Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday July 23, 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)

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**)
104 Kaanapali Shores Place, Lahaina, HI 96761 (**Mekan Muhammedov**)

Dialing information for this meeting is included below:
Dial in: 1-669-444-9171

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

Accessibility
In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact MPS Home Office at 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 - June 17, 2026	Approve Minutes		1 m
II.	**Student Board Elections**			**6:00 PM**
	A. Approval of the 2026-27 Student Board Member	Vote	Meagan Wittek	10 m
III.	**Closed Session**			**6:10 PM**
	A. Public Announcement of Closed Session	FYI		1 m
	B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			60 m
	C. Conference with Legal Counsel - Existing Litigation (§54956.9): 1 case			15 m
	D. Conference with Legal Counsel - Anticipated Litigation pursuant to (§54956.9): 1 case			15 m

		Purpose	Presenter	Time
E.	Report Out of Closed Session	FYI		1 m
IV.	**Action Items**			**7:42 PM**
A.	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-6	Vote	Andrew Zarnich	3 m
B.	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-7	Vote	Andrew Zarnich	3 m
C.	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-Santa Ana	Vote	Andrew Zarnich	3 m
D.	Approval of Board Resolution Accepting Los Angeles County Office of Education Conditions of Authorization for Magnolia Science Academy-5	Vote	Andrew Zarnich	3 m
E.	Approval of the 2026–27 School Safety Plan for the New Magnolia Science Academy-5 Campus at 7111 Winnetka	Vote	Meagan Wittek	5 m
F.	Approval of Resolution to Approve a Merger of the Finance Committee and Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee, and Assign Membership	Vote	Alfredo Rubalcava	3 m
G.	Approval of the 2026–27 Magnolia Public Schools Board Committee Meeting Calendar	Vote	Alfredo Rubalcava	3 m
H.	Approval of the Required Three-Year Update to the Expanded Learning Opportunities Program Plan	Vote	Traci Lewin	3 m
I.	Approval of the Adoption of Science Curriculum for Grades 3-8	Vote	Traci Lewin	5 m
J.	Approval of the Revised 2026-27 Budget for Magnolia Science Academy Orange County and Adoption of the 2026-27 Budget for Magnolia Educational & Research Foundation (MERF)	Vote	Cafer Turan	5 m

		Purpose	Presenter	Time
K.	Approval of Construction Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project	Vote	Patrick Ontiveros	10 m

V. Closing Items — 8:28 PM

		Time
A.	Adjourn Meeting	1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - June 17, 2026

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - June 17, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 17, 2026

APPROVED

Magnolia Public Schools

Minutes

Board Meeting

Date and Time
Wednesday June 17, 2026 at 5:30 PM

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

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

Guests Present
T. Velazquez

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 Wednesday Jun 17, 2026 at 5:49 PM.

B. Pledge of Allegiance

Student Board Member S. Perez led the Board, staff, and guests in the Pledge of Allegiance.

C. Record Attendance and Guests

S. Covarrubias, Vice Chair, left the meeting at 12:11 AM.

D. Approval of Agenda

M. Muhammedov made a motion to approve the agenda as presented.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Public Comments

No public comments were received.

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

A. Rubalcava, CEO & Superintendent, congratulated staff across the network on another successful school year and highlighted accomplishments from the graduation and culmination season. He also recognized MSA - Santa Ana Principal Steven Keskinturk for being selected as Congressman Lou Correa's 2026 Man of Impact honoree.

Student Board Member S. Perez shared highlights from her participation on the Los Angeles County Superintendent Student Advisory Council, including her award-winning student video project focused on immigrant contributions and student engagement. She

also shared updates regarding her enrollment awareness initiative and student promotional campaign.

G. Serce, Chief Academic Officer, highlighted successful graduation, promotion, and culmination ceremonies across Magnolia campuses and recognized community partnerships and elected officials who participated in the events.

B. Olivares, Chief Impact Officer, and M. Montalvo, Director of Community Schools, announced Magnolia's selection to participate in LACOE Community Schools professional development and the California Community Schools Empower Summit.

Board Chair M. Muhammedov congratulated staff and students on their accomplishments.

G. Approval of Minutes from MPS Regular Board Meeting - May 21, 2026

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 05-21-26.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

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

II. Student Board Elections

A. Presentations of the 2026-27 Student Board Member

M. Wittek, Director of Student Services, introduced the three candidates for the 2026–27 Student Board Member position:

- Sofia Perez (MSA-1)
- Ilemi Cordoba (MSA-2)
- Kaylee Godoy (MSA-4)

Each student presented their qualifications and goals for serving as Student Board Member. Board members asked questions following each presentation. Staff announced that Board members would receive voting instructions following the meeting and that the selected Student Board Member would be announced at the July Board Meeting.

III. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that they were going into closed session. At 10:55 PM, the Board reconvened Closed Session after the Information/Discussion Items to continue discussion regarding Existing Litigation.

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

The item was discussed in closed session.

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

This item was discussed in closed session.

D. Conference with Legal Counsel - Existing Litigation (§54956.9)

This item was discussed in closed session.

E. Report Out of Closed Session

M. Muhammedov, Board Chair, reported that the Board discussed all Closed Session items.

No reportable action was taken regarding the CEO performance evaluation or employee discipline matters.

Regarding existing litigation, the Board directed staff to take the necessary next steps. At 11:04PM, M. Muhammedov, Board Chair, reported that the Board unanimously approved a settlement agreement resolving the contested matter.

IV. Public Hearing

A. Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS

D. Yilmaz, Chief Accountability Officer, presented the proposed 2026–27 Local Control and Accountability Plans for all Magnolia Public Schools, including stakeholder engagement, organizational goals, student performance metrics, and annual priorities.

The Board discussed staff satisfaction, local indicators, implementation strategies, and continuous improvement planning.

The public hearing was opened.

No public comments were received.

B. Public Hearing for 2026-27 Budgets for All MPS

C. Turan, Interim Chief Financial Officer, presented the proposed FY2026–27 budgets, projected enrollment, financial outlook, one-time funding, reserve levels, bond compliance, and Home Office Management Fee Policy.

Board members discussed enrollment assumptions, contingency planning, one-time funding, and fiscal stabilization strategies.

The public hearing was opened.

No public comments were received.

V. Consent Items

A. Approval of MPS 2026-27 Student/Parent Handbook

M. Muhammedov made a motion to approve the MPS 2026-27 Student/Parent Handbook.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of 2026-27 Certification of Assurances, Protected Prayer Certification, and Application for Funding

M. Muhammedov made a motion to approve the 2026–27 Certification of Assurances, 2026–27 Protected Prayer Certification, and 2026–27 Application for Funding and General Assurances as presented.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of 2026-27 Certification of Signatures Form and Resolution

M. Muhammedov made a motion to approve the 2026–27 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective July 1, 2026 through June 30, 2027. Authorized signatories will include the CEO/Superintendent, Deputy Superintendent, Chief Financial Officer, Chief Operations Officer, and MPS Governing Board Members.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of MPS Annual Master List of Contracts for 2026-27 Fiscal Year

M. Muhammedov made a motion to approve the FY 2026-27 Annual Vendor and Master Contracts List for Magnolia Public Schools for the period of July 1, 2026 through June 30, 2027.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

VI. Information/Discussion Items

A. MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

D. Yilmaz, Chief Accountability Officer, presented Magnolia's annual Local Performance Indicators required by the California School Dashboard, including teacher assignments, instructional materials, family engagement, student climate, access to standards-based curriculum, and local indicator reflection results.

Board members discussed survey outcomes, Great Place to Work results, classroom observations, and continuous improvement efforts.

No action was taken.

VII. Action Items

A. Approval of Board Resolution Regarding Certificate of Amendment to Articles of Incorporation

M. Muhammedov made a motion to approve the Board Resolution Regarding Certificate of Amendment to Articles of Incorporation, which approves a Certificate of Amendment to Magnolia Educational & Research Foundation's Articles of Incorporation and authorizes the appropriate officers and staff to execute and file the Certificate of Amendment with the California Secretary of State.
S. Orazov seconded the motion.
A. Zarnich, Director of Charter Petitions & Reporting, presented the proposed amendments required for CalSTRS certification compliance.

K. Troy, Young, Minney, & Corr, presented additional information regarding this item.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of 2026-27 MPS Board Officers

U. Yapanel made a motion to appoint Mekan Muhammedov to serve as the MPS Board Chair, Sandra Covarrubias as the MPS Vice-Chair, Erdinc Acar as the MPS Board Secretary, and Cafer Turan as the MPS Board Treasurer starting on June 18, 2026.
S. Orazov seconded the motion.

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

Roll Call

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

C. Approval of 2026-27 MPS Board Calendar & Committee Calendar

S. Orazov made a motion to approve the 2026-27 MPS Regular Board Meeting Calendar and the MPS Board Committee Calendar to be moved to July Board Meeting.
M. Muhammedov seconded the motion.
M. Muhammedov, Board Chair, amended the calendar to include Board Retreat dates on:

- August 15, 2026
- April 10, 2027

Additionally, the Board Committee Calendar was tabled until the July Board Meeting.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of Board Resolution Regarding Amendment to Bylaws

S. Orazov made a motion to approve the Board Resolution Regarding Amendment to Bylaws, which approves and adopts an amendment to Magnolia Educational & Research Foundation’s bylaws to conform the Corporation’s dissolution and asset-distribution provisions to the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification requirements.
D. Gonzalez seconded the motion.
A. Zarnich, Director of Charter Petitions & Reporting, shared the information for this item and how the targeted amendment to Magnolia Educational & Research Foundation’s bylaws to ensure that the bylaws comply with the dissolution and asset-distribution requirements associated with CalSTRS Certification Form 0765 and IRS Notice 2015-07.
The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Aye

Roll Call

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

E. Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter

S. Orazov made a motion to approve the Board Resolution Regarding Amendment to Magnolia Science Academy – San Diego Charter, which approves revisions to the Magnolia Science Academy – San Diego charter petition to conform the charter's dissolution and asset-distribution provisions to the CalSTRS Certification requirements.
D. Gonzalez seconded the motion.
A. Zarnich, Director of Charter Petitions & Reporting, shared that the purpose of this item is to approve targeted revisions to the Magnolia Science Academy – San Diego charter petition to ensure that the charter's dissolution and asset-distribution provisions comply with the requirements of CalSTRS Certification Form 0765 and IRS Notice 2015-07.
The board **VOTED** to approve the motion.

Roll Call

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

F. Approval of Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter

S. Orazov made a motion to approve the Board Resolution Regarding Amendment to Magnolia Science Academy – Santa Ana Charter, which approves revisions to the Magnolia Science Academy – Santa Ana charter petition to conform the charter's dissolution and asset-distribution provisions to the CalSTRS Certification requirements.
M. Muhammedov seconded the motion.
A. Zarnich, Director of Charter Petition & Reporting, shared that the purpose of this item is to approve targeted revisions to the Magnolia Science Academy – Santa Ana charter petition to ensure that the charter's dissolution and asset-distribution provisions comply with the requirements of CalSTRS Certification Form 0765 and IRS Notice 2015-07.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Aye
D. Gonzalez	Aye
S. Orazov	Aye

Roll Call

M. Muhammedov	Aye
U. Yapanel	Aye
S. Dikbas	Absent

G. Approval of Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools

S. Orazov made a motion to approve the Board Resolution Regarding Authorization to Submit CalSTRS Certification Form 0765 On Behalf of Charter Schools, which authorizes the administration to complete, execute, and submit the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification Form 0765 on behalf of Magnolia Educational & Research Foundation and its applicable charter schools.
M. Muhammedov seconded the motion.
A. Zarnich, Director of Charter Petition & Reporting, shared that this specific item is to authorize MPS administration to complete, execute, and submit CalSTRS Certification Form 0765 in order to certify compliance with CalSTRS requirements for charter schools and nonprofit public benefit corporations whose eligible employees participate in CalSTRS.
The board **VOTED** to approve the motion.

Roll Call

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

H. Approval of 2026-27 MPS Employee Handbook

D. Gonzalez made a motion to approve the 2026-27 MPS Employee Handbook as presented with an effective date of July 1, 2026.
S. Orazov seconded the motion.
F. Del Carpio, Chief People Officer, explained the changes that were made to the Employee Handbook.

All questions from the Board were addressed.
The board **VOTED** to approve the motion.

Roll Call

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

I. Approval of Board Resolution for Creation and Elimination of Positions Across MPS Network for the 2026-27 School Year

M. Muhammedov made a motion to approve the resolution for creation and elimination of positions across MPS network effective July 1, 2026, in support of educational programs, student achievement, efficiency, and long-term sustainability.
S. Orazov seconded the motion.
F. Del Carpio, Chief People Officer, explained that this item is to ensure alignment with student needs, instructional and programmatic
priorities, scheduling, operational requirements, organizational effectiveness, and budgetary considerations. She also went into detail regarding the positions that would be reinstated.

All questions from the Board were addressed.
The board **VOTED** to approve the motion.

Roll Call

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

J. Approval of Local Control and Accountability Plans (LCAP) for All MPS

S. Covarrubias made a motion to approve the LCAPs for all MPS.
M. Muhammedov seconded the motion.
D. Yilmaz, Chief Accountability Officer, explained that this is an LCAP requirement for all LEA's to have their LCAP approved by the board.
The board **VOTED** to approve the motion.

Roll Call

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

K. Approval of the 2026-27 Adopted Budgets for All MPS Sites and Home Office Management Fee Policy

S. Orazov made a motion to adopt the 2026–27 Annual Budget for all school sites as presented and the Home Office Management Fee Policy.
D. Gonzalez seconded the motion.
C. Turan, Interim Chief Financial Officer, shared that this adoption is in

accordance with applicable state and county requirements. The budget reflects updated revenue projections based on current LCFF planning factors, enrollment and ADA assumptions, staffing plans, and expenditure projections for the upcoming fiscal year beginning July 1, 2026.
The board **VOTED** to approve the motion.

Roll Call

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

L. Approval of Revised MPS Fiscal Policies and Procedures Manual for 2026-27

S. Orazov made a motion to approve the revised MPS Fiscal Policies and Procedures Manual for fiscal year 2026-27.
M. Muhammedov seconded the motion.
C. Turan, Interim Chief Financial Officer, explained the changes that were made to the fiscal policies and procedures.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

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

M. Approval of Education Protection Act (EPA) Resolution for the 2026-27 School Year

M. Muhammedov made a motion to approve the Resolution for the Education Protection Act for the 2026-27 year.
S. Orazov seconded the motion.
C. Turan, Interim Chief Financial Officer, shared that this is a standard compliance item.
The board **VOTED** to approve the motion.

Roll Call

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

N. Approval of Renewal Agreement for DMS Back Office Services for the 2026-27 Fiscal Year

S. Orazov made a motion to approve the Charter School Business & Administrative Services Agreement between Magnolia Educational & Research Foundation and Delta Managed Solutions, Inc. for the period of July 1, 2026 through June 30, 2029.
M. Muhammedov seconded the motion.
C. Turan, Interim Chief Financial Officer, presented the new agreement with DMS, including the cost and scope of work.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

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

O. Approval of MPS 2026-27 Uniform RFP Winning Bid Selection

S. Covarrubias made a motion to approve Award of Contract for 2026-27 Student School Uniform Services to Uniformity & DM Graphics.
S. Orazov seconded the motion.
S. Acar, Chief Operations Officer, explained the RFP that was run for Uniform Services and how the team came to the conclusion based on the rubric that was included in the RFP.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

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

P. Approval of Construction and Contractor Change Orders for MSA-5

M. Muhammedov made a motion to approve the proposed construction change orders submitted by the prime contractors, Del Amo Construction, Pro-Craft Construction and Silver Creek Modular for the Magnolia Science Academy-5 project located at 7111

Winnetka Ave (the “ Project ”), in a total net amount not to exceed one hunderd ninety six thousand two hundred ninety seven and 19/100 Dollars ($196,297.19).
D. Gonzalez seconded the motion.
P. Ontiveros, General Counsel & Director of Facilities, went over the change orders for the MSA-5 project.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

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

Q. Approval of Extension and Amendment of Lease for 18355 Roscoe

M. Muhammedov made a motion to approve the Amendment to Lease between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) and The House LA, Inc. for the continued operation of Magnolia Science Academy-7 (“MSA-7”) located at 18355 Roscoe Boulevard, Northridge, California 91325. Staff further requests authorization for MPS administration to negotiate, finalize, and execute all documents necessary to implement the lease amendment in a form deemed appropriate and in the best interest of MPS.
S. Orazov seconded the motion.
P. Ontiveros, General Counsel & Director of Facilities, explained the lease changes and overall cost for the MSA-7 site.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

Roll Call

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

R. Approval of the Updated 2026-27 Home Office Compensation and Salary Bands for Home Office Employees

M. Muhammedov made a motion to approve the updated 2026-27 Home Office compensation and salary bands for Home Office employees effective July 1, 2026.
U. Yapanel seconded the motion.

F. Del Carpio, Chief People Officer, explained how this position addresses a key organizational need connected to enrollment, family engagement, ADA, staffing, budget, facilities, and long-term growth. The role is intended to strengthen networkwide support for schools by ensuring enrollment and engagement work is ongoing, strategic, and aligned across the organization.

All questions from the board were addressed by staff.
The board **VOTED** to approve the motion.

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

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:15 AM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of the 2026-27 Student Board Member

Section: II. Student Board Elections
Item: A. Approval of the 2026-27 Student Board Member
Purpose: Vote
Submitted by:
Related Material: Approval of the 2026-27 Student Board Member - Final.pdf

Agenda Item:	II. A. Student Board Elections
Date:	July 23, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Mekan Muhammedov, MPS Board Chair Meagan Wittek, Director of Student Services
RE:	Approval of the 2026-27 Student Board Member

Action Proposed:

I move that the Board to approve _____ as the Student Board Member for the upcoming school year. The terms of the service will be retroactive on July 1, 2026 and end on June 30, 2027.

Background:

Student Candidates: Sofia Perez (MSA-1), Ilemi Cordoba (MSA-2), and Kayley Godoy (MSA-4) are the running candidates selected by their school peers for the 2026-27 Student Board Member position.

The candidates presented before the Board and to the public at the June 17th Regular Board Meeting, demonstrating their qualifications and vision for the role.

The Board will make the announcement of the Student Board Member at the July 23rd Regular Board Meeting. Their participation at the July 2027 will be determined by the selected candidate and the Director of Student Services for their availability as students would be in summer break. As well as August 2027 meeting since the students will start their first day of coming back to school from break.

Analysis:

The Student Board Member will work with the Director of Student Services, Chief Academic Officer, CEO & Superintendent, Board Secretary and the full Board to ensure participation from the selected candidate and to ensure support is provided as student success is always the main priority.

Coversheet

Approval of Charter Renewal Board Resolution for Magnolia Science Academy-6

Section: IV. Action Items
Item: A. Approval of Charter Renewal Board Resolution for Magnolia Science Academy-6
Purpose: Vote
Submitted by:
Related Material:
Approval_of_Charter_Renewal_Board_Resolution_for_Magnolia_Science_Academy-6.pdf

Agenda Item:	IV. A. Action Item
Date:	July 23, 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 Zarnich, Director of Charter Petitions and Reporting
RE:	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-6

Action Proposed:

I move that the Board approve the board resolution that authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District for Magnolia Science Academy 6, and give authority to the CEO & Superintendent to serve as the Lead Petitioner.

Purpose:

According to the state of California, every five years, a charter school is required to renew its charter and submit a charter renewal petition that demonstrates a strong academic program and academic achievement.

Background:

Magnolia Science Academy 6 is approaching the last year of its approved charter petition term, given the state extension. The resolution being approved today is from the Board of Directors of Magnolia Educational and Research Foundation, authorizing the submission of the Magnolia Science Academy 6 Charter Renewal Petition for a five-year term (July 1, 2027 - June 30, 2032) to the Los Angeles Unified School District.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petitions: CEO & Superintendent will serve as the "Lead Petitioner," and is hereby authorized to sign the Charter Renewal Petitions and to take all steps necessary for approval of same,

- The CEO & Superintendent will serve as the Lead Petitioner

- James Choe is the Principal/Instructional Leader
- Cafer Turan is the Financial Manager

Budget Implications:

There are no budget implications.

