Fee (8%)	10,033.16	N/A
TOTAL PROJECT COST	141,650.21	N/A
	-	
ALTERNATES		

12345 Ventura Blvd, Suite H ▪ Studio City, CA ▪ 91604 ▪ (818) 760-1885 ▪ CA License #865616