Exhibits:

- Board Resolution #20260723-1

MAGNOLIA PUBLIC SCHOOLS
BOARD OF DIRECTORS

RESOLUTION AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION RESOLUTION NO. [20260723-1]

WHEREAS, Magnolia Education and Research Foundation, operating as Magnolia Public Schools, is a California nonprofit public benefit corporation that operates Magnolia Science Academy 6 (the "Charter School"), a California public charter school; and

WHEREAS, the Board of Directors ("Board") of Magnolia Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application ("Renewal") of the Magnolia Science Academy 6 charter as authorized by the Los Angeles Unified School District ("LAUSD") and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of Magnolia Science Academy 6 to the LAUSD Board of Education for a term of July 1, 2027 to June 30, 2032; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Alfredo Rubalcava will serve as "Lead Petitioner" and is hereby authorized to make any additional changes or revisions to the charter renewal petition as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- James Choe is the Principal;
- Alfredo Rubalcava is Magnolia Public School Chief Executive Officer; and
- Cafer Turan, Chief Financial Officer, is the Financial Manager.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 23rd day of July, 2026.

AYES:

NOS:

ABSTENTIONS:

By:_____
Erdinc Acar, Board Secretary

Coversheet

Approval of Charter Renewal Board Resolution for Magnolia Science Academy-7

Section: IV. Action Items
Item: B. Approval of Charter Renewal Board Resolution for Magnolia Science Academy-7
Purpose: Vote
Submitted by:
Related Material:
Approval_of_Charter_Renewal_Board_Resolution_for_Magnolia_Science_Academy-7.pdf

Agenda Item:	IV. B. Action Item
Date:	July 23, 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 Zarnich, Director of Charter Petitions and Reporting
RE:	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-7

Action Proposed:

I move that the Board approve the board resolution that authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District for Magnolia Science Academy 7, and give authority to the CEO & Superintendent to serve as the Lead Petitioner.

Purpose:

According to the state of California, every five years, a charter school is required to renew its charter and submit a charter renewal petition that demonstrates a strong academic program and academic achievement.

Background:

Magnolia Science Academy 7 is approaching the last year of its approved charter petition term, given the state extension. The resolution being approved today is from the Board of Directors of Magnolia Educational and Research Foundation, authorizing the submission of the Magnolia Science Academy 7 Charter Renewal Petition for a five-year term (July 1, 2027 - June 30, 2032) to the Los Angeles Unified School District.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petitions: CEO & Superintendent will serve as the "Lead Petitioner," and is hereby authorized to sign the Charter Renewal Petitions and to take all steps necessary for approval of same,

- The CEO & Superintendent will serve as the Lead Petitioner

- Musa Avsar is the Principal/Instructional Leader
- Cafer Turan is the Financial Manager

Budget Implications:

There are no budget implications.

Exhibits:

- Board Resolution #20260723-2

MAGNOLIA PUBLIC SCHOOLS
BOARD OF DIRECTORS

RESOLUTION AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION TO LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION RESOLUTION NO. [20260723-2]

WHEREAS, Magnolia Education and Research Foundation, operating as Magnolia Public Schools, is a California nonprofit public benefit corporation that operates Magnolia Science Academy 7 (the "Charter School"), a California public charter school; and

WHEREAS, the Board of Directors ("Board") of Magnolia Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application ("Renewal") of the Magnolia Science Academy 7 charter as authorized by the Los Angeles Unified School District ("LAUSD") and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of Magnolia Science Academy 7 to the LAUSD Board of Education for a term of July 1, 2027 to June 30, 2032; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Alfredo Rubalcava will serve as "Lead Petitioner" and is hereby authorized to make any additional changes or revisions to the charter renewal petition as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Musa Avsar is the Principal;
- Alfredo Rubalcava is Magnolia Public School Chief Executive Officer; and
- Cafer Turan, Chief Financial Officer, is the Financial Manager.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 23rd day of July, 2026.

AYES:

NOS:

ABSTENTIONS:

By:_____
Erdinc Acar, Board Secretary

Coversheet

Approval of Charter Renewal Board Resolution for Magnolia Science Academy-Santa Ana

Section: IV. Action Items
Item: C. Approval of Charter Renewal Board Resolution for Magnolia Science Academy-Santa Ana
Purpose: Vote
Submitted by:
Related Material:
Approval_of_Charter_Renewal_Board_Resolution_for_Magnolia_Science_Academy-SA.pdf

Agenda Item:	IV. C. Action Item
Date:	July 23, 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 Zarnich, Director of Charter Petitions and Reporting
RE:	Approval of Charter Renewal Board Resolution for Magnolia Science Academy-Santa Ana

Action Proposed:

I move that the Board approve the board resolution that authorizes the filing of the Charter Renewal Petition with the Santa Ana Unified School District for Magnolia Science Academy Santa Ana, and give authority to the CEO & Superintendent to serve as the Lead Petitioner.

Purpose:

According to the state of California, every five years, a charter school is required to renew its charter and submit a charter renewal petition that demonstrates a strong academic program and academic achievement.

Background:

Magnolia Science Academy Santa Ana is approaching the last year of its approved charter petition term, given the state extension. The resolution being approved today is from the Board of Directors of Magnolia Educational and Research Foundation, authorizing the submission of the Magnolia Science Academy Santa Ana Charter Renewal Petition for a five-year term (July 1, 2027 - June 30, 2032) to the Santa Ana Unified School District.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Santa Ana Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petitions: CEO & Superintendent will serve as the "Lead Petitioner," and is hereby authorized to sign the Charter Renewal Petitions and to take all steps necessary for approval of same,

- The CEO & Superintendent will serve as the Lead Petitioner

- Steven Keskinturk is the Principal/Instructional Leader
- Cafer Turan is the Financial Manager

Budget Implications:

There are no budget implications.

Exhibits:

- Board Resolution #20260723-3

MAGNOLIA PUBLIC SCHOOLS
BOARD OF DIRECTORS

RESOLUTION AUTHORIZING SUBMISSION OF CHARTER RENEWAL PETITION TO SANTA ANA UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
RESOLUTION NO. [20260723-3]

WHEREAS, Magnolia Education and Research Foundation, operating as Magnolia Public Schools, is a California nonprofit public benefit corporation that operates Magnolia Science Academy-Santa Ana (the "Charter School"), a California public charter school; and

WHEREAS, the Board of Directors ("Board") of Magnolia Public Schools finds it in the best interest of the Charter School to submit a charter renewal petition application ("Renewal") of the Magnolia Science Academy-Santa Ana charter as authorized by the Santa Ana Unified School District ("SAUSD") and provided for in Education Code Sections 47605, 47607 and 47607.2.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of Magnolia Science Academy-Santa Ana to the SAUSD Board of Education for a term of July 1, 2027 to June 30, 2032; and

BE IT FURTHER RESOLVED that the Board authorizes the following individuals to take all steps necessary pursuant to their roles to seek the approval of the Renewal:

- Alfredo Rubalcava will serve as "Lead Petitioner" and is hereby authorized to make any additional changes or revisions to the charter renewal petition as may be necessary to comply with applicable legal requirements and/or District policies and procedures, and to take all steps necessary for approval of same;
- Steven Keskinturk is the Principal;
- Alfredo Rubalcava is Magnolia Public School Chief Executive Officer; and
- Cafer Turan, Chief Financial Officer, is the Financial Manager.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 23rd day of July, 2026.

AYES:

NOS:

ABSTENTIONS:

By:_____
Erdinc Acar, Board Secretary

Coversheet

Approval of Board Resolution Accepting Los Angeles County Office of Education Conditions of Authorization for Magnolia Science Academy-5

Section: IV. Action Items
Item: D. Approval of Board Resolution Accepting Los Angeles County Office of Education Conditions of Authorization for Magnolia Science Academy-5
Purpose: Vote
Submitted by:
Related Material:
Approval of Board Resolution Accepting LACOE Conditions of Authorization for Magnolia _.pdf

Agenda Item:	IV. D. Action Item
Date:	July 23, 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 Zarnich, Director of Charter Petitions and Reporting
RE:	Approval of Board Resolution Accepting LACOE Conditions of Authorization for Magnolia Science Academy-5

Action Proposed:

I move that the Board approve the board resolution accepting the terms of the Los Angeles County Office of Education ("LACOE") Conditions of Authorization for the Magnolia Science Academy 5 material revision, and authorize the CEO & Superintendent, or designee, to submit evidence of the Board's acceptance and take all steps necessary to satisfy the conditions.

Purpose:

The purpose of this item is to accept the terms of the Conditions of Authorization imposed in connection with the approval with conditions of the Magnolia Science Academy 5 material revision and to authorize submission to LACOE, by July 31, 2026, of evidence that the governing board has accepted the terms of those conditions.

Background:

On March 18, 2026, Magnolia Science Academy 5 submitted a request for a material revision to its current charter. The material revision updates charter petition language to reflect the school's relocation to 7111 Winnetka Avenue, Winnetka, CA 91306, and to reflect changes in law since the school's last Los Angeles County Board of Education approval on February 10, 2026.

On June 9, 2026, the Los Angeles County Board of Education approved with Conditions of Authorization the material revision to the charter of Magnolia Science Academy 5. The LACOE staff report identifies three Conditions of Authorization, including a requirement that, by July 31, 2026, the school submit to LACOE evidence that the school's governing board has accepted the terms of the Conditions of Authorization. The three conditions are:

- By July 31, 2026, submit evidence of the Board's acceptance of the Conditions of Authorization to LACOE.
- Prior to operation, submit a Certificate of Occupancy or equivalent, evidence of completion of the LACOE Facilities and Construction Unit site visit and provision of necessary documents, and a Health and Safety Plan, including the Comprehensive Safe School Plan for the new site.
- Prior to opening, provide evidence of all required corrections identified in the Facilities and Construction Unit's report.

Budget Implications:

There are no budget implications.

Exhibits:

- Board Resolution #20260723-1

MAGNOLIA PUBLIC SCHOOLS
BOARD OF DIRECTORS

RESOLUTION ACCEPTING CONDITIONS OF AUTHORIZATION FOR MAGNOLIA SCIENCE ACADEMY 5 MATERIAL REVISION RESOLUTION NO. [20260723-1]

WHEREAS, Magnolia Educational & Research Foundation, operating as Magnolia Public Schools, operates Magnolia Science Academy 5 (the "Charter School"), a California public charter school; and

WHEREAS, on June 9, 2026, the Los Angeles County Board of Education approved with conditions the Charter School's material revision to relocate to 7111 Winnetka Avenue, Winnetka, CA 91306; and

WHEREAS, the approval requires the Charter School to submit to the Los Angeles County Office of Education ("LACOE"), by July 31, 2026, evidence that its governing board has accepted the terms of the Conditions of Authorization.

NOW THEREFORE, BE IT RESOLVED that the Board accepts the terms of the Conditions of Authorization imposed by LACOE in connection with the Magnolia Science Academy 5 material revision; and

BE IT FURTHER RESOLVED that the Board authorizes the CEO & Superintendent, or designee, to submit this Resolution and related evidence to LACOE and to take all steps necessary or appropriate to satisfy the Conditions of Authorization.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 23rd day of July, 2026.

AYES:

NOS:

ABSTENTIONS:

By:_____
Erdinc Acar, Board Secretary

Coversheet

Approval of the 2026–27 School Safety Plan for the New Magnolia Science Academy-5 Campus at 7111 Winnetka

Section: IV. Action Items
Item: E. Approval of the 2026–27 School Safety Plan for the New Magnolia Science Academy-5 Campus at 7111 Winnetka
Purpose: Vote
Submitted by:
Related Material:
Approval_of_the_2026_27_School_Safety_Plan_for_the_New_Magnolia_Science_Academy-5_Campus_at_7111_Winnetka.pdf

Agenda Item:	IV. E. Action Item
Date:	July 23, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Meagan Wittek, Director of Student Services
RE:	Approval of the 2026–27 School Safety Plan for the New Magnolia Science Academy-5 Campus at 7111 Winnetka Avenue

Action Proposed:

I move that the Board approve the revised School Safety Plan (SSP) for the 2026-27 school year for the following schools within Magnolia Public Schools:

- Magnolia Science Academy – 5 Winnetka

I request that the Board of Directors authorize the Director of Student Services to update the School Safety Plan with any updates that will need to be made as the campus is occupied and staff are hired. These updates are necessary to ensure compliance and maintain a safe, equitable environment for all students and staff.

Purpose:

In accordance with California Education Code 32280-32289.5, all public schools are mandated to establish and maintain a school safety plan (SSP). These plans must encompass specific elements, including procedures for emergency evacuation, lockdown, and responses to crises and emergencies. SSPs are subject to regular review and updates through collaboration with educational partners at the school site to ensure their effectiveness. At Magnolia Public Schools (MPS), we leverage the Parent Advisory Committee (PAC) to engage and educate our partners on our safety practices. The PAC serves as a vital channel for capturing feedback that allows us to continuously evaluate and enhance school-wide systems related to safety and emergency preparedness. As part of our commitment to transparency and readiness, the SSP slated for adoption for the 2026-27 school year reflects a dynamic approach. School sites retain the flexibility to adjust and modify plans in response to the evolving needs of the learning

community. This adaptability ensures that our safety measures remain relevant and practical, providing a secure environment for all students and staff.

Impact:
Magnolia Public Schools (MPS) is committed to maintaining a safe learning environment in accordance with California Education Code 32280-32289.5. Our updated School Safety Plan (SSP) for 2026-27 include emergency procedures and incorporate feedback from the Parent Advisory Committee (PAC) to ensure continuous improvement.

Budget Implications:

The SSP includes a variety of measures aimed at improving school safety, such as providing training for school staff on emergency responses and crisis management, improving school infrastructure to make the building more secure, and acquiring equipment and supplies to ensure the school site can manage crises or emergencies. The costs for implementing a school site safety plan are projected to be approximately $8,000 -$15,000, depending on the school site and specific needs. The individual school sites' operations budget will pay for these costs.

Committee Recommendations:

Exhibits:

- Safety Plan for Magnolia Science Academy – 5 Winnetka

School Safety Plan
Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

Ali Kaplan, Principal
7111 Winnetka Ave
Winnetka, CA 91306
(818) 705-5676
akaplan@magnoliapublicschools.org

A meeting for public input was held on Jan 23, 2026

Plan Revised June 15, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026
Revised plan for new site approved by Board July 23, 2026

This document is available for public inspection during regular business hours at 8 am - 4:30pm.
NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy-5
School Safety Plan
2026-2027

The undersigned members of the MSA 5 Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		
Parent Advisory Committee/Safety Planning		
Name	**Title**	**Contact Email**
Ali Kaplan	Principal	akaplan@magnoliapublicschools.org
Vanessa Ornelas	Dean of Students	vaornelas@magnoliapublicschools.org
Kemal Fazla	Assistant Principal	kfazla@magnoliapublicschools.org
Fatima Castro	Classified -	fcastro@magnoliapublicschools.org
Maria Hernandez	Parent	[redacted]
Gasia Chaparro	Parent	
Adriana Rodriguez	Parent	
Martha Olivas	Parent	
Nury Alvarado	Parent	
Nourhan Tarek	Teacher	ntarek@magnoliapublicschools.org
Indira Hopovoc	Teacher	lhopovoc@magnoliapublicschools.org
Kelly Hernandez	Student	[redacted]

Our Mission

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

Our Vision

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

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are

tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

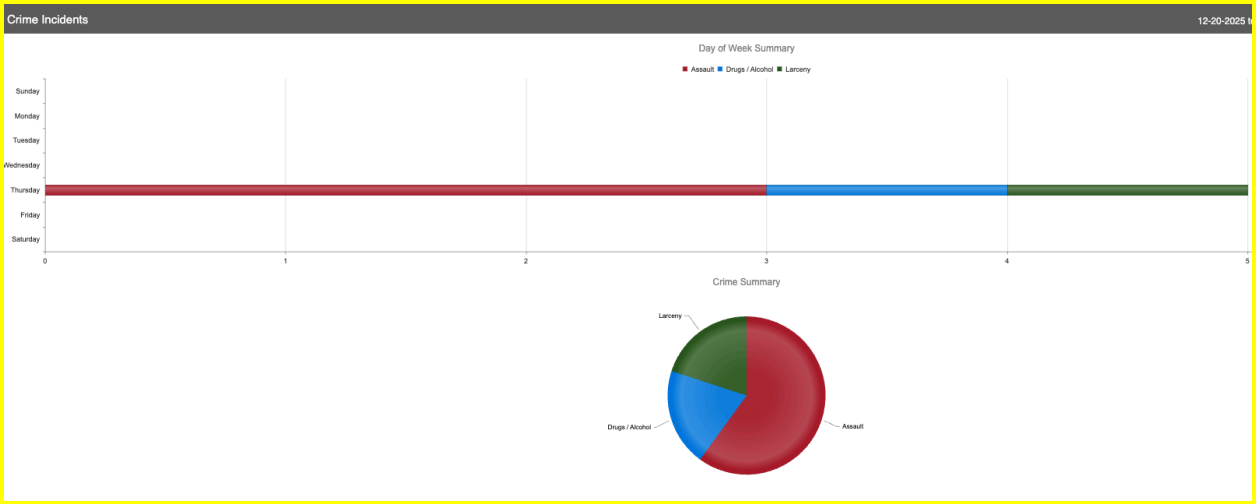
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 91306 from 7/2025 to 12/2025:
***Crime Data will be revised at a later time. Issue with Crime Data website.**

Type	Number
Total Crimes during time period	5
Top #1	Assault (non-aggravated)
#2	Grand Theft
#3	Possession for sale of controlled substance



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/22/2026 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 6/22/2026
Suspension Data	4	4	1	5

Out-of-School				
Suspension Data In-School	0	1	1	1
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	N/A	51	35	70
Average Daily Attendance (ADA) Rate	91.93%	92% (199.83)	96.10%	93.96%
Chronic Absenteeism Rate	30%	26%	19.1%	19.1%
Graduation Rate	100%	100%	100%	100%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s): All staff members will monitor students' emotional well being.

- Objective: Annually, the school will provide access to emotional counseling services to students.
- Related Activities: Review monthly behavior data and analyze SEL survey results.

- Resources needed: PBIS Rewards and Kelvin surveys.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 3: School Social Climate

Goal(s): All PBIS team members will be trained with Capturing Kids Hearts and CA-ISP PBIS PD in order to maintain a safe and respectful learning environment.

- Objective: All school staff and teachers will be trained in Capturing Kids Hearts and CA-ISP PBIS PD
- Related Activities: Professional development
- Resources needed: Training resource provided by the Los Angeles County of Education.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Behavior data on PBIS Rewards System

School Maps

Emergency Map

Emergency Drills

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an

	emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.

4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.

- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:
    - Students will have access to lessons via an online portal, such as Google Classroom.

o If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
o If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.
Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

  o Identify whether instruction is in-person, remote, or hybrid;
  o Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  o Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

<u>Available in the Community:</u>

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:

- Call 888-515-0595. Multilingual support is available 24/7/365
- Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

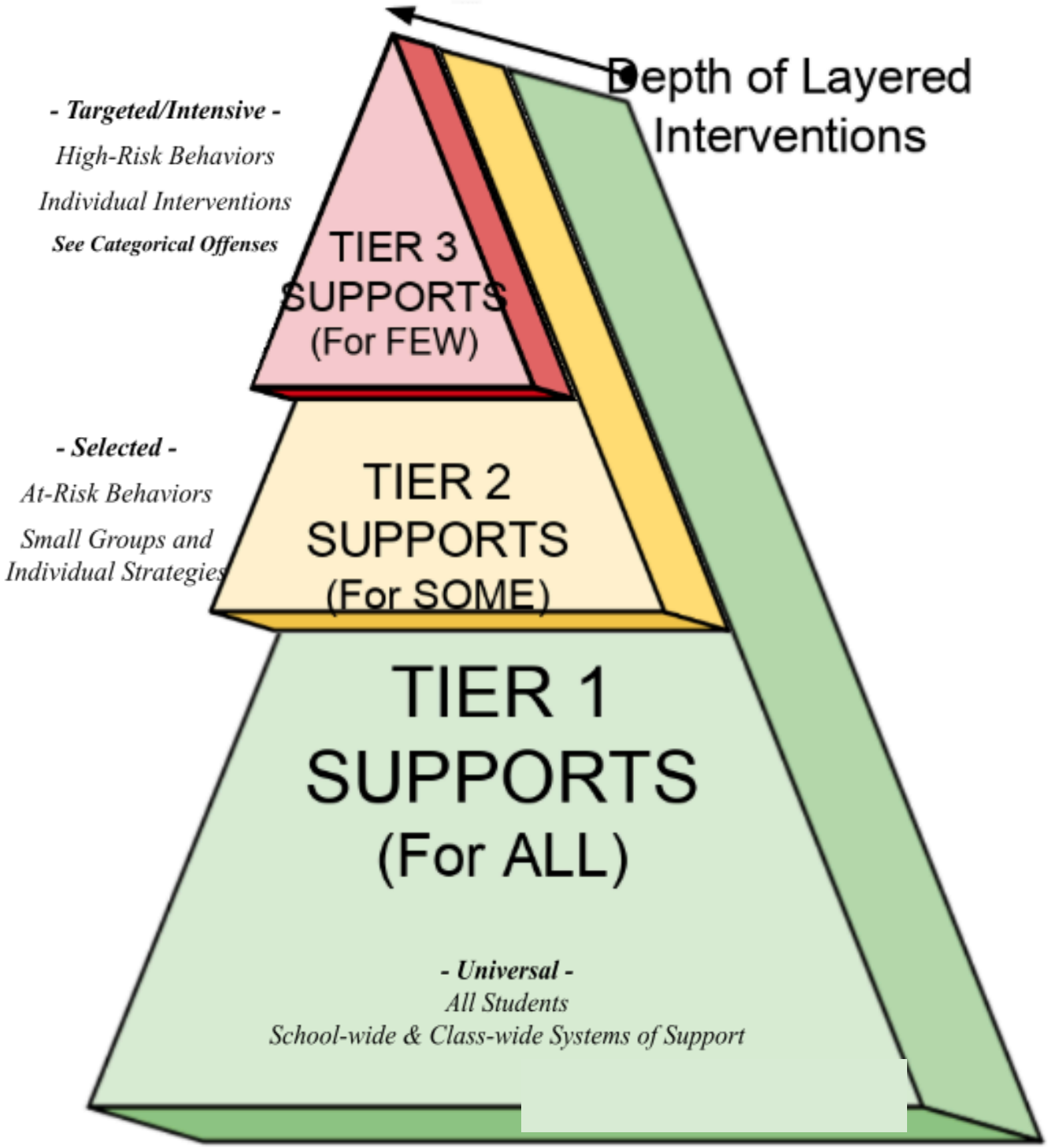
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

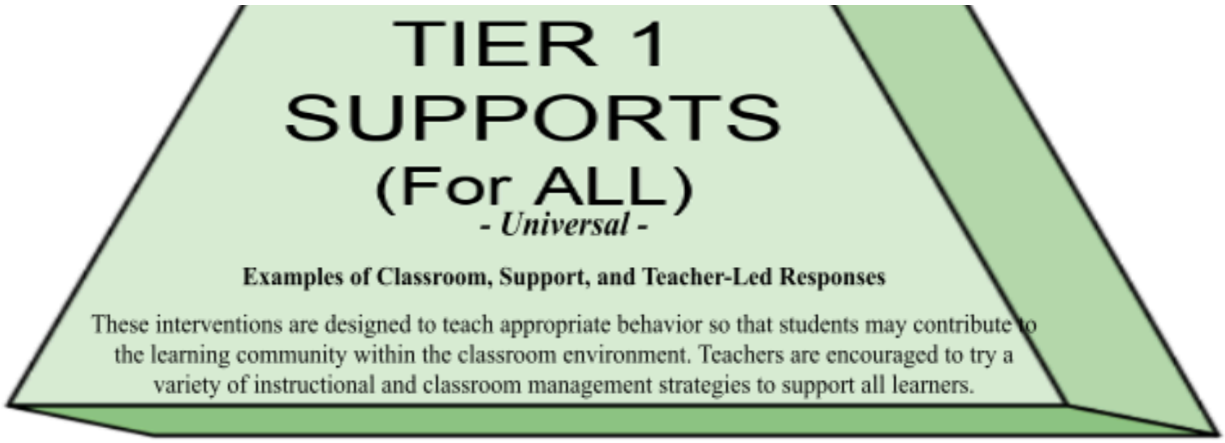
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

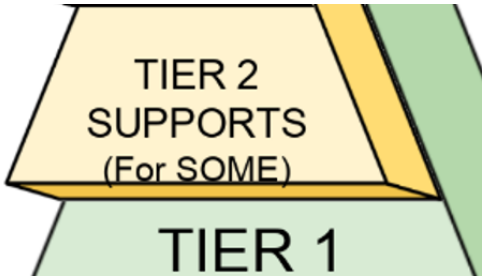
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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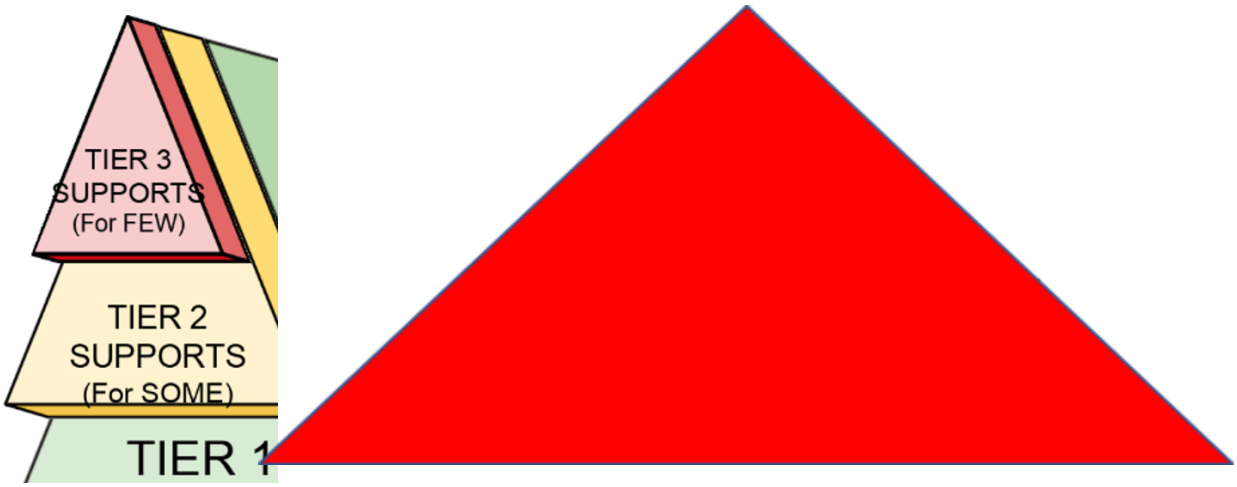
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues in the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

   - Uphold the suspension
   - Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: akaplan@magnoliapublicschools.org; (818) 705 - 5676. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of

support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.
- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience
To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

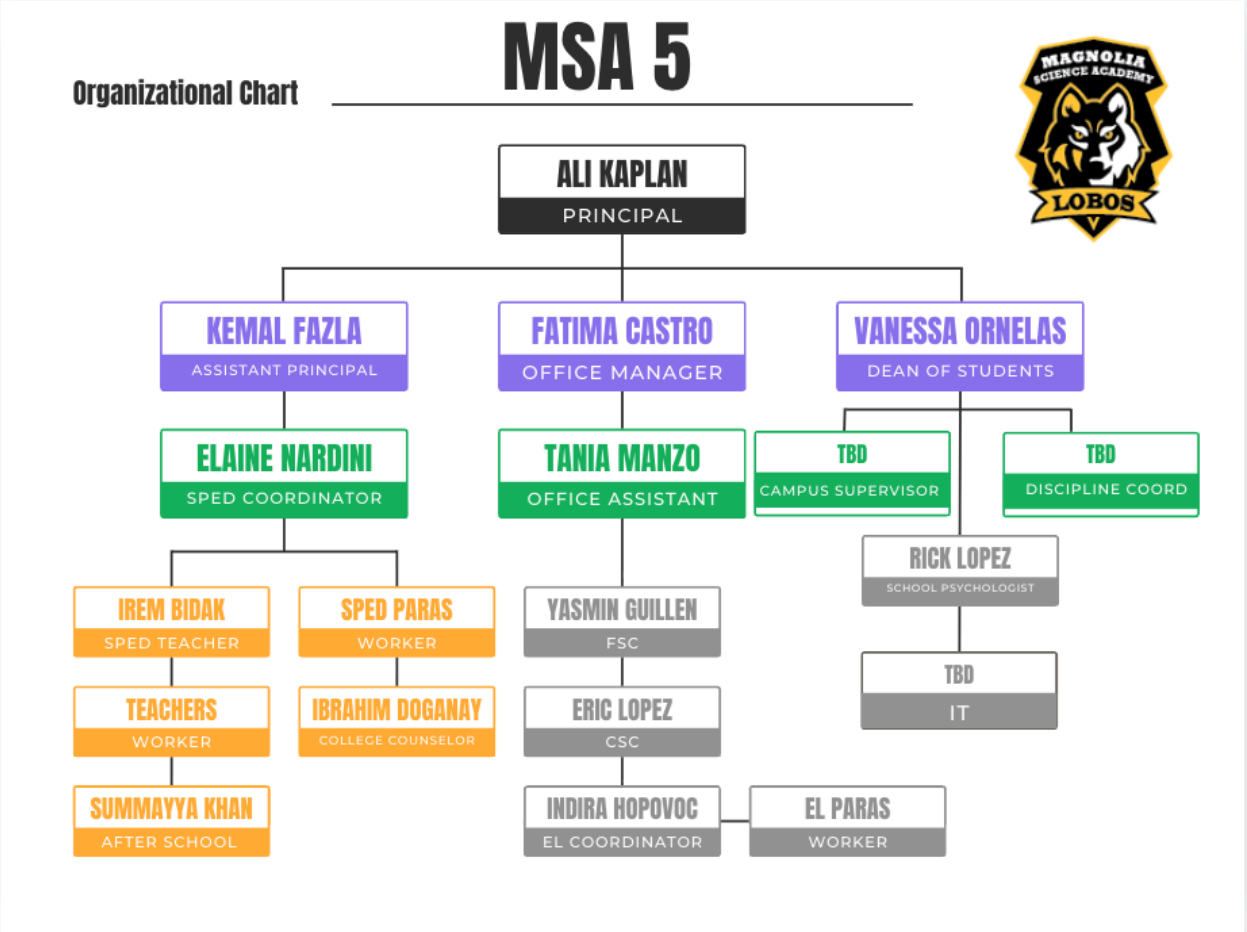
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

Ali Kaplan, Principal
7111 Winnetka Ave.
Winnetka, CA 91306
(818) 705-5676
akaplan@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

School Incident Command System and Emergency Teams

School Site Specific Considerations

Emergency Supplies and Equipment Location

Crisis Response Team Chart

-

Additional Contacts

Coversheet

Approval of Resolution to Approve a Merger of the Finance Committee and Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee, and Assign Membership

Section: IV. Action Items
Item: F. Approval of Resolution to Approve a Merger of the Finance Committee and Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee, and Assign Membership
Purpose: Vote
Submitted by:
Related Material:
Approval_of_Resolution_to_Approve_a_Merger_of_the_Finance_Committee_and_Audit_Facilities_.pdf

Agenda Item:	IV. F. Action Items
Date:	July 23, 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 Mekan Muhammedov, MPS Board Chair Dr. Umit Yapanel, MPS Nominating/Governance Committee Chair
RE:	Approval of Resolution to Approve a Merger of the Finance Committee and Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee, and Assign Membership

Action Proposed:

The Board moves to approve the Resolution approving the merger and dissolution of the Finance Committee and the Audit/Facilities Committee into the established Finance, Audit, Risk, and Facilities Committee, effective immediately.

The Board further approves the appointment of Serdar Orazov as Chair of the Committee; Mekan Muhammedov and Diane Gonzalez as Committee members; and Dr. Umit Yapanel as the alternate member.

Background:

MPS Board of Directors seeks to merge two standing committees - the Finance Committee and the Audit/Facilities Committee - into a single standing committee. The merger is intended to better align the Board's committee structure with its current composition of six (6) Directors while enhancing the Board's oversight of financial, audit, risk and facilities matters.

It was determined that there was significant overlap in the responsibilities of the existing committees and this action will promote a more coordinated and efficient approach to governance by consolidating related oversight functions into one committee. Additionally, the structure aims to strengthen the Board's ability to fulfill its fiduciary responsibilities while streamlining reporting and review.

Analysis:

In conjunction with legal counsel, Resolution No. 20260723-05 was drafted to formalize the proposed actions. The resolution responsibilities, which include finance oversight, audit and compliance, facilities oversight, and reporting responsibilities.

The Committee shall be comprised of the following Directors:

- **Chair:** Mr. Serdar Orazov
- **Member:** Mr. Mekan Muhammedov
- **Member:** Mrs. Diane Gonzalez
- **Alternate:** Dr. Umit Yapanel

Exhibits:

- Resolution #20260723-05
- Revised 2026-27 Committee Composition Structure

RESOLUTION OF THE BOARD OF DIRECTORS OF

MAGNOLIA PUBLIC SCHOOLS

Resolution No. 20260723-05

Resolution to Approve the Merger of the Finance Committee and Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee

WHEREAS, Magnolia Educational & Research Foundation is a California nonprofit public benefit corporation operating charter schools, and operates as Magnolia Public Schools ("MPS"); and

WHEREAS, the Board of Directors ("Board") currently maintains two standing committees: the Finance Committee and the Audit/Facilities Committee; and

WHEREAS, there exists significant overlap in the responsibilities of the Finance Committee and the Audit/Facilities Committee, and the Board has determined that consolidating these committees will promote a more coordinated and efficient approach to governance; and

WHEREAS, the Board currently consists of six (6) Directors, and one student director, and the merger will better align the Board's committee structure with its current composition; and

WHEREAS, the Board desires to establish the Finance, Audit, Risk, and Facilities Committee ("Committee") as a standing committee of the Board, combining the oversight functions previously assigned to the Finance Committee and the Audit/Facilities Committee; and

WHEREAS, the Board has reviewed a description of the Committee's proposed oversight responsibilities and finds them appropriate for the effective governance of MPS;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Magnolia Public Schools hereby resolves as follows:

1. Merger and Establishment

The Finance Committee and the Audit/Facilities Committee are hereby merged and dissolved, and the Finance, Audit, Risk, and Facilities Committee (" Committee") is hereby established as a standing committee of the Board, effective immediately.

2. Committee Responsibilities

The Committee shall have the following oversight responsibilities:

A. Finance Oversight

- Review and recommend annual budgets to the Board.
- Monitor revenues, expenditures, cash flow, and financial projections.
- Review monthly financial statements and key financial indicators.
- Review and recommend significant financial transactions and contracts requiring Board approval.

- Monitor compliance with financial policies and internal controls.
- Review debt obligations, financing arrangements, and investment practices.

B. Audit and Compliance

- Oversee the annual independent financial audit process.
- Recommend the selection of independent auditors to the Board.
- Review audit findings, management letters, and corrective action plans.
- Monitor implementation of audit recommendations.
- Review internal control systems and risk management practices.
- Monitor compliance with applicable federal, state, and local fiscal requirements.
- Review allegations of financial misconduct, fraud, or significant fiscal irregularities and report recommendations to the Board.

C. Facilities Oversight

- Review facilities acquisition, development, financing, and lease agreements.
- Monitor facility maintenance, capital improvement projects, and major repairs.
- Review long-term facilities planning and capacity needs.
- Monitor facility-related risks, safety issues, and regulatory compliance.
- Review facilities expenditures and project budgets.
- Provide recommendations regarding school site expansions, relocations, and facility financing opportunities.

D. Reporting Responsibilities

- Report committee activities and recommendations to the Board.
- Present recommendations regarding budget adoption, audit acceptance, and major facilities actions.
- Monitor progress toward organizational fiscal and facilities goals.

3. Committee Membership

The Committee shall be comprised of the following Directors:

- **Chair:** Mr. Serdar Orazov
- **Member:** Mr. Mekan Muhammedov
- **Member:** Mrs. Diane Gonzalez
- **Alternate:** Dr. Umit Yapanel

4. General Provisions

All prior resolutions, policies, or actions of the Board establishing or governing the Finance Committee and the Audit/Facilities Committee that are inconsistent with this Resolution are hereby superseded.

The Committee shall operate in accordance with the MPS Bylaws and all applicable laws and regulations. The Committee shall have no authority to act on behalf of the Board except as expressly delegated by the Board.

I, Erdinc Acar, Secretary of Magnolia Educational & Research Foundation hereby certify that:

(1) The foregoing resolution was duly adopted at a meeting of the Board of Directors of MPS held on July 23, 2026, at which a quorum was present and acting throughout.

(2) The vote on adoption of the foregoing resolution was as follows:

Directors Voting **IN FAVOR:**

_____

Directors Voting **AGAINST:**

_____

Directors Voting **ABSTAINING:**

_____

Directors Voting **ABSENT:**

_____

(3) The resolution was adopted by the affirmative vote of a majority of the directors then in office and constitutes a valid act of the Board of Directors.

IN WITNESS WHEREOF, I have executed this certification as Secretary of MPS.

_____

Erdinc Acar, Secretary

Magnolia Educational & Research Foundation

MPS Board Committee Structure & Composition

Previous MPS Board Committee Structure Board approved on December 11, 2025:

	Magnolia Public Schools 2025-26 Board Committee Structure						
		Academic	Audit/Facilities	Finance	Nominating/ Governance	Educational Partners & Development	
Mr.	Mekan Muhammedov		Chair	X			2
Ms.	Sandra Covarrubias	X			X	Chair	3
Dr.	Umit Yapanel			X	Chair	X	3
Dr.	Salih Dikbas	X			X		2
Mrs.	Diane Gonzalez	Chair	X				2
Mr.	Serdar Orazov		X	Chair			2
	Alternate	Dr. Yapanel	Dr. Dikbas	Mrs. Gonzalez	Mr. Muhammedov	Mr. Orazov	

Revised MPS Board Committee Structure with Merger Included:

	Magnolia Public Schools 2026-27 Board Committee Structure					
		Academic	Finance, Audit, Risk, and Facilities	Nominating/ Governance	Educational Partners & Development	
Mr.	Mekan Muhammedov		X			1
Ms.	Sandra Covarrubias	X		X	Chair	3
Dr.	Umit Yapanel			Chair	X	2
Dr.	Salih Dikbas	X		X		2
Mrs.	Diane Gonzalez	Chair	X			2
Mr.	Serdar Orazov		Chair			1
	Alternate	Dr. Yapanel	Dr. Yapanel	Mr. Muhammedov	Mr. Orazov	

Coversheet

Approval of the 2026–27 Magnolia Public Schools Board Committee Meeting Calendar

Section: IV. Action Items
Item: G. Approval of the 2026–27 Magnolia Public Schools Board Committee Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: Approval_of_the_MPS_2026-27_Board_Committee_Calendar.pdf

Agenda Item:	IV. G. Action Items
Date:	July 23, 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:	Approval of the MPS 2026-27 Board Committee Calendar

Action Proposed:

The Board moves to approve the 2026-27 MPS Board Committee Calendar.

Background:

The Board had approved the 2026-27 Regular Board Meeting Calendar on June 17, 2026. Subsequently, at the Board's direction, staff worked with legal counsel to develop a resolution to merge the Finance Committee and the Audit/Facilities Committee into the Finance, Audit, Risk, and Facilities Committee.
Because this proposed restructuring would affect the Board Committee Meeting Calendar, implementation and approval was deferred pending Board approval.

The Board is set to take action on the merger on July 23, 2027. In conjunction with this action, staff is presenting the 2026-27 Board Committee Meeting Calendar, which reflects the newly established committee and the meeting schedule for all MPS standing Board committees.

Analysis:

Staff, in conjunction with the Committee Chairs, developed the proposed meeting schedule for the Board committees.

Conclusion:

All Committee meetings shall be conducted in accordance with the Brown Act and SB126.

Exhibits:

- MPS 2026-27 Board Committee Calendar

2026-27 Board Committee Meeting Calendar

Magnolia Educational & Research Foundation
Magnolia Public Schools

MPS Board Committees'

- Academic Committee
- Educational Partners & Development Committee
- Finance, Audit, Risk, and Facilities Committee
- Nominating/Governance Committee

Committee meetings typically commence between the hours of 6:00pm - 7:00pm PST and are held on the dates stated below. *Please refer to the website and meeting agendas for updates or changes to the scheduled meetings, as well as information on meeting location and how to attend.*

Meeting dates, times, and locations are posted on the website in accordance with the notice requirements: Regular Board Meetings (72 hours notice), Special Board Meetings (24 hours notice), or Emergency Board Meetings (1-hour notice).

For additional information or assistance, please visit magnoliapublicschools.org, or call (213) 628-2624.

July 2026

- No Committee Meetings

August 2026 (Brown Act Training Month)

- No Committee Meetings

September 2026

- Finance, Audit, Risk, and Facilities Committee - Thursday, September 10, 2026

October 2026

- Academic Committee Meeting - Thursday, October 1, 2026

November 2026

- Finance, Audit, Risk, and Facilities Committee - Thursday, November 12, 2026

December 2026

- Nominating/Governance Committee Meeting - Thursday, December 10, 2026

January 2027

- No Committee Meetings

February 2027

- Academic Committee Meeting - Thursday, February 4, 2027
- Finance, Audit, Risk, and Facilities Committee - Thursday, February 11, 2027

March 2027

- Educational Partners & Development Committee Meeting - Thursday, March 4, 2027

April 2027

- Finance, Audit, Risk, and Facilities Committee - Saturday, April 10, 2027

May 2027

- Educational Partners & Development Committee Meeting - Thursday, May 6, 2027
- Finance, Audit, Risk, and Facilities Committee - Thursday, May 13, 2027

June 2027

- No Committee Meetings

Coversheet

Approval of the Required Three-Year Update to the Expanded Learning Opportunities Program Plan

Section: IV. Action Items
Item: H. Approval of the Required Three-Year Update to the Expanded Learning Opportunities Program Plan
Purpose: Vote
Submitted by:
Related Material:
Approval_of_the_Required_Three-Year_Update_to_the_Expanded_Learning_Opportunities_Program__ELO-P__Plan_-_Final_.pdf

Agenda Item:	IV. H. Action Item
Date:	July 16, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Omar Polst, Project Director & Director of Extracurricular Programs Traci Lewin, Senior Director of Educational Services Gokhan Serce, Chief Academic Officer
RE:	Approval of the Required Three-Year Update to the Expanded Learning Opportunities Program (ELO-P) Plan

Action Proposed:

Staff recommends and moves that the Board approve the required three-year updates to the Expanded Learning Opportunities Program (ELO-P) plan.

Purpose:

To request Board approval of the Expanded Learning Opportunities Program (ELO-P) Plans for each Magnolia Public Schools campus, as required by the California Department of Education (CDE). Board approval is required prior to submission of the three-year ELO-P Plans.

Background:

The California Expanded Learning Opportunities Program (ELO-P) requires local educational agencies to develop and adopt a comprehensive program plan every three years. The plan describes how expanded learning services will be provided to eligible students and must be approved by the Governing Board before submission to the California Department of Education. Each Magnolia Public Schools campus has developed a site-specific ELO-P Plan that reflects the program design and services provided to students.

Analysis:

The ELO-P Plans were developed in accordance with California Education Code requirements and California Department of Education guidance. Each plan outlines the district's approach to providing expanded learning opportunities that support students' academic achievement, enrichment, and social-emotional development while reflecting the unique needs of each school community.

Impact:

Approval of the ELO-P Plans will ensure Magnolia Public Schools remains in compliance with state requirements and eligible to continue receiving ELO-P funding to provide expanded learning opportunities for eligible students.

Budget Implications:

There is no additional fiscal impact associated with this action. The Expanded Learning Opportunities Program is funded through state ELO-P allocations, and program implementation will continue within the approved funding allocation.

Exhibits:

- ELO-P Plans for MSA-1, MSA-2, MSA-3, MSA-4, MSA-5, MSA-6, MSA-7, MSA-8, MSA-SA, MSA-SD, and MSA-OC

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-1

18238 Sherman Way, Reseda, CA 91335

School Website

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

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name:Brad Plonka

Contact Email: bplonka@magnoliapublicschools.org

Contact Phone: 818.609.0507

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

Magnolia Science Academy-1

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -1 (MSA-1) is a directly funded traditional charter school and provides education to 677 students enrolled in grades 6 through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-1 has been serving students in Los Angeles County since the fall of 2002 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-1 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	12	746	643	86.2%
2025-2026	6	12	677	487	70.9%

Other significant student groups that serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	172	1	112	11	10
Percentage	25.4%	0.1%	18.2%	1.6%	1.5%

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

1—Safe and Supportive Environment

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

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

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

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

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

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

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

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, and Khan Academy to improve student learning outcomes. MSA-1’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use

higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

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

Goals for the educational and literacy element include;

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

MSA-1 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 8:00 AM **7:40 AM - 8:25 AM**	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM **3:38 PM - 6:00 PM**	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Snack is offered by afterschool program**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus

8:00 AM - 11:30 AM **7:30 AM - 11:00 AM**	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM **12:00 PM - 4:30 PM**	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-1 currently has a Student Advisory Council, which works with leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

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

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer,

basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-1's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

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

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

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

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

6—Diversity, Access, and Equity

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

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

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

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program.

STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

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

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

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

With about 25.4% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-1 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

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

Staffing

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

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

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

department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-1 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

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

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

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

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

Sub Contractors

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

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

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

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

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

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

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

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

9—Collaborative Partnerships

MSA-1’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-1 partners with the city of

Reseda for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

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

10—Continuous Quality Improvement

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

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

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

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

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

11—Program Management

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

MSA-1 Expanded Learning school programs are closely monitored by the principal and the MPS Director of Extracurricular Programs. The principal regularly coordinates all Expanded Learning school programs with the Director of Extracurricular Programs and school staff. The MSA-1 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

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

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.

- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

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

Reporting Requirements

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

Sign-in/out Procedures

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

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

Early Release Policy

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

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

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

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

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development

department works to ensure expanded learning sustainability through private funds and individual giving efforts.

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

General Questions

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

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

_____

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_____

Transitional Kindergarten and Kindergarten

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

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-2

17125 Victory Blvd., Van Nuys, CA 91406

School Website

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

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name: Suat Acar

Contact Email: sacar@magnoliapublicschools.org

Contact Phone: 818-758-0300

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

Magnolia Science Academy-2

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -2 (MSA-2) is a directly funded traditional charter school and provides education to 448 students enrolled in grades 6 through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-2 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-2 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	12	514	476	92.6%
2025-2026	6	12	448	311	69.4%

Other significant student groups that serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	76	0	84	12	7
Percentage	17.0%	0.0%	18.8%	2.7%	1.6%

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

1—Safe and Supportive Environment

MSA-2's current program is run by the school team. MSA-2 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-2's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-2 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-2 staff including the Expanded Learning program, use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing. Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics to maintain a positive holistic

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-2teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family”, and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-2 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-2 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-2’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-2 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-2 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-2 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 9:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:00 PM - 5:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
5:00 PM - 5:10 PM	**Nutrition Break**
5:10 PM - 5:40 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:40 PM - 6:10 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-2 currently has a Student Advisory Council, which works with the leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-2's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer,

basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-2's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-2 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically,

because MSA-2 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition choices include but are not limited to:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino students and families as well as other backgrounds that include White and Asian. MSA-2 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-2 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-2 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-2 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 17.0% English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-2 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator

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

Staffing

MSA-2 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-2 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC

Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-2 Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-2 and MPS home office staff. MSA-2 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

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

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

Sub Contractors

MSA-2 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

MSA-2 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-2 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program, and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Coordinator monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-2 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

9—Collaborative Partnerships

MSA-2's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 2 partners with the city of Van Nuys for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

To further strengthen the program and increase sustainability, MSA-2 established partnerships with organizations and resources such as Cal-State Northridge and Pierce College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-2 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-2's ELO-P vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-2 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-2 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-2 Expanded Learning school programs are closely monitored by the principal and the Expanded Learning Coordinator. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-2 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-2 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-2 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher-leading clubs, teams and activities.

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

Timeline of Tasks

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

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed

daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-2's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-2 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-2 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-2 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

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

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-2 builds upon partnerships to link, align, and sustain services, public and private partners in the Valley.

General Questions

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

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

_____

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_____

Transitional Kindergarten and Kindergarten

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

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-3

1254 E. Helmick Street, Carson, CA 90746

School Website

https://www.msa3.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

Contact Name: Elizabeth Rizzuto

Contact Email: erizzuto@magnoliapublicschools.org

Contact Phone: (310) 637-3806

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

Magnolia Science Academy-3

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -3 (MSA-3) is a directly funded traditional charter school and provides education to 395 students enrolled in grades 6 through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-3 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-3 is still expanding in Carson while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	12	411	297	72.3%
2025-2026	6	12	395	226	57.2%

Other significant student groups that serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	20	3	83	12	10
Percentage	5.1%	0.8%	21.0%	3.0%	2.5%

MSA-3 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-3's current program is run by the school team. MSA-3 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-3's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-3 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-3 staff, including the Expanded Learning program, use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing. Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics to maintain a positive holistic

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-3teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family”, and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-3 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-3 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-3’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-3 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-3 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-3 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
7:45 AM - 8:25 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:40 PM - 4:30 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:30 PM - 4:45 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12:30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

10 days of 9 hour Summer Schools
4 days outdoor educational experience
4 days College Exploration Field Trips
8 days of Academic/Sports Club gatherings on weekends
4 days of Extended Winter Session

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

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

4—Youth Voice and Leadership

MSA-3 currently has a Student Advisory Council, which works with the leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-3's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-3's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-3 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically, because MSA-3 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-3 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-3 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-3 school websites. Program staff and partners actively reach

out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-3 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 5.1% English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-3 uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice

assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Expanded Learning Coordinator:

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

Staffing

MSA-3 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aid (EC Section 8483.4). MSA-3 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all

qualifications will be hired. The Site Coordinator monitors staff and completes professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Harbor College) and universities such as UC Irvine and CSU Dominguez Hills to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-3 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-3 and MPS home office staff. MSA-3 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the

responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

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

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

Sub Contractors

MSA-3 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-3 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 74.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-3 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-3 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

MSA-3 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-3 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-3 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-3's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 3 partners with the city of Carson for their events and to find out about academic contests that students can participate in. Along with partnering with Harbor College and Cal-State Dominguez Hills to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

To further strengthen the program and increase sustainability, MSA-3 established partnerships with organizations and resources such as Harbor College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-3 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data using data to generate and implement an action plan for quality improvement, and

3) Improve Program Quality, which allows staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-3's ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-3 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-3 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-3 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-3 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

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

Roles of Staff

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

Timeline of Tasks

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

Reporting Requirements

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

Sign-in/out Procedures

MSA-3's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-3 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-3 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-3 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other

funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

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

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-3 builds upon partnerships to link, align, and sustain services, public and private partners in Carson. MSA-3 also solicits public funding to sustain services to name a few:

General Questions

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

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

_____

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Transitional Kindergarten and Kindergarten

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

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_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-4

11330 W. Graham Place B-9, Los Angeles, 90064

School Website

https://www.msa4.magnoliapublicschools.org/#

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

Contact Name: Dr. Alexis Leon

Contact Email: aleon@magnoliapublicschools.org

Contact Phone: 310.473.2464

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

Magnolia Science Academy-4

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -4 (MSA-4) is a directly funded traditional charter school and provides education to 123 students enrolled in grades 6 through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-4 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-4 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	12	132	118	89.4%
2025-2026	6	12	123	73	59.3%

Other significant student groups that serve are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	19	0	31	1	1
Percentage	15.4%	0%	25.2%	0.8%	0.8%

MSA-4 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-4's current program is run by the school team. MSA-4 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-4's site includes a small campus with access to 8 classrooms an office space. The campus includes a gym and outdoor playground with the shared used agreement co-located with Daniel Webster Middle School.

MSA-4 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-4 staff, including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive

functioning skills to help students with their academics to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-4 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-4 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-4 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-4’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have

a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-4 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-4 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-4 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM- 8:30 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-4 currently has a Student Advisory Council, which works with the \leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-4's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer,

basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-4's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-4 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically,

because MSA-4 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition choices include but are not limited to:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino and African-American students and families as well as other backgrounds that include White and Asian. MSA-4 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-4 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-4 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-4 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 15.4% English Language Learners, MSA-4 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-4 uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Programs

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

Staffing

MSA-4 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for instructional aid (EC Section 8483.4). MSA-4 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

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

department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-4 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-4 and MPS home office staff. MSA-4 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

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

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

Sub Contractors

MSA-4 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

MSA-4 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

MSA-4 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program, and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-4 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

9—Collaborative Partnerships

MSA-4’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 4 partners with the city of

Venice for their events and to find out about academic contests that students can participate in. Along with partnering with West LA College to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

To further strengthen the program and increase sustainability, MSA-4 established partnerships with organizations and resources such as West LA College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-4 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-4's ELO-P vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-4 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-4 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-4 Expanded Learning school programs are closely monitored by the principal. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-4 principal and admin team commit to supporting the program and getting on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-4 also acts as the only LEA fiscal agent for grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-4 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepare Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.

- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

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

Reporting Requirements

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

Sign-in/out Procedures

MSA-4's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-4 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-4 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-4 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development

department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-4 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-4 also solicits public funding to sustain services to name a few:

- City of Santa Ana
- Western Youth Services
- Help Me Grow TK-2nd Grade
- OC Health
- OC Family Justice Center
- Planned Parenthood
- Salvation Army Family Services
- El Dorado SELPA
- OC Soccer Club
- Santa Ana College
- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa’s Office
- OC County Board Supervision, Andrew Do’s Office

General Questions

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

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

_____

_____

_____

Transitional Kindergarten and Kindergarten

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

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-5

Magnolia Science Academy - 5 Los Lobos
7111 Winnetka Ave, Winnetka, CA 91306
Office: (818) 705-5676 | Fax: (818) 705-5627

www.msa5.magnoliapublicschools.org
July 6, 2026

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

Contact Name: Ali Kaplan

Contact Email: akaplan@magnoliapublicschools.org

Contact Phone: (818) 705-5676

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

_____Magnolia Science Academy-5_____

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy-5 (MSA-5) is a directly funded traditional charter school and provides education to 194 students enrolled in grades 6 through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-5 has been serving students in Los Angeles County since the fall of 2008 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-5 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	12	218	182	83.5%
2025-2026	6	12	194	141	72.7%

Other significant student groups that serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	38	1	30	3	12
Percentage	19.6%	0.5%	15.5%	1.5%	6.2%

MSA-5 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

Magnolia Science Academy-5 (MSA-5)'s current program is run by the school team. MSA-5 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-5's site includes a big campus (will be moving to the new campus at 7111 Winnetka Ave at the beginning of the 2026-27 AY) with access to 11 classrooms and two office spaces. The campus includes an outdoor activity area.

MSA-5 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-5 staff, including the Expanded Learning program, use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing. Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive

functioning skills to help students with their academics to maintain a positive holistic educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-5teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-5 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-5 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-5’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have

a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-5 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-5 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-5 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:30 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:30 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM - 12:30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School TBD
16 Days of Saturday School, Intersession - TBD

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

Homework Help: Expanded Learning school staff monitors students' completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google

classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-5 currently has a Student Advisory Council, which works with the leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-5's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular

physical activity. MSA-5's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-5 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically, because MSA-5 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino and White students and families as well as other backgrounds that include White and Asian. MSA-5 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-5 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who are served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-5 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich

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

Students with diverse needs

MSA-5 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 19.6% English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-5 uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Activities

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

Staffing

MSA-5 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for instructional aid (EC Section 8483.4). MSA-5 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

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

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-5 Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-5 and MPS home office staff. MSA-5 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

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

- Emergency and Safety Procedures,

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

Sub Contractors

MSA-5 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-5 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-5 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-5 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-5 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-5 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits.

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-5 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they can identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

9—Collaborative Partnerships

MSA-5’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 5 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with CSUN and Pierce College to attend their college

events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

To further strengthen the program and increase sustainability, MSA-5 established partnerships with organizations and resources such as Pierce, LA Valley College and Mission Colleges. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-5 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-5's ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-5 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-5 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-5 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-5 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-5 also acts as the only LEA fiscal agent for grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-5 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher-leading clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepare Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.

- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

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

Reporting Requirements

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

Sign-in/out Procedures

MSA-5's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-5 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-5 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-5 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development

department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-5 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-5 also solicits public funding to sustain services to name a few:

- City of Los Angeles
- Councilmember Bob Blumenfield's Office
- Tarzana Treatment Center
- Local Senior Centers
- One Generation Intergenerational Centers
- California State University, Northridge
- ARC
- LA Valley College
- LA Mission College
- West Valley Police Station
- YMCA
- City Plants

General Questions

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

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

_____

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_____

Transitional Kindergarten and Kindergarten

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

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-6

745 Wilton Place, Los Angeles, CA 90005

School Website

https://www.msa6.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

Contact Name: James Choe

Contact Email: jchoe@magnoliapublicschools.org

Contact Phone: 310.842.8555

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

Magnolia Science Academy-6

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -6 (MSA-6) is a directly funded traditional charter school and provides education to 157 students enrolled in grades 6 through 8 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-6 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-6 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	8	128	119	93.0%
2025-2026	6	8	157	142	90.4%

Other significant student groups that serve are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	27	0	28	7	3
Percentage	17.2%	0%	17.8%	4.5%	1.9%

MSA-6 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 4:00 pm.

1—Safe and Supportive Environment

MSA-6's current program is run by the school team. The MSA-6 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-6's site includes a campus with access to 5 classrooms and two office spaces. The campus also includes an outdoor playground.

MSA-6 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-6 staff, including the Expanded Learning program, use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing. Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics to maintain a positive holistic

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-6 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-6 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-6 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-6’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-6 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-6 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-6 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

7:00 am to 4:00 pm Nine-hour scheduled for 180 days.

Time	Monday- Friday Regular Day
7:00 AM - 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
8:00 AM - 2:15 PM	**Classes in session**
2:15 PM - 2:30 PM	**Nutrition Break**
2:30 PM - 6:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee **Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)

B- Nine-hour Summer or Intersession Day Sample schedules

- 14 Days Summer School 2025-2026 June 22-July 10

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes/Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

15 Days Summer School TBD
15 Days TBD; Fall, Winter & Spring Breaks intersessions and Saturday Schools

9 hour Saturday School - once a month

8:00 am - 12:00 pm: Academic Enrichment
12:00 pm - 1:00 pm: Lunch/break
1:00 pm - 5:00 pm: Clubs and Teams Blocks

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

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

4—Youth Voice and Leadership

MSA-6 currently has a Student Advisory Council, which works with leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-6's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All

physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-6's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning

physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-6 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-6 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino students and families as well as other backgrounds that include White, African American, and Asian. MSA-6 links to a very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-6 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who are served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this

commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-6 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-6 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With about 17.2% English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-6 uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and

literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Activities

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

Staffing

MSA-6 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for instructional aid (EC Section 8483.4). MSA-6 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

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

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-6 Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-6 and MPS home office staff. MSA-6 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

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

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

Sub Contractors

MSA-6 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-6 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-6 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-6 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including

Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-6 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-6 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program, and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-6 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

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

9—Collaborative Partnerships

MSA-6's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 6 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions.

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

To further strengthen the program and increase sustainability, MSA-6 established partnerships with organizations and resources such as West LA College. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-6 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-6's ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-6 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-6 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-6 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-6 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-6 also acts as the only LEA fiscal agent for grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning

Programs, MSA-6 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

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

Timeline of Tasks

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

- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

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

Sign-in/out Procedures

MSA-6's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 4 p.m. on every regular school day.

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

Early Release Policy

MSA-6 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-6 has been heavily investing in these programs for several years and seen the

positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-6 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

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

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-6 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles.

General Questions

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

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

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Transitional Kindergarten and Kindergarten

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

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-7

18355 Roscoe Blvd., Northridge, CA 91325

School Website

https://www.msa7.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

Contact Name: Musa Avsar

Contact Email: mavsar@magnoliapublicschools.org

Contact Phone: (818) 886-0585

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

Magnolia Science Academy-7

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -7 (MSA-7) is a directly funded traditional charter school and provides education to 276 students enrolled in grades TK through 5 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-7 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-7 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	TK	5	272	226	83.1%
2025-2026	TK	5	276	203	73.6%

Other significant student groups that MSA-7 serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	82	0	35	4	4
Percentage	29.7%	0.0%	12.7%	1.4%	1.4%

MSA-7 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-7's current program is run by the school team. MSA-7 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-7's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-7 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-7 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing. Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics to maintain a positive holistic

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-7 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-7 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-7 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as Accelerated Reader, MyOn Reading, IXL, Xtra Math andStandards Plus to improve student learning outcomes. MSA-7’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a music and theater program to help our students who like to creatively

express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and creativity. Some examples include Coding, Robotics, Choir, Art, Math Olympiads, STEAM Challenge.

3—Skill Building

In the expanded learning programs, MSA-7 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-7 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-7 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday - Friday
6:30 AM - 8:00 AM	**Academic Block**: Literacy focused program that includes tutoring and homework help. Staff members will use Accelerated Reader and MyOn to support learning time. Breakfast will be served and students will participate in morning exercises.
2:40 PM - 2:50 PM	**Attendance (Sign-In)**
2:50 PM - 3:20 PM	**Nutrition Break (Supper)**
3:20 PM - 4:30 P M	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:30 PM - 5:35 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club
5:35 PM - 6:00 PM	**Nutritional Break** (Snack) **Dismissal**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:30 AM - 12:00 PM	Summer Learning Academy Classes (ELA & Math)/ STEAM Activities/ SEL Time/ Snack Break and activities
12:00 PM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:30 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club, themed event days

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-7 has a Student Council, which works with the after-school program staff and leadership team to establish and review program elements and school-wide events. The student council works with school staff to plan and participate in community projects such as campus cleanup days, food drives, and other special events. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

5—Healthy Choices and Behaviors

MSA-7's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-7's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3)

Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-7 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically, because MSA-7 is on a private church facility, it follows all of the required student food standards of the CDE and Health Department.

Our healthy nutrition snack choices include but limited to:

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

- We provide:
    - Fluid Milk – 8 ounces

- Fruit, Vegetable, or 100 percent Juice – ¾ cup
- Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino students and families as well as other backgrounds that include White, African American and Asian. MSA-7 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-7 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who are served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-7 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-7 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 29.7% English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-7 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Activities

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.

- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-7 has current job descriptions for staff and volunteers responsible for running the after-school programs. Our newly hired partner Think Together provides the coordinator and support staff running the programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for instructional aid (EC Section 8483.4). MSA-7 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

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

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

support hiring of personnel like our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-7 Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-7 and MPS home office staff. MSA-7 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

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

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,

- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

Think Together

Our key program partner, Think Together, is California's largest nonprofit provider of expanded learning programs, serving more than 90,000 students annually through high-quality before school, after school, summer, and non-instructional day programs. Think Together partners with schools to provide comprehensive academic support, enrichment opportunities, and youth development experiences that help students succeed both academically and socially.

THINK TOGETHER'S COMPREHENSIVE PROGRAM

Think Together provides after school programming Monday through Friday from school dismissal until 6:00 p.m. Programs combine academic support, homework assistance, enrichment activities, physical fitness, social-emotional learning, healthy meals or snacks, and structured recreation in a safe and engaging environment. Programming is designed to complement the regular instructional day while supporting working families.

THE THINK TOGETHER MODEL

Think Together delivers a balanced expanded learning model that integrates academics, enrichment, and youth development. Students participate in structured learning experiences that reinforce classroom instruction while developing creativity, collaboration, leadership, and problem-solving skills. Programming is tailored to meet the developmental needs of students from Transitional Kindergarten through middle school.

ACADEMIC SUPPORT

Daily academic support includes standards-aligned homework assistance, reading and mathematics skill development, small-group instruction, and targeted intervention opportunities. Staff provide individualized support to help students build confidence, complete assignments, and strengthen academic performance.

ENRICHMENT PROGRAMS

Students participate in rotating enrichment opportunities that promote exploration, creativity, and hands-on learning. Programs typically operate in multi-week sessions and include engaging culminating projects or showcases where students demonstrate newly acquired knowledge and skills.

STEM EDUCATION

Think Together provides project-based STEM experiences that encourage inquiry, innovation, and critical thinking. Activities may include robotics, coding, engineering design, life and earth sciences, and hands-on projects aligned with California's academic standards and Next Generation Science Standards (NGSS).

VISUAL AND PERFORMING ARTS

Students develop creativity through visual arts, music, theater, dance, and creative writing. Arts instruction encourages self-expression while supporting communication, collaboration, and cultural appreciation through performances and student showcases.

SPORTS, FITNESS, AND WELLNESS

Physical activity is incorporated daily through organized sports, fitness activities, team-building games, and wellness education. Students build healthy habits, sportsmanship, teamwork, and leadership while participating in developmentally appropriate physical activities.

SOCIAL-EMOTIONAL LEARNING

Think Together incorporates social-emotional learning and positive youth development throughout the program. Students strengthen communication, self-management, relationship-building, responsible decision-making, and leadership skills while participating in a positive and inclusive learning environment.

COLLEGE AND CAREER READINESS

Upper elementary and middle school students participate in activities designed to build future readiness, including goal setting, leadership development, career exploration, digital literacy, and opportunities that help students connect classroom learning with future educational and career pathways.

SAFE AND SUPPORTIVE ENVIRONMENT

Think Together maintains a structured, safe, and welcoming environment where students receive consistent supervision by trained staff. Programs emphasize positive behavior support, relationship building, student engagement, and collaboration with school staff and families to promote student success.

FAMILY ENGAGEMENT

Families are encouraged to participate through student showcases, program

celebrations, regular communication, and opportunities to celebrate student growth and achievement. Think Together works closely with school partners to ensure programming aligns with school goals and community needs.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-7 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-7 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-7 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-7 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-7 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-7 site

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

9—Collaborative Partnerships

MSA-7's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-7 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with Cal State Northridge to attend their college events, do college tours, and participate in programs that allow additional support for our students such as their Student Teaching program and counseling services through the CSUN Mitchell Family Clinic.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds charter schools accountable for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related

burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

Our key program partner, Think Together, is nationally recognized after school program and experiential education provider. Their program bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. Think Together staff lead daily homework help, academic intervention, nutrition, recreation, and enrichment. They use a whole child approach and strength's perspective philosophy.

10—Continuous Quality Improvement

MSA-7 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-7's ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-7 establishes a clearly defined continuous quality improvement plan that includes:

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

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

the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-7 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-7 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-7 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-7 also acts as the only LEA fiscal agent for grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-7 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

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

Timeline of Tasks

- Review program goals progress data with ELOP-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).

- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

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

Sign-in/out Procedures

MSA-7's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-7 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-7 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-7 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

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

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-7 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-7 also solicits public funding to sustain services to name a few:

- Mitchell Family Clinic
- The Chicago School of Psychology
- Councilmember Lee's Office

- Atalla Medical Clinic
- Dignity Healthcare
- One Generation
- Baby 2 Baby
- LAUSD SELPA
- Cal State University Northridge
- LACOE , Los Angeles County Department of Education.

General Questions

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

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

MSA-7 has ASES programs and grants. ELOP plans will be comprehensive and include ASES programs to integrate. ELOP funds will complement and support all expanded learning programs.

Transitional Kindergarten and Kindergarten

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

Programs that are serving transitional kindergarten and kindergarten students both during the day and after school maintain the required ratios and training of staff members who are leading the programs. TK and K students are in school from 8:00am to 2:35pm Monday, Tuesday, Thursday and Friday and until 12:40pm on Wednesdays. It is optional for them to come early from 7:30am-8:00am for breakfast or to stay late in our free after school program until 6:00pm. Knowing this can be a long day for such young students, the staff who are hired for the after school program are trained to plan programming to meet the needs of these younger students including enrichment and recreation time, quiet time, snacks and supper, and imaginative play time.

The requirements for these staff members include 48+ college units, elementary school aged student work experience, experience working with ethnically diverse students and

families, being energetic, creative, and motivated to meet the needs of students. All hired staff are required to participate in ongoing professional development sessions on behavior management, working with special needs students, maintaining line of sight, code of conduct, communications norms, mandated reporting, child development, emergency protocols, lesson planning and more. The staff who work specifically with TK and K students during expanded learning benefit from training and support from qualified educators and the experienced training staff. Staff will align with the school day for resources for the afterschool TK and kindergarten curriculum and programming.

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-8

6411 Orchard Ave., Bell, CA 90201

School Website

https://www.msa8.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-8 Bell

Contact Name: Adrian Uribe

Contact Email: auribe@magnoliapublicschools.org

Contact Phone: (323) 826-3925

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

Magnolia Science Academy-8 Bell

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -8 (MSA-8) is a directly funded traditional charter school and provides education to 395 students enrolled in grades 6 through 8 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-8 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-8 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	8	385	306	79.5%
2025-2026	6	8	395	294	74.4%

Other significant student groups that serve are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	50	1	46	11	25
Percentage	12.7%	0.3%	11.6%	2.8%	6.3%

MSA-8 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-8's current program is run by the school team. MSA-8 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-8's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-8 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

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

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

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Kelvin SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Kelvin SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-8 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics to maintain a positive holistic

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-8 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support to psychological and emotional support. Since its inception, our school has worked hard to create a culture of “family” and our students feel that support every day. Our students have demonstrated their buy--in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-8 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-8 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students’ participation in and need for alternative activities.

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-8’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-8 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-8 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

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

MSA-8 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-8 currently has a Student Advisory Council, which works with the leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

MSA-8's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular

physical activity. MSA-8's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-8 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically, because MSA-8 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but not limited to:

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

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

6—Diversity, Access, and Equity

Our program serves predominantly Latino students and families as well as other backgrounds that include White, African American and Asian. MSA-8 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepares for postsecondary opportunities. The MSA-8 program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. To do this, the program actively recruits and hires staff that reflects the community of students who are served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly express this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-8 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

Students with diverse needs

MSA-8 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreaches, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

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

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

With 12.7% English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-8 uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Activities

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

Staffing

MSA-8 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for instructional aid (EC Section 8483.4). MSA-8 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor’s degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (East Los Angeles College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites

such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings

Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-8 Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-8 and MPS home office staff. MSA-8 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

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

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and

releasing students each day, and building and maintaining trusting and supportive relationships with students. Training and professional developments include;

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

Sub Contractors

MSA-8 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

MSA-8 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. STEM education is an integral part of MSA-8 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-8 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-8 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

students enrolled.

MSA-8 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program, and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-8 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

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

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

9—Collaborative Partnerships

MSA-8’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ExPL’s Quality Standards for Expanded

Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-8 partners with the city of Bell for their events and to find out about academic contests that students can participate in. Along with partnering with East Los Angeles College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

To further strengthen the program and increase sustainability, MSA-8 established partnerships with organizations and resources such as East Los Angeles College, UC Irvine and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-8 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-8’s ELOP vision for continuous quality improvement allows for quality improvement at the programmatic level,

staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-8 establishes a clearly defined continuous quality improvement plan that includes:

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

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

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-8 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-8 Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-8 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-8 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-8 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.

- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers and Classified Staff:** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

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

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed

daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-8's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

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

Early Release Policy

MSA-8 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

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

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

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-8 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-8 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

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

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-8 builds upon partnerships to link, align, and sustain services, public and private partners in Bell.

General Questions

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

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

_____

_____

_____

Transitional Kindergarten and Kindergarten

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

_____

_____

_____

_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-Santa Ana

2840 West 1st Street, Santa Ana, CA 92703

School Website

https://www.msasa.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name: Steven Keskinturk (Site Director/Principal)

Contact Email: skeskinturk@magnoliapublicschools.org

Contact Phone: (714) 479-0115

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

Magnolia Science Academy-Santa Ana

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -Santa Ana (MSA-SA) is a directly funded traditional charter school and provides education to 586 students enrolled in grades TK through 12 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	TK	12	524	418	79.8%
2025-2026	TK	12	586	436	74.4%

Other significant student groups that serve are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	148	4	97	22	19
Percentage	25.3%	0.7%	16.6%	3.8%	3.2%

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

1—Safe and Supportive Environment

MSA-SA's current program is run by the school team. MSA-SA leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SA's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

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

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

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

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

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

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

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL, Alex learning and Khan Academy to improve student learning outcomes. MSA-SA’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

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

Goals for the educational and literacy element include;

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

MSA-SA EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-SA currently has a Student Advisory Council, which works with the leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

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

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SA's Expanded Learning staff collaborate with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

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

because MSA-SA is on its own campus, the school fulfills all of the National and State student meal requirements.

Our healthy nutrition snack choices include but not limited to:

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

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

6—Diversity, Access, and Equity

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

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

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

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

Students with diverse needs

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

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

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

With 25.3% English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SA uses McGraw Hill’s StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Programs

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

Staffing

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

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

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes

college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SA Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

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

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

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and

releasing students each day, and building and maintaining trusting and supportive relationships with students. Training and professional developments include;

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

Sub Contractors

MSA-SA runs its programs 100% with its own staff and resources. Think Together also provides support with the 30 NID requirements of the ELOP.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

MSA-SA Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

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

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

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

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

9—Collaborative Partnerships

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

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

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

10—Continuous Quality Improvement

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

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

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

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

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

11—Program Management

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

MSA-SA Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SA principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

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

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.

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

Timeline of Tasks

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

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed

daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

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

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

Early Release Policy

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

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

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

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

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

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

- City of Santa Ana
- Western Youth Services
- Help Me Grow TK-2nd Grade
- OC Health
- OC Family Justice Center
- Planned Parenthood
- Salvation Army Family Services
- El Dorado SELPA
- OC Soccer Club
- Santa Ana College
- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa’s Office
- OC County Board Supervision, Andrew Do’s Office

General Questions

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

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

_____

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Transitional Kindergarten and Kindergarten

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

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_____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-San Diego

6525 Estrella Ave., San Diego, CA 92120

School Website

https://www.msasd.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name: Megan Craig

Contact Email: mcraig@magnoliapublicschools.org

Contact Phone: (619) 644-1300

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

Magnolia Science Academy- San Diego

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy -San Diego (MSA-SD) is a directly funded traditional charter school and provides education to 481 students enrolled in grades 6 through 8 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SD has been serving students in San Diego County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SD is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2024-2025	6	8	464	168	36.2
2025-2026	6	8	481	121	25.2

Other significant student groups that serve are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	7	0	99	37	4
Percentage	1.5%	0%	20.6%	7.7%	0.8%

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

1—Safe and Supportive Environment

MSA-SD's current program is run by the school team. MSA-SD leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SD's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

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

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

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

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

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

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

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill’s StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SD’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents

quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

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

Goals for the educational and literacy element include;

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

MSA-SD EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM - 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM - 4:10 PM	**Nutrition Break**
4:10 PM - 5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-SD currently has a Student Advisory Council, which works with leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

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

5—Healthy Choices and Behaviors

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

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer,

basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SD's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

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

because MSA-SD is on its own campus, as a result, it follows the National and State student meal requirements.

Our healthy nutrition snack choices include but not limited to:

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

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

6—Diversity, Access, and Equity

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

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

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

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

Students with diverse needs

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

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

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

With 1.5% English Language Learners, MSA-SD shows a need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SD uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Activities

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

Staffing

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

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

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes professional development needs assessment of each staff member. MSA San Diego leverages partnerships with community colleges and universities such as UC San Diego and San Diego State University to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human

Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities and receive a competitive salary.

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

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SD Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

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

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

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

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

Sub Contractors

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

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

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

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

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

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

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

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

9—Collaborative Partnerships

MSA-SD’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SD partners with the city of

San Diego for their events and to find out about academic contests that students can participate in. Along with partnering with neighboring colleges to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

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

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

10—Continuous Quality Improvement

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

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

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

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

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

11—Program Management

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

MSA-SD Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator, school staff and San Diego County of Education. The MSA-SD principal and admin team commit to supporting the program and get on-boarding and training with the San Diego County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

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

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher-leading clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepare Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.

- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

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

Reporting Requirements

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

Sign-in/out Procedures

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

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

Early Release Policy

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

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

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

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

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development

department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-SD builds upon partnerships to link, align, and sustain services, public and private partners in San Diego.

General Questions

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

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

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Transitional Kindergarten and Kindergarten

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

_____

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and submitted by:

MAGNOLIA SCIENCE ACADEMY-OC

412 W Carl Karcher Way
Anaheim, CA 92801

School Website

https://www.msaoc.magnoliapublicschools.org/

July 6, 2026

1

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name: Dr. Maria Czerner-Rowell

Contact Email: mrowell@magnoliapublicschools.org

Contact Phone: (714) 452-2440

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

Magnolia Science Academy-OC

Purpose

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

Definitions

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

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

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Background and Demographics

Magnolia Science Academy-OC (MSA-OC) is a directly funded traditional charter school and provides education to 79 students enrolled in grades TK through 6 in the 2025-26 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-OC has been serving students in Orange County since the fall of 2025 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-OC is still expanding in Orange County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-12)	FRPM Count (Ages 5-12)	Percent (%) Eligible FRPM (Ages 5-12)
2025-2026	TK	6	79	58	73.4%

Other significant student groups that MSA-OC serves are as follows.

2025-2026	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	18	0	17	2	11
Percentage	22.8%	0.0%	21,5%	2.5%	13.0%

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

1—Safe and Supportive Environment

MSA-OC's current program is run by the school team. MSA-OC leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-OC's site includes a small campus with access to 9 classrooms and office space. The campus includes an outdoor playground.

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

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

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

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

educational experience through our STEAM (Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

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

2—Active and Engaged Learning

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

The intervention programs will be the central and foremost important part of the school’s Expanded Learning programs. Staff and tutors use effective programs such as Accelerated Reader, MyOn Reading, IXL, Xtra Math and Standards Plus to improve student learning outcomes. MSA-OC’s students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aids to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with parents quarterly and a music and theater program to help our students who like to creatively

express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and creativity. Some examples include Coding, Robotics, Choir, Art, Math Olympiads, STEAM Challenge.

3—Skill Building

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

Goals for the educational and literacy element include;

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

MSA-OC EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM - 8:00 AM	**Academic Block**: Literacy focused program that includes tutoring and homework help. Staff members will use Accelerated Reader and MyOn to support learning time. Breakfast will be served and students will participate in morning exercises.
2:40 PM - 2:50 PM	**Attendance (Sign-In)**
2:50 PM - 3:20 PM	**Nutrition Break (Supper)**
3:20 PM - 4:30 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:30 PM - 5:35 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club
5:35 PM - 6:00 PM	**Nutritional Break** (Snack) **Dismissal**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:30 AM - 12:00 PM	Summer Learning Academy Classes (ELA & Math)/ STEAM Activities/ SEL Time/ Snack Break and activities
12:00 PM - 12: 30 PM	**Lunch Break**
12:30 PM - 5:30 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club, themed event days

30 Day Planning:

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

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

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

4—Youth Voice and Leadership

MSA-OC will form a Student Council, which will work with the after-school program staff and leadership team to establish and review program elements and school-wide events. The student council will work with school staff to plan and participate in community projects such as campus cleanup days, food drives, and other special events. Students will take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

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

5—Healthy Choices and Behaviors

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

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-OC's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, and volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3)

Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

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

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

As part of the School Wellness Action Plan and best practice, MSA-OC uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically, because MSA-OC is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include but limited to:

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

- We provide:
    - Fluid Milk – 8 ounces

- Fruit, Vegetable, or 100 percent Juice – ¾ cup
- Water

6—Diversity, Access, and Equity

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

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

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

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

Students with diverse needs

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

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

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

With 22.8% English Language Learners, MSA-OC shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-OC uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

MPS Director of Extracurricular Programs

- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.

- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-OC has current job descriptions for staff and volunteers responsible for running the after-school programs. Our partner GOALS Academy provides support with the programs.

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

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

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

abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-OC Expanded Learning staff attend existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

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

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

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

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,

- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

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

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers

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

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

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

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services

[1] Code.org Careers in Tech https://code.org/careers-in-tech

[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration

[3] Career Girls https://www.careergirls.org

[4] SheHeroes http://www.sheheroes.org

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

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

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

9—Collaborative Partnerships

MSA-OC’s expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD’s Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-OC will partner with the city of Anaheim for their events and to find out about academic contests that students can participate in. Additionally, MSA-OC will partner with Community Colleges around the school to attend their college events, do college tours, and participate in programs that allow additional support for our students such as their Student Teaching program.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds charter schools accountable for compliance and meeting charter goals, provides best practices in curriculum and professional

development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

Our key program partner, GOALS Academy, is nationally recognized after school and experiential education provider. Their program bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. Goals Academy uses a whole child approach and strength's perspective philosophy.

10—Continuous Quality Improvement

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

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

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

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

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

the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

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

MSA-OC Expanded Learning school programs are closely monitored by the principal and the MPS Expanded Learning Home Office team. The Principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-OC principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

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

Roles of Staff

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

Timeline of Tasks

- Review program goals progress data with ELOP-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).

- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

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

Sign-in/out Procedures

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

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

Early Release Policy

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

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

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

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

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

Sustainability is critical for expanded learning programs and is supported by community partnerships and alignment of private and public resources and our school. MSA-OC builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles.

General Questions

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

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

MSA-OC doesn't have ASES programs and grants, yet. ELOP funds will complement and support all expanded learning programs.

Transitional Kindergarten and Kindergarten

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

Programs that are serving transitional kindergarten and kindergarten students both during the day and after school maintain the required ratios and training of staff members who are leading the programs. TK and K students are in school from 8:00am to 2:35pm Monday, Tuesday, Thursday and Friday and until 12:40pm on Wednesdays. It is optional for them to come early from 7:30am-8:00am for breakfast or to stay late in our free after school program until 6:00pm. Knowing this can be a long day for such young students, the staff who are hired for the after school program are trained to plan programming to meet the needs of these younger students including enrichment and recreation time, quiet time, snacks and supper, and imaginative play time.

The requirements for these staff members include 48+ college units, elementary school aged student work experience, experience working with ethnically diverse students and families, being energetic, creative, and motivated to meet the needs of students. All

hired staff are required to participate in ongoing professional development sessions on behavior management, working with special needs students, maintaining line of sight, code of conduct, communications norms, mandated reporting, child development, emergency protocols, lesson planning and more. The staff who work specifically with TK and K students during expanded learning benefit from training and support from qualified educators and the experienced training staff. Staff will align with the school day for resources for the afterschool TK and kindergarten curriculum and programming.

Coversheet

Approval of the Adoption of Science Curriculum for Grades 3-8

Section:	IV. Action Items
Item:	I. Approval of the Adoption of Science Curriculum for Grades 3-8
Purpose:	Vote
Submitted by:	
Related Material:	Approval_of_the_Adoption_of_Science_Curriculum_for_Grades_3_8.pdf

Agenda Item:	IV. I. Action Item
Date:	July 23, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Traci Lewin, Senior Director of Educational Services Gokhan Serce, Chief Academic Officer
RE:	Approval of the Adoption of Science Curriculum for Grades 3–8

Action Proposed:

Staff recommends and moves that the Board approve the adoption of Amplify Science as the Science curriculum for grades 3-8.

Purpose:

To request Board approval to adopt Amplify Science as Magnolia Public Schools' core science instructional program for grades 3–8, including the associated instructional materials, implementation support, and professional learning necessary for successful implementation beginning in the 2026–2027 school year.

Background:

Magnolia Public Schools last adopted science instructional materials during the 2015–2016 school year. Since that time, the district has periodically reviewed available science instructional materials as new NGSS-aligned programs became available. During the 2025–2026 school year, we conducted a comprehensive science instructional materials review that included the development of a org-wide vision for science instruction, research of state-approved instructional materials, classroom field testing, and teacher feedback. Based on this process, the curriculum committee identified Amplify Science as the program that best aligns with Magnolia's instructional priorities for grades 3–8. The committee recommends maintaining the current instructional materials for TK–2 and grades 9–12 at this time.

Analysis:

The curriculum committee evaluated instructional materials using California NGSS requirements, EdReports evaluations, district-developed selection criteria, classroom field testing, and teacher feedback. Amplify Science demonstrated strong alignment with Magnolia's Vision for Science Instruction through its phenomenon-based, inquiry-driven approach and robust hands-on investigations. The committee determined that Amplify provides the greatest instructional benefit for students in grades 3–8 while supporting the Magnolia Public Schools' vision for high-quality STEAM education. The committee determined that Amplify Science most effectively supports Magnolia's mission by engaging students in authentic scientific inquiry, engineering design, and collaborative problem solving while fostering the critical thinking, communication, and innovation skills reflected in the MPS Student Learner Outcomes.

Impact:

Adoption of Amplify Science will provide students in grades 3–8 with high-quality, standards-aligned instructional materials that promote inquiry, collaboration, critical thinking, and real-world problem solving. The adoption also includes comprehensive professional learning and ongoing implementation support to ensure teachers are prepared to deliver rigorous science instruction with fidelity. This recommendation advances Magnolia Public Schools' commitment to improving student achievement and strengthening STEAM education across the organization.

Budget Implications:

Unit kits for elementary school materials are required for the first year of adoption. These kits include materials for hands-on activities, up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license. Unit kits are purchased by classroom and the cost is as follows:
3rd grade: $4,175/classroom
4th grade: $3,444/classroom
5th grade $3,115/classroom
Additionally, investigation notebooks for each student would cost $13.40 per student, per year
In subsequent years, the cost would be reduced to $25 per student, per year for digital licenses and/or $29 per student, per year for printed, consumable materials.

For Middle School (6-8th grade) digital licenses cost $25 per student, per year. The student investigation notebooks cost $30.15 per student/year. A printed teacher’s guide costs $300 each (one-time cost) and a digital license is $149 per teacher, per year. The unit kits are optional and

can be added for the following cost by grade level. The kits include enough materials for hands-on activities for 200 students and would be a one-time purchase.
6th grade kit: $2,914/classroom
7th grade kit: $3,265/classroom
8th grade kit: $3,525/classroom

For comparison, Magnolia Public Schools currently pays $48.87 per student, per year for digital science licenses, $179.32 for a student bundle which includes a digital license and printed materials, and $261.45 per teacher for digital teacher licenses with the existing instructional materials. After the initial cost of the unit kits in elementary school, MPS would save money annually with the adoption of Amplify Science.

Initial professional learning is included with the cost of the program. Further ½ day professional learning can be purchased for $750 per session for up to 30 teachers.

Committee Recommendations:

The Science Curriculum Adoption Committee recommends that the Board approve:

- Adoption of Amplify Science as the core science instructional program for grades 3–8;
- Implementation of the program beginning with the 2026–2027 school year;
- Ongoing professional learning and implementation support provided by Amplify to ensure successful implementation with fidelity; and
- Continued use of MPS' current science instructional materials for TK–2 and grades 9–12, as the committee determined that currently available alternatives do not provide sufficient instructional advantages for those grade spans at this time.

Exhibits:
Board Report-Adoption Process
Presentation
Amplify Science Price List
Quote from Amplify for MPS- Kits for 3rd-5th grade only
Quote from Amplify for MPS- Kits for 3rd-8th grade

Magnolia Public Schools Science Materials Adoption Process

History

Magnolia Public Schools last adopted science instructional materials during the 2015–2016 school year following California's adoption of the California Next Generation Science Standards (CA NGSS). At that time, the MPS Curriculum Adoption Committee selected McGraw Hill Integrated Science (iScience) as the organization's core science curriculum.

Following California's adoption of additional NGSS-aligned instructional materials and continued refinement of implementation guidance through the California Science Framework, Magnolia Public Schools periodically reviewed available science programs to ensure the district's instructional materials remained aligned to state standards and best practices in science instruction. During these reviews, the curriculum committee determined that the available instructional materials did not represent a significant improvement over the organization’s existing program and elected to maintain the current curriculum until stronger instructional options became available.

As part of Magnolia Public Schools' ongoing curriculum review cycle, MPS initiated a comprehensive science instructional materials review during the 2025–2026 school year. This process included research, educational partner engagement, evaluation of state-approved instructional materials, classroom field testing, and teacher feedback to determine whether updates to the district's science instructional program were warranted.

Process

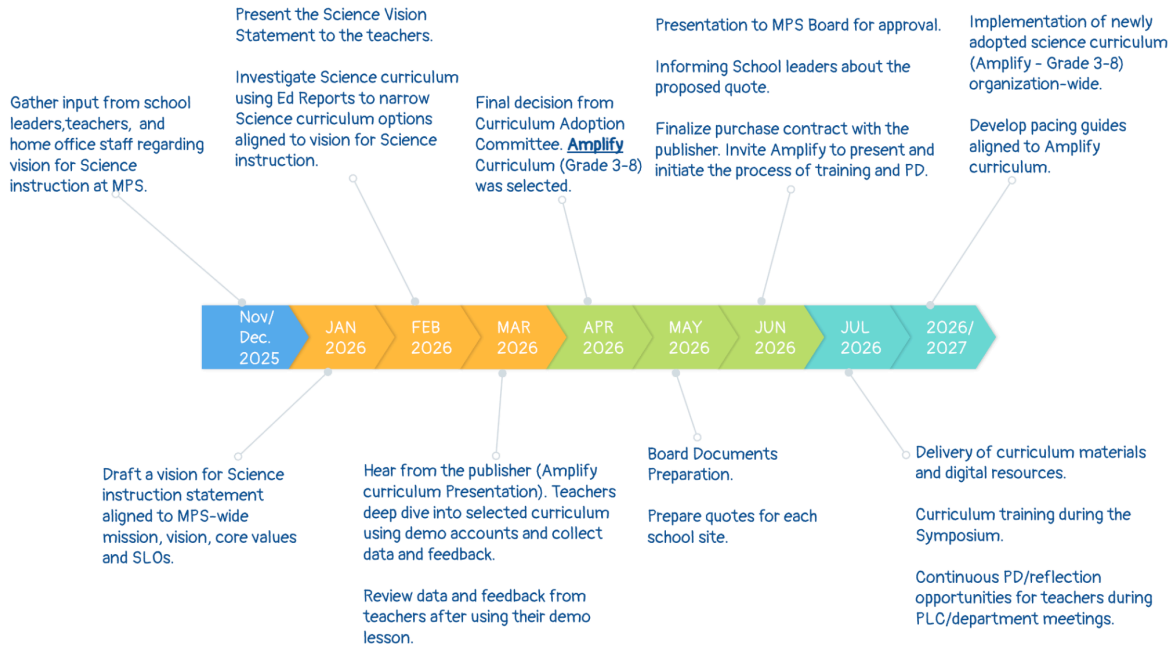
To identify the highest-quality science instructional materials for Magnolia Public Schools, the curriculum committee engaged in a comprehensive, collaborative review process designed to ensure the selected program aligns with the organization's mission, vision, core values, instructional priorities, and the California Next Generation Science Standards (CA NGSS). The process began with the development of an org-wide vision for science instruction, informed by input from teachers, site leaders, and Home Office staff, to establish the instructional priorities and non-negotiables that would guide the evaluation of curriculum materials.

Using this vision as the foundation, the committee researched highly rated, NGSS-aligned instructional materials, drawing upon independent reviews from EdReports and California-approved instructional materials. The committee then evaluated potential programs against organization-developed criteria,

Magnolia Public Schools Science Materials Adoption Process

participated in publisher presentations, conducted classroom field testing, and gathered teacher feedback before reaching a recommendation. The timeline below outlines each phase of the curriculum adoption process.

Timeline



Stage 1: Introduction of Project and Development of Vision Statement For Science Instruction

The curriculum adoption process began by establishing a shared vision for science instruction across Magnolia Public Schools. Educational partners were informed of the need to review science instructional materials, and professional learning was provided to teachers and school leaders on the instructional shifts required by the California Next Generation Science Standards (CA NGSS), including three-dimensional learning, phenomenon-based instruction, coherence, and rigor. Org-wide assessment data, including results from the California Science Test (CAST), reinforced the need for instructional materials that support inquiry-based learning and deep conceptual understanding.

During the December 2025 Science Department Professional Learning Community (PLC), science teachers collaborated to define what effective science instruction should look, sound, and feel like in

Magnolia Public Schools Science Materials Adoption Process

Magnolia classrooms. Additional input was gathered from elementary teachers, principals, deans, and Home Office staff. This feedback was analyzed to identify common themes and establish the instructional priorities and non-negotiables that became the foundation of Magnolia's Vision for Science Instruction and guided the curriculum evaluation process.

Stage 2: Research

Committee members reviewed the California Science Framework, examined independent curriculum reviews published by EdReports, and collaborated to develop organization-specific evaluation criteria aligned to Magnolia's instructional priorities. These criteria identified the essential features, instructional expectations, and non-negotiables that each curriculum would be evaluated against.

Using both the EdReports evaluation rubrics and Magnolia's locally developed criteria, the committee reviewed state-approved instructional materials across grade spans. Through collaborative discussion, scoring, and reflection, the committee narrowed the selection to the highest-quality instructional programs for further consideration. Amplify Science emerged as the strongest candidate because of its strong alignment to the California Next Generation Science Standards, its emphasis on phenomenon-based, inquiry-driven instruction, and its comprehensive hands-on learning experiences that actively engage students in scientific investigation and problem-solving. These instructional features closely align with Magnolia Public Schools' vision for high-quality STEAM education.

Stage 3: Field Test

During the March 2026 PLC, publisher representatives presented their instructional programs to elementary and secondary science teachers, providing an overview of the curriculum and responding to teacher questions. Following the presentations, participating teachers received access to publisher demonstration accounts and selected lessons to implement with students during a 30-day classroom field test.

At the conclusion of the field test, teachers completed a structured feedback survey evaluating curriculum quality, student engagement, usability, alignment to CA NGSS, and overall effectiveness compared to the district's current instructional materials. Teacher feedback served as a critical component of the committee's final recommendation.

Stage 4: Committee Recommendation and Voting

Magnolia Public Schools Science Materials Adoption Process

Following the classroom field test, committee members reflected on their implementation experiences and submitted additional feedback regarding the curriculum's strengths, challenges, and overall effectiveness. Teachers had the opportunity to experience the instructional materials firsthand before participating in the final voting process.

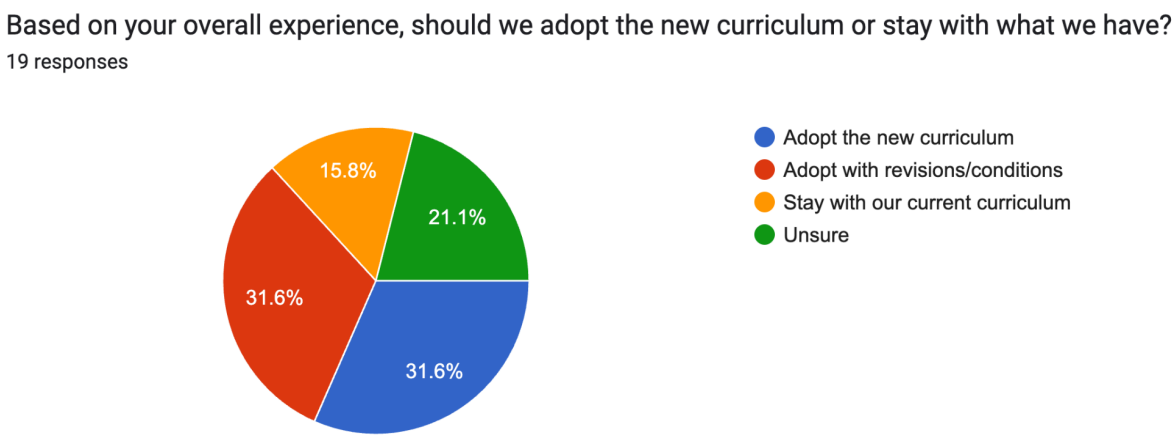
Based on the field test results and teacher feedback, the committee determined that Amplify Science provided a strong instructional program for grades 3–8, demonstrating alignment with Magnolia's Vision for Science Instruction, the California Next Generation Science Standards (CA NGSS), and the MPS instructional priorities. However, elementary teachers identified that the Amplify program for transitional kindergarten through grade 2 did not sufficiently meet the developmental and instructional needs of Magnolia's youngest learners. As a result, the committee recommended adopting Amplify Science for grades 3–8 while maintaining the organization's current instructional materials for TK–2. Committee members also recognized that Amplify's integrated investigations, engineering design challenges, and hands-on materials provide students with authentic opportunities to apply scientific thinking, collaborate with peers, and engage in meaningful learning experiences. These features strongly support Magnolia's vision of STEAM education by making science relevant, engaging, and accessible for all learners.

The committee also reviewed instructional materials available for high school science. At this time, Amplify does not offer a comprehensive instructional program that meets MPS' high school science course sequence and instructional needs. After reviewing the available options, the committee determined that the organization's current high school instructional materials should remain in place while continuing to monitor future developments in high school science instructional programs.

Voting was conducted electronically over a seven-day period using Google Forms. Nineteen science teachers participated, representing every Magnolia school site except one, whose science teacher was on medical leave during the voting period.

The committee's final recommendation reflects the collective input of participating teachers and represents a targeted adoption of instructional materials where there is a clear instructional benefit for students. Overall voting results are provided below.

Magnolia Public Schools Science Materials Adoption Process



Stage 5: Implementation

Upon Board approval, the adopted instructional materials will be implemented over an initial five-year adoption cycle. Successful implementation will be supported through comprehensive professional learning, ongoing coaching, and collaboration to ensure teachers are prepared to implement the curriculum with fidelity.

The proposed curriculum package includes a comprehensive collection of print and digital instructional resources for both teachers and students, as well as hands-on investigation kits that allow students to actively explore scientific concepts through inquiry and experimentation. These materials are designed to bring science to life by engaging students in authentic problem-solving, engineering design, and collaborative investigations rather than passive learning. This approach reflects Magnolia Public Schools' vision for STEAM education by providing students with meaningful, real-world learning experiences that foster curiosity, critical thinking, and innovation.

Professional learning will begin at the start of the 2026–2027 school year through Amplify's implementation services, including launch sessions, guided learning pathways, virtual resources, and on-site training. Additional learning opportunities will be provided during monthly Science Professional Learning Communities (PLCs), allowing teachers to deepen their understanding of the curriculum while collaborating with grade-level colleagues to prepare for implementation.

Magnolia Public Schools Science Materials Adoption Process

A detailed cost proposal and description of the recommended instructional materials are included as a separate exhibit.

MAGNOLIA PUBLIC SCHOOLS

Science Curriculum Adoption Recommendation

July 16, 2026

Why Review Science Materials?

- Current materials adopted in 2015–2016
- Regular review of available instructional materials
- New opportunities for stronger NGSS implementation
- Support MPS Vision for Science Instruction

Background

Current materials were adopted in the year of 2015/2016

- At the full adoption of **Next Generation Science Standards** (NGSS).

- Curriculum review and reflection sessions were held with MPS science teachers to determine if our current materials met the needs of the organization.
  - Current materials do not meet the alignment to Current instructional materials no longer fully align with CA NGSS expectations per EdReports.

Our Process

A collaborative, comprehensive process to ensure we select the highest-quality science instructional materials for our students.

Vision

We developed a shared vision for science instruction across MPS through input from teachers, leaders, and Home Office staff.

Research

We researched highly rated, NGSS-aligned materials using EdReports and California-approved resources and evaluated them against MPS criteria.

Field Test

Teachers implemented lessons from top programs in their classrooms using demo accounts over a 30-day period.

Teacher Feedback

Teachers completed structured feedback surveys to evaluate instructional quality, engagement, and alignment to standards.

Recommendation

The committee reviewed all evidence and teacher feedback to make a data-informed recommendation aligned to our vision.

Curriculum Options Reviewed

Grade Band	Strongest Options	Rating Notes
K-8	**Amplify**	Highly rated K–8
6-12	OpenScieEd	Highly rated 6–12, not available for K–5 (Not California Approved)
K-12	None	No currently available curriculum rated strong across all grades

Why Amplify?

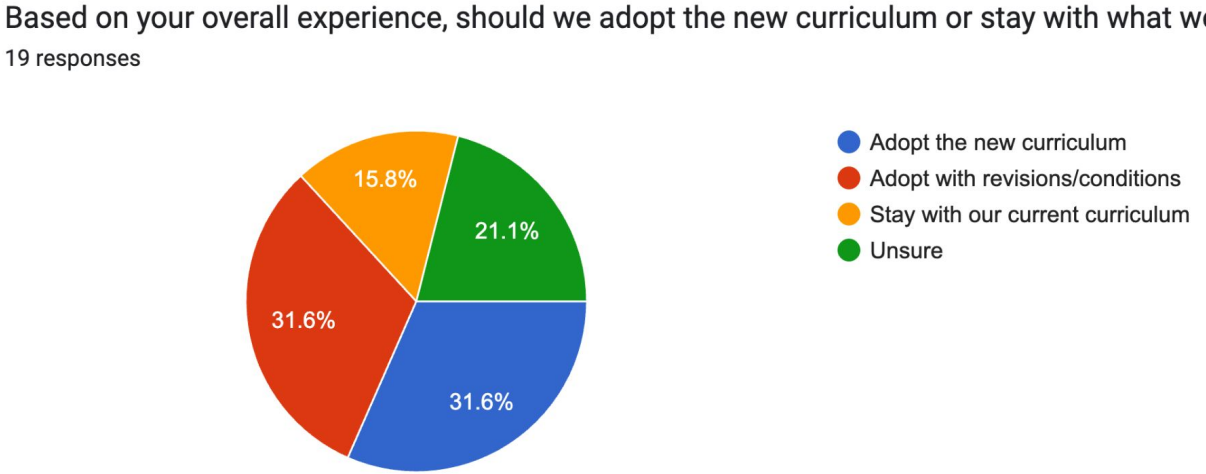
- Strong alignment to California NGSS
- Inquiry- and phenomenon-based instruction
- Robust hands-on investigations
- High student engagement
- Supports Magnolia's STEAM vision

Committee Recommendation

Grade Span	Recommendation
TK–2	Maintain current materials
Grades 3–8	Adopt Amplify Science
Grades 9–12	Maintain current materials

Science Materials Investigation Process

- Voting Results
  - Elementary and Middle School Science teachers voted in April 2025



Implementation

- Five-year adoption cycle
- Professional learning to support teachers and school leaders
- Investigation kits & digital resources
- Ongoing PLC support

Budget Implications

- **3-5th Grade Unit Kits (**Cost for 1 year subscription, digital materials which includes print/hands on kits and teacher materials)
  - 3rd grade: $4,175/classroom
  - 4th grade: $3,444/classroom
  - 5th grade $3,115/classroom
  - Subsequent years: $25 per student, per student for digital materials and/or $29 per student per year for print
- **6-8th Grade**:
  - $ 25 per student, per year for digital materials or $60 per stude
  - $ 3284 (6) per kit set of materials (1 per class/teacher)
  - $ 3657 (7) per kit set of materials (1 per class/teacher)
  - $ 3948 (8) per kit set of materials (1 per class/teacher)
  - $ 149 per teacher
- Professional Development Costs: $750 per 3 hour session
  - Initial training will be included at no cost

Proposal for Adoption

- Amplify as new science curriculum provider and the adoption Into 3-8 grade science as official org-wide science curriculum for Magnolia Public Schools
    - Initial 1 year adoption length
    - Ongoing professional development and support
        - Professional development to ensure teachers are confident with the materials and use in delivering instruction
            - Specialized professional learning based on grade level bands and coaching
        - Support from Amplify for implementation of curriculum with fidelity
            - Including on-demand online support via Amplify's Teacher's Blog

Questions?

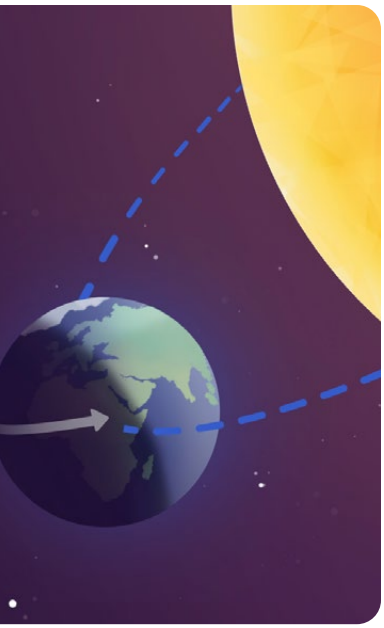
Amplify Science

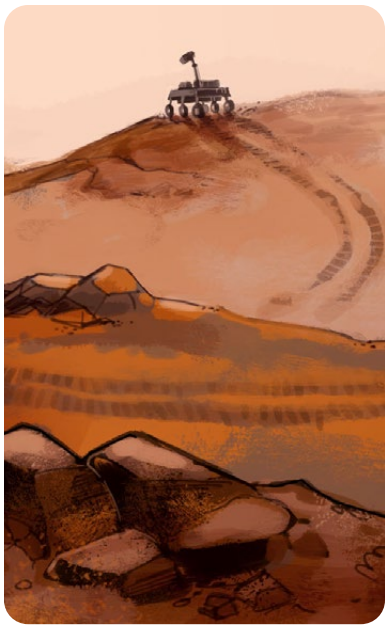
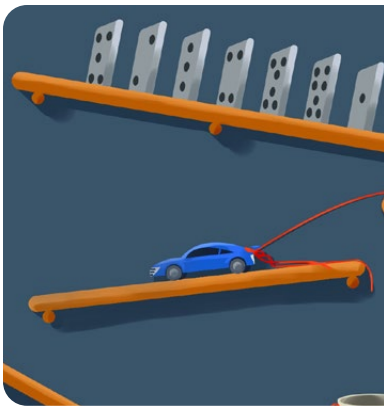
Grades K–8

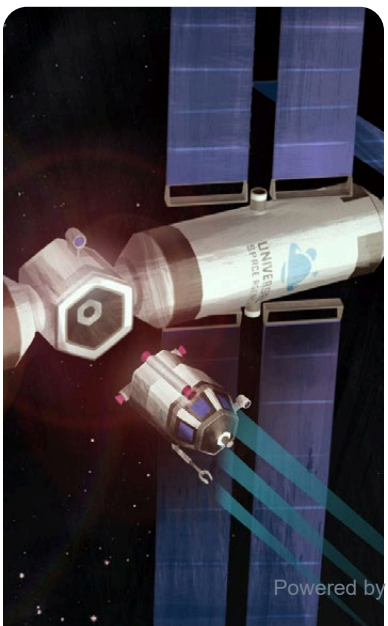
2026

Price List

Pricing is valid through October 1, 2026 and subject to change without notice.





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Elementary

Course structure

Amplify Science engages students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, collect evidence, and develop models or explanations in order to arrive at solutions.

Kindergarten

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Unit summaries

Transitional Kindergarten

Wondering About Buildings

Students investigate an exciting phenomenon: in a play city made by a class at another school, some buildings stayed up, while other buildings fell down. Students are challenged to create their own play city with stable buildings. In the course of figuring out how to create a play city with stable buildings, students are introduced to core ideas in physical science and engineering—including the observable properties of materials and the idea that objects are made of pieces.

Wondering About Noises in Trees

Students investigate the phenomenon of noises coming from a tree. Students learn that animals can make noises in trees when they get food and make shelter for themselves or for their babies. In the course of solving the mystery of the noises from the tree, students are introduced to core ideas in life science, including needs of living things and dependence of animals on plants.

Wondering About Puddles

Students investigate the phenomenon of puddles existing in some places but not in other places along a girl's walk to school. Students are challenged to solve the mystery of where and why puddles do and do not form. In the course of solving these puddle mysteries, students are introduced to core ideas in Earth science and physical science, including types of earth materials and properties of materials, as well as the interaction of water and earth materials.

Kindergarten

Needs of Plants and Animals

Students take on the role of scientists in order to figure out why there are no monarch caterpillars in a community garden since vegetables were planted. In so doing, they investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to vegetables for humans.

Pushes and Pulls

Students take on the role of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine, in order to contribute to to the design of a class pinball machine.

Sunlight and Weather

The students at Woodland and Carver Elementary schools are not comfortable outside during their recess times. The Carver students are too cold in the morning, and the Woodland students are too hot in the afternoon. In their roles as weather scientists, students help explain the difference in playground temperatures. They then gather data from models of the sun and of Earth's surface and observe their own playgrounds to figure out how sunlight causes changes in the temperature of different surfaces. Finally, students then use models to figure out why Woodland's playground sometimes floods.

Grade 1

Plant and Animal Defenses

In their role as marine scientists, students apply their understanding of plant and animal defense structures as they explain to aquarium visitors how a sea turtle or other sea animals at the aquarium could defend themselves from ocean predators once they are released back into the wild.

Light and Sound

Students take on the dual role of light engineers and sound engineers for a puppet-show company as they investigate cause-and-effect relationships and learn about the nature of light and sound. They apply what they learn to designing shadow scenery and sound effects for a puppet show.

Spinning Earth

As sky scientists, students explain why a boy living in a nearby place sees different things in the sky than his grandma who lives in a faraway place. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.

Grade 2

Plant and Animal Relationships

In their role as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.

Properties of Materials

As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument stating why their glue mixture would solve their school's need for a better glue.

Changing Landforms

The director of the Oceanside Recreation Center got a scare when a nearby cliff collapsed, and he is worried that erosion on the recreation center's ocean cliff might have safety implications for the center's visitors. By taking on the role of geologists investigating landforms and erosion, students are able to advise the director on the wisdom of keeping the center open, even though its cliff is also changing.

Grade 3

Balancing Forces

Students are challenged to figure out how a floating train works in order to explain it to the citizens of Faraday. People in Faraday are excited to hear that a new train service will be built for their city, but concerned when they hear that it will be a floating train. Students develop models of how the train rises, floats, and then falls back to the track, and then write an explanation for the citizen's of Faraday about how the train works.

Inheritance and Traits

Students study two wolf packs and are challenged to figure out why Wolf 44, an adopted wolf, has certain traits. Students observe variation between and within different species, investigate inherited traits and those that result from the environment, and explain how Wolf 44 acquired certain traits.

Environments and Survival

In their role as biomimicry engineers, students figure out how the traits of grove snails affect their survival in different environments. They apply that understanding as they explore other organisms, their traits, and the likelihood of survival in different environments. Students then design effective solutions to the problem of invasive plant removal using the structural traits of giraffes as inspiration.

Weather and Climate

In their role as meteorologists, students gather evidence and analyze weather patterns in order to advise the Wildlife Protection Organization on which of three islands is best suited for an orangutan reserve, due to its similarity to the hot and rainy weather of orangutans' natural habitats. They then look for patterns in global weather and finally are challenged to design solutions that can prevent damage to the Wildlife Protection Organization's headquarters from hurricanes and other natural hazards.

Grade 4

Energy Conversions

Students take on the role of systems engineers and explore the reasons why an electrical system can fail. Students apply what they learn to choosing new energy sources and energy converters for the town, and then they prepare arguments for why their design choices will make the town's electrical system more reliable.

Vision and Light

Students figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rainforest. Students use their understanding of vision, light, and information processing to figure out why an increase in light is affecting the population. Then students turn their attention to humans by designing their own investigations in order to learn more about how our senses help us survive.

Earth's Features

Playing the role of geologists, students help the director of Desert Rocks National Park explain how and when a particular fossil formed and how it came to be in its current location. Students figure out what the environment of the park was like in the past and why it has so many visible rock layers.

Waves, Energy, and Information

Working in their role as marine scientists, students figure out how mother dolphins communicate with their calves. They write a series of scientific explanations with diagrams to demonstrate their growing understanding of how sound waves travel. Then they apply what they've learned about waves, energy, and patterns in communication to figure out how to create patterns that can communicate information over distances, transferring data from one place to another.

Grade 5

Patterns of Earth and Sky

Taking on the role of astronomers, students help a team of archaeologists at the fictional Museum of Archaeology figure out what the missing piece of a recently discovered artifact might have depicted. As they learn about the sun and other stars and the movement of Earth, students can explain what is shown on the artifact and what might be on the missing piece.

Modeling Matter

In the role of food scientists working for Good Food Production, Inc., students are introduced to the ideas that all matter is made of particles too small to see and that each different substance is made of particles (molecules) that are unique. Students are then challenged to solve two problems: One problem requires them to separate a mixture, and the other problem requires them to make unmixable substances mix. Students are challenged to use the particulate model of matter to explain their work to the president of the company. In so doing, students figure out that the properties of materials are related to the properties of the nanoparticles that make up those materials.

The Earth System

The cities of East Ferris and West Ferris are located on different sides of a mountain on the fictional Ferris Island. East Ferris is having a water shortage while West Ferris is not. As water resource engineers, students figure out what is causing the water shortage on one part of the island. They also design ways to alleviate the effects of water shortages, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.

Ecosystem Restoration

Working as ecologists, students figure out why the organisms in a part of a Costa Rican rainforest ecosystem aren't growing and thriving. As they solve this problem, students learn more generally how organisms in an ecosystem get the matter and energy they need to survive. Along the way, students write a series of restoration plans that include arguments about why the rain-forest ecosystem is not thriving and recommend actions to restore its health.

Program components

Unit Kits

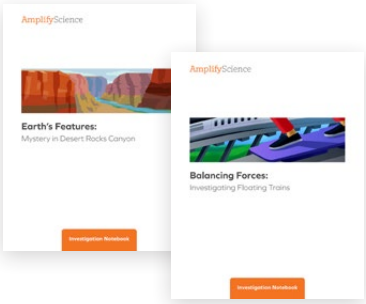
Hands-on learning is integrated into every unit of Amplify Science. Each kit contains hands-on materials, both consumable and nonconsumable, and various print materials (e.g., Vocabulary and Key Concept cards).

Each unit's kit includes:

- Hands-on consumable materials—enough for two classes of 36 students
- 18 copies of each Student Book (for partner reading)
- Student Investigation Notebook – blackline master
- Chapter Questions
- Key Concepts
- Vocabulary
- Unit Questions
- Premium print materials (card sets, maps, etc.)

Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade-level unit kits,

Student resources

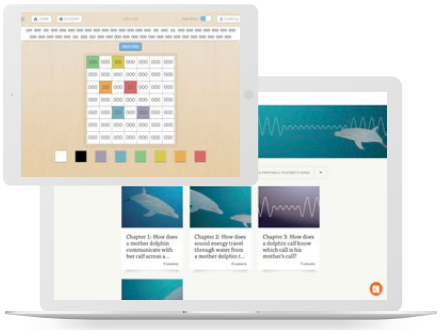


Student Investigation Notebooks

Available for every unit, the Student Investigation Notebooks contain space for students to record data, reflect on ideas from texts and investigations, and construct explanations and arguments.

One copy delivered in the unit kit; additional copies available for purchase.

Digital student experience



Students can interact with the digital student experience as they conduct hands-on investigations, engage in active reading and writing activities, participate in discussions, record observations, and craft end-of-unit scientific arguments. Students also access digital simulations (Sims) and modeling tools. Developed exclusively for Amplify Science, these digital tools serve as venues of exploration and data collection, allowing students to explore scientific concepts that might otherwise be invisible to the naked eye.

Up to 36 student licenses and 36 Spanish support student licenses are included with the purchase of all grade-level unit kits.

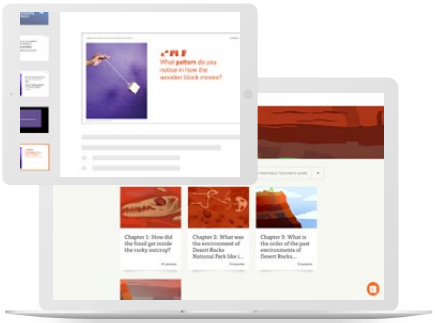
Student Books

The age-appropriate Student Books in Amplify Science allow students to engage with content-rich text, obtain evidence, develop research and close reading skills, and construct arguments and explanations about the ideas they are learning in class.

18 copies (for partner reading) of each title delivered in the unit kit as described above.

Teacher resources

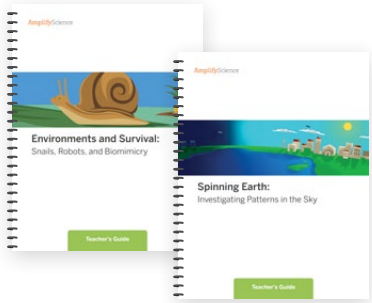
Digital teacher experience



The digital teacher experience contains all of the information teachers need to facilitate classroom instruction for a particular unit, including detailed lesson plans, high-level overview documentation, differentiation strategies, standards alignments, in-context professional development, and possible student responses. It also provides access to digital simulations and modeling tools, model lesson videos, lesson handouts, customizable presentation slides, reporting, and more.

One digital Teacher's license is included with the purchase of a unit kit bundle.

Print Teacher's Guides

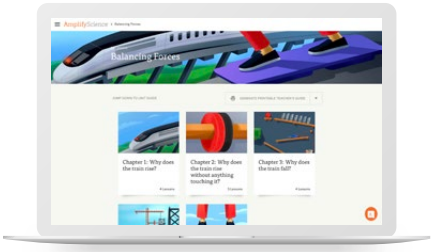


The Print Teacher's Guide is an optional resource that contain everything teachers need to facilitate classroom instruction for a particular unit (see above).

The resources in the print Teacher's Guide are included in the digital teacher experience.

Spanish supports

Spanish Digital Teacher's Guide

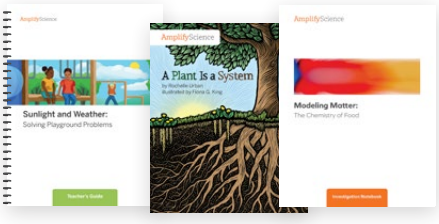


The Spanish Digital Teacher's Guide grants teachers access to Spanish supports, including teacher talk notes, projections, and downloadable PDFs of all print materials (copymasters, assessments, Student Books, and more) in Spanish.

Spanish print kits

All student-facing print materials are available in Spanish, including all Investigation Notebooks, Student Books, and printed classroom display materials.

Spanish support student add-on license



The Spanish student experience provides access to all student resources in Spanish, including instructional text, videos, articles, simulations, and unit assessments.

Buy 1 digital English student license, get 1 digital Spanish support student license included. An English student license is a prerequisite for activating a Spanish license.

Pricing

Transitional Kindergarten

Wondering About Buildings

Wondering About Noises in Trees

Wondering About Puddles

Transitional Kindergarten Resources

ISBN	Item	Price[1]
978-164482-649-2	Transitional Kindergarten unit kit bundle (all 3 units)	$447.00
978-164482-647-8	Physical Science Unit Kit: Wondering about Buildings	$149.00
978-164482-646-1	Life Science Unit Kit: Wondering About Noises in Trees	$149.00
978-164482-648-5	Earth Science Unit Kit: Wondering About Puddles	$149.00

[1] A 12% shipping and handling fee applies.

Kindergarten

Needs of Plants and Animals

Pushes and Pulls

Sunlight and Weather

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-189-3	Kindergarten unit kit bundle (all 3 units)	$2,615.00
978-1-64089-526-3	Unit kit: Needs of Plants and Animals	$895.00
978-1-64089-515-7	Unit kit: Pushes and Pulls	$925.00
978-1-64089-527-0	Unit kit: Sunlight and Weather	$795.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-190-9	Kindergarten refill kits (2 units)	$685.00
978-1-64089-305-4	Unit refill kit: Needs of Plants and Animals	$205.00
978-1-64089-306-1	Unit refill kit: Pushes and Pulls	$480.00
N/A	Unit refill kit: Sunlight and Weather	N/A

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade-level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-059-4	Kindergarten Student Investigation Notebook set (all 3 units)	$5.97
978-1-94322-892-8	Student Investigation Notebook: Needs of Plants and Animals	$2.99
978-1-94322-886-7	Student Investigation Notebook: Pushes and Pulls	$2.99

[1] A 12% shipping and handling fee applies.

Student Resources (continued)

ISBN	Item	Price
978-1-94519-280-7	Student Investigation Notebook: Sunlight and Weather	$2.99
Digital Student Licenses**		
978-1-64482-915-8	Kindergarten one-year digital student license	$25.00
978-1-64089-187-6	Kindergarten six-year digital student license	$126.00
Student Books		
978-1-64089-670-3	Single copy Student Book set: Needs of Plants and Animals	$29.00
978-1-64089-487-7	Single copy Student Book set: Pushes and Pulls	$29.00
978-1-64089-666-6	Single copy Student Book set: Sunlight and Weather	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of all grade-level unit kits.
**Buy 1 digital student license, get 1 digital Spanish support student add-on license included.

Teacher Resources

ISBN	Item	Price
Digital Teacher License*		
978-1-64333-606-0	Kindergarten one-year digital teacher license	$100.00
979-8-88570-005-4	Kindergarten three-year digital teacher license	$288.00
979-8-88570-023-8	Kindergarten six-year digital teacher license	$540.00
979-8-88570-035-1	Kindergarten eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-188-6	Kindergarten print Teacher Guide set (all 3 units)	$140.00
978-1-64089-774-8	Print Teacher Guide: Needs of Plants and Animals	$50.00
978-1-64089-767-0	Print Teacher Guide: Pushes and Pulls	$50.00
978-1-64089-781-6	Print Teacher Guide: Sunlight and Weather	$50.00

*One digital teacher license is included with the purchase of all grade-level unit kits. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks—Spanish*		
978-1-64482-194-7	Spanish Student Investigation Notebook set (all 3 units)	$8.97
978-1-94322-893-5	Student Investigation Notebook – Spanish: Needs of Plants and Animals	$3.99
978-1-94322-887-4	Student Investigation Notebook – Spanish: Pushes and Pulls	$3.99
978-1-94519-281-4	Student Investigation Notebook – Spanish: Sunlight and Weather	$3.99
Spanish Print Materials: Add-on Kits		
978-1-64482-193-0	Kindergarten Spanish print materials add-on kits (all 3 units)	$1,305.00
978-1-64089-608-6	Spanish print materials add-on kit: Needs of Plants and Animals	$495.00
978-1-64089-609-3	Spanish print materials add-on kit: Pushes and Pulls	$435.00
978-1-64089-607-9	Spanish print materials add-on kit: Sunlight and Weather	$405.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-041-2	Grade K one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish Support Add-on Student License**		
979-8-88570-089-4	Grade K one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English digital student license, get 1 digital Spanish support add-on student license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Grade 1

Plant and Animal Defenses

Light and Sound

Spinning Earth

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-197-8	Grade 1 unit kit bundle (all 3 units)	$2,515.00
978-1-64089-528-7	Unit kit: Plant and Animal Defenses	$750.00
978-1-64089-516-4	Unit kit: Light and Sound	$1,195.00
978-1-64089-529-4	Unit kit: Spinning Earth	$570.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-198-5	Grade 1 refill kits (all 3 units)	$555.00
978-1-64089-299-6	Refill kit: Plant and Animal Defenses	$95.00
978-1-64089-300-9	Refill kit: Light and Sound	$365.00
978-1-64089-298-9	Refill kit: Spinning Earth	$95.00

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-060-0	Grade 1 Student Investigation Notebook set (all 3 units)	$5.97
978-1-94519-276-0	Student Investigation Notebook: Plant and Animal Defenses	$2.99
978-1-94322-880-5	Student Investigation Notebook: Light and Sound	$2.99
978-1-94519-288-3	Student Investigation Notebook: Spinning Earth	$2.99

[1] A 12% shipping and handling fee applies.

Student Resources (continued)

ISBN	Item	Price
Digital Student Licenses**		
978-1-64482-916-5	Grade 1 one-year digital student license (all 3 units)	$25.00
978-4-64089-184-5	Grade 1 six-year digital student license (all 3 units)	$126.00
Student Books		
978-1-64089-658-1	Single copy Student Book set: Plant and Animal Defenses	$29.00
978-1-64089-486-0	Single copy Student Book set: Light and Sound	$29.00
978-1-64089-655-0	Single copy Student Book set: Spinning Earth	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of a unit kit bundle.
**Buy 1 digital student license, get 1 digital Spanish student license add-on included.

Teacher Resources

ISBN	Item	Price
Digital Teacher License		
978-1-95671-894-2	Grade 1 one-year digital teacher license	$100.00
979-8-88570-006-1	Grade 1 three-year digital teacher license	$288.00
979-8-88570-024-5	Grade 1 six-year digital teacher license	$540.00
979-8-88570-036-8	Grade 1 eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-196-1	Grade 1 print Teacher Guide set (all 3 units)	$140.00
978-1-64089-775-5	Print Teacher Guide: Plant and Animal Defenses	$50.00
978-1-64089-768-7	Print Teacher Guide: Light and Sound	$50.00
978-1-64089-782-3	Print Teacher Guide: Spinning Earth	$50.00

One digital teacher license is included with the purchase of a unit kit bundle. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish*		
978-1-64482-202-9	Grade 1 Spanish Student Investigation Notebook set (all 3 units)	$8.97
978-1-94519-277-7	Student Investigation Notebook – Spanish: Plant and Animal Defenses	$3.99
978-1-94322-881-2	Student Investigation Notebook – Spanish: Light and Sound	$3.99
978-1-94519-289-0	Student Investigation Notebook – Spanish: Spinning Earth	$3.99
Spanish Print Materials: Add-on Kits		
978-1-64482-201-2	Grade 1 Spanish print materials add-on kits (all 3 units)	$1,305.00
978-1-64089-597-3	Spanish print materials add-on kit: Plant and Animal Defenses	$405.00
978-1-64089-598-0	Spanish print materials add-on kit: Light and Sound	$495.00
978-1-64089-596-6	Spanish print materials add-on kit: Spinning Earth	$405.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-042-9	Grade 1 one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish support Add-on Student License**		
9-798-88570-090-0	Grade 1 one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English license, get 1 digital Spanish support add-on license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Grade 2

Plant and Animal Relationships

Properties of Materials

Changing Landforms

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-205-0	Grade 2 unit kit bundle (all 3 units)	$2,555.00
978-1-64089-530-0	Unit kit: Plant and Animal Relationships	$835.00
978-1-64089-517-1	Unit kit: Properties of Materials	$925.00
978-1-64089-531-7	Unit Kit: Changing Landforms	$795.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-206-7	Grade 2 refill kits (all 3 units)	$715.00
978-1-64089-308-5	Refill kit: Plant and Animal Relationships	$180.00
978-1-64089-309-2	Refill kit: Properties of Materials	$395.00
978-1-64089-307-8	Refill Kit: Changing Landforms	$140.00

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-061-7	Grade 2 Student Investigation Notebook set (all 3 units)	$8.97
978-1-94322-898-0	Student Investigation Notebook: Plant and Animal Relationships	$3.99
978-1-94322-877-5	Student Investigation Notebook: Properties of Materials	$3.99
978-1-94519-282-1	Student Investigation Notebook: Changing Landforms	$3.99
Digital Student Licenses**		
978-1-64482-917-2	Grade 2 one-year digital student license	$25.00
978-1-64089-466-2	Grade 2 six-year digital student license	$126.00

[1] A 12% shipping and handling fee applies.

Student Resources (continued)

ISBN	Item	Price
Student Books		
978-1-64089-674-1	Single copy Student Book set: Plant and Animal Relationships	$29.00
978-1-64089-485-3	Single copy Student Book set: Properties of Materials	$29.00
978-1-64089-484-6	Single copy Student Book set: Changing Landforms	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of a unit kit bundle.
**Buy 1 digital student license, get 1 digital Spanish student license add-on included.

Teacher Resources

ISBN	Item	Price
Digital Teacher License*		
978-1-95671-895-9	Grade 2 one-year digital teacher license	$100.00
979-8-88570-007-8	Grade 2 three-year digital teacher license	$288.00
979-8-88570-025-2	Grade 2 six-year digital teacher license	$540.00
979-8-88570-037-5	Grade 2 eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-204-3	Grade 2 print Teacher Guide set (all 3 units)	$140.00
978-1-64089-776-2	Printed Teacher Guide: Plant and Animal Relationships	$50.00
978-1-64089-769-4	Printed Teacher Guide: Properties of Materials	$50.00
978-1-64089-783-0	Printed Teacher Guide: Changing Landforms	$50.00

*One digital teacher license is included with the purchase of a unit kit bundle. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish*		
978-1-64482-210-4	Grade 2 Spanish Student Investigation Notebook set (all 3 units)	$11.97
978-1-94322-899-7	Student Investigation Notebook – Spanish: Plant and Animal Relationships	$4.99
978-1-94322-883-6	Student Investigation Notebook – Spanish: Properties of Materials	$4.99
978-1-94519-283-8	Student Investigation Notebook – Spanish: Changing Landforms	$4.99
Spanish Print Materials: Add-on Kits		
978-1-64482-209-8	Grade 2 Spanish print kits (all 3 units)	$1,215.00
978-1-64089-613-0	Spanish print materials add-on kit: Plant and Animal Relationships	$405.00
978-1-64089-614-7	Spanish print materials add-on kit: Properties of Materials	$405.00
978-1-64089-612-3	Spanish print materials add-on kit: Changing Landforms	$405.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-043-6	Grade 2 one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish support Add-on Student License**		
9-798-88570-091-7	Grade 2 one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English license, get 1 digital Spanish support add-on license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Grade 3

Balancing Forces

Inheritance and Traits

Environments and Survival

Weather and Climate

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-213-5	Grade 3 unit kit bundle (all 4 units)	$4,175.00
978-1-64089-518-8	Unit kit: Balancing Forces	$725.00
978-1-64089-533-1	Unit kit: Inheritance and Traits	$805.00
978-1-64089-534-8	Unit kit: Environments and Survival	$1,495.00
978-1-64089-532-4	Unit kit: Weather and Climate	$1,150.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-214-2	Grade 3 refill kits (all 4 units)	$715.00
978-1-64089-313-9	Refill kit: Balancing Forces	$70.00
978-1-64089-311-5	Refill kit: Inheritance and Traits	$225.00
978-1-64089-312-2	Refill kit: Environments and Survival	$305.00
978-1-64089-310-8	Refill kit: Weather and Climate	$115.00

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-062-4	Grade 3 Student Investigation Notebook set (all 4 units)	$11.96
978-1-94322-876-8	Student Investigation Notebook: Balancing Forces	$3.99
978-1-94519-278-4	Student Investigation Notebook: Inheritance and Traits	$3.99
978-1-94322-894-2	Student Investigation Notebook: Environments and Survival	$3.99
978-1-94519-290-6	Student Investigation Notebook: Weather and Climate	$3.99

[1] A 12% shipping and handling fee applies.

Student Resources (continued)

ISBN	Item	Price
Digital Student Licenses**		
978-1-64482-918-9	Grade 3 one-year digital student license (all 4 units)	$25.00
978-1-64276-284-6	Grade 3 six-year digital student license	$126.00
Student Books		
978-1-64089-484-6	Single copy Student Book set: Balancing Forces	$29.00
978-1-64089-679-6	Single copy Student Book set: Inheritance and Traits	$29.00
978-1-64089-681-9	Single copy Student Book set: Environments and Survival	$29.00
978-1-64089-676-5	Single copy Student Book set: Weather and Climate	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of a unit kit bundle.
**Buy 1 digital student license, get 1 digital Spanish student license add-on included.

Teacher Resources

ISBN	Item	Price
Digital Teacher License*		
978-1-95671-896-6	Grade 3 one-year digital teacher license	$100.00
979-8-88570-008-5	Grade 3 three-year digital teacher license	$288.00
979-8-88570-056-9	Grade 3 six-year digital teacher license	$540.00
979-8-88570-038-2	Grade 3 eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-212-8	Grade 3 print Teacher Guide set (all 4 units)	$180.00
978-1-64089-770-0	Print Teacher Guide: Balancing Forces	$50.00
978-1-64089-777-9	Print Teacher Guide: Inheritance and Traits	$50.00
978-1-64089-778-6	Print Teacher Guide: Environments and Survival	$50.00
978-1-64089-784-7	Print Teacher Guide: Weather and Climate	$50.00

*One digital teacher license is included with the purchase of a unit kit bundle. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish*		
978-1-64482-218-0	Grade 3 Spanish Student Investigation Notebook set (all 4 units)	$15.96
978-1-94322-882-9	Student Investigation Notebook – Spanish: Balancing Forces	$4.99
978-1-94519-279-1	Student Investigation Notebook – Spanish: Inheritance and Traits	$4.99
978-1-94322-895-9	Student Investigation Notebook – Spanish: Environments and Survival	$4.99
978-1-94519-291-3	Student Investigation Notebook – Spanish: Weather and Climate	$4.99
Spanish Print Materials: Add-on Kits		
978-1-64482-217-3	Grade 3 Spanish print kits (all 4 units)	$1,870.00
978-1-64089-619-2	Spanish print materials add-on kit: Balancing Forces	$405.00
978-1-64089-617-8	Spanish print materials add-on kit: Inheritance and Traits	$530.00
978-1-64089-618-5	Spanish print materials add-on kit: Environments and Survival	$405.00
978-1-64089-616-1	Spanish print materials add-on kit: Weather and Climate	$530.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-044-3	Grade 3 one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish support Add-on Student License**		
9-798-88570-092-4	Grade 3 one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English license, get 1 digital Spanish support add-on license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Grade 4

Energy Conversions

Vision and Light

Earth's Features

Waves, Energy, & Information

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-221-0	Grade 4 unit kit bundle (all 4 units)	$3,440.00
978-1-64089-519-5	Unit kit: Energy Conversions	$820.00
978-1-64089-537-9	Unit kit: Vision and light	$1,295.00
978-1-64089-535-5	Unit kit: Earth's Features	$675.00
978-1-64089-520-1	Unit kit: Waves, Energy, and Information	$650.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-214-2	Grade 4 refill kits (3 units)	$670.00
978-1-64089-303-0	Refill kit: Energy Conversions	$80.00
978-1-64089-302-3	Refill kit: Vision and light	$450.00
978-1-64089-301-6	Refill kit: Earth's Features	$140.00
N/A	Refill kit: Waves, Energy, and Information	N/A

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-063-1	Grade 4 Student Investigation Notebook set (all 4 units)	$11.96
978-1-94322-879-9	Student Investigation Notebook: Energy Conversions	$3.99
978-1-94322-896-6	Student Investigation Notebook: Vision and light	$3.99
978-1-94519-286-9	Student Investigation Notebook: Earth's Features	$3.99
978-1-94322-888-1	Student Investigation Notebook: Waves, Energy, and Information	$3.99

[1] A 12% shipping and handling fee applies.

Student Resources continued)

ISBN	Item	Price
Digital Student Licenses**		
978-1-64482-919-6	Grade 4 one-year digital student license	$25.00
978-1-64276-333-1	Grade 4 six-year digital student license	$126.00
Student Books		
978-1-64089-540-9	Single copy Student Book set: Energy Conversions	$29.00
978-1-64089-662-8	Single copy Student Book set: Vision and light	$29.00
978-1-64089-660-4	Single copy Student Book set: Earth's Features	$29.00
978-1-64089-483-9	Single copy Student Book set: Waves, Energy, and Information	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of a unit kit bundle.
**Buy 1 digital student license, get 1 digital Spanish student license add-on included.

Teacher Resources

ISBN	Item	Price
Digital Teacher License*		
978-1-95671-897-3	Grade 4 one-year digital teacher license	$100.00
979-8-88570-009-2	Grade 4 three-year digital teacher license	$288.00
979-8-88570-027-6	Grade 4 six-year digital teacher license	$540.00
979-8-88570-039-9	Grade 4 eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-220-3	Grade 4 print Teacher Guide set (all 4 units)	$180.00
978-1-64089-771-7	Print Teacher Guide: Energy Conversions	$50.00
978-1-64089-779-3	Print Teacher Guide: Vision and light	$50.00
978-1-64089-785-4	Print Teacher Guide: Earth's Features	$50.00
978-1-64089-772-4	Print Teacher Guide: Waves, Energy, and Information	$50.00

*One digital teacher license is included with the purchase of a unit kit bundle. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish*		
978-1-64482-218-0	Grade 4 Spanish Student Investigation Notebook set (all 4 units)	$15.96
978-1-94322-885-0	Student Investigation Notebook – Spanish: Energy Conversions	$4.99
978-1-94322-897-3	Student Investigation Notebook – Spanish: Vision and light	$4.99
978-1-94519-287-6	Student Investigation Notebook – Spanish: Earth's Features	$4.99
978-1-94322-889-8	Student Investigation Notebook – Spanish: Waves, Energy, and Information	$4.99
Spanish Print Materials: Add-on Kits		
978-1-64482-217-3	Grade 4 Spanish print kits (all 4 units)	$1,620.00
978-1-64089-603-1	Spanish print materials add-on kit: Energy Conversions	$405.00
978-1-64089-602-4	Spanish print materials add-on kit: Vision and light	$405.00
978-1-64089-601-7	Spanish print materials add-on kit: Earth's Features	$405.00
978-1-64089-604-8	Spanish print materials add-on kit: Waves, Energy, and Information	$405.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-045-0	Grade 4 one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish support Add-on Student License**		
9-798-88570-093-1	Grade 4 one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English license, get 1 digital Spanish support add-on license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Grade 5

Patterns of Earth and Sky

Modeling Matter

The Earth System

Ecosystem Restoration

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits*		
978-1-64482-229-6	Grade 5 unit kit bundle (all 4 units)	$3,115.00
978-1-64089-538-6	Unit kit: Patterns of Earth and Sky	$475.00
978-1-64089-521-8	Unit kit: Modeling Matter	$850.00
978-1-64089-539-3	Unit kit: The Earth System	$795.00
978-1-64089-488-4	Unit kit: Ecosystem Restoration	$995.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-230-2	Grade 5 refill kits (all 4 units)	$900.00
978-1-64089-294-1	Refill kit: Patterns of Earth and Sky	$80.00
978-1-64089-297-2	Refill kit: Modeling Matter	$295.00
978-1-64089-295-8	Refill kit: The Earth System	$295.00
978-1-64089-296-5	Refill kit: Ecosystem Restoration	$230.00

*Up to 36 digital student licenses, 36 Spanish support student licenses, and 1 teacher license are included with the purchase of all grade level unit kits.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks*		
978-1-64333-064-8	Grade 5 Student Investigation Notebook set (all 4 units)	$11.96
978-1-94519-284-5	Student Investigation Notebook: Patterns of Earth and Sky	$3.99
978-1-94322-878-2	Student Investigation Notebook: Modeling Matter	$3.99
978-1-94519-292-0	Student Investigation Notebook: The Earth System	$3.99
978-1-94322-890-4	Student Investigation Notebook: Ecosystem Restoration	$3.99

[1] A 12% shipping and handling fee applies.

Student Resources (continued)

ISBN	Item	Price
Digital Student Licenses**		
978-1-64482-920-2	Grade 5 one-year digital student license	$25.00
978-1-64276-340-9	Grade 5 six-year digital student license	$126.00
Student Books		
978-1-64089-646-8	Single copy Student Book set: Patterns of Earth and Sky	$29.00
978-1-64089-482-2	Single copy Student Book set: Modeling Matter	$29.00
978-1-64089-648-2	Single copy Student Book set: The Earth System	$33.00
978-1-64089-650-5	Single copy Student Book set: Ecosystem Restoration	$29.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Up to 36 student licenses are included with the purchase of a unit kit bundle.
**Buy 1 digital student license, get 1 digital Spanish student license add-on included!

Teacher Resources

ISBN	Item	Price
Digital Teacher License*		
978-1-95671-898-0	Grade 5 one-year digital teacher license	$100.00
979-8-88570-010-8	Grade 5 three-year digital teacher license	$288.00
979-8-88570-028-3	Grade 5 six-year digital teacher license	$540.00
979-8-88570-040-5	Grade 5 eight-year digital teacher license	$688.00
Print Teacher's Guides		
978-1-64482-228-9	Grade 5 print Teacher Guide set (all 4 units)	$180.00
978-1-64089-786-1	Print Teacher Guide: Patterns of Earth and Sky	$50.00
978-1-64089-773-1	Print Teacher Guide: Modeling Matter	$50.00
978-1-64089-787-8	Print Teacher Guide: The Earth System	$50.00
978-1-64089-780-9	Print Teacher Guide: Ecosystem Restoration	$50.00

*One digital teacher license is included with the purchase of a unit kit bundle. Additional license durations are available. Please contact your sales representative.

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish*		
978-1-64482-234-0	Grade 5 Spanish Student Investigation Notebook set (all 4 units)	$15.96
978-1-94519-285-2	Student Investigation Notebook – Spanish: Patterns of Earth and Sky	$4.99
978-1-94322-884-3	Student Investigation Notebook – Spanish: Modeling Matter	$4.99
978-1-94519-293-7	Student Investigation Notebook – Spanish: The Earth System	$4.99
978-1-94322-891-1	Student Investigation Notebook – Spanish: Ecosystem Restoration	$4.99
Spanish Print Materials: Add-on Kits		
978-1-64482-233-3	Grade 5 Spanish print kits (all 4 units)	$1,680.00
978-1-64089-591-1	Spanish print materials add-on kit: Patterns of Earth and Sky	$405.00
978-1-64089-594-2	Spanish print materials add-on kit: Modeling Matter	$405.00
978-1-64089-592-8	Spanish print materials add-on kit: The Earth System	$435.00
978-1-64089-593-5	Spanish print materials add-on kit: Ecosystem Restoration	$435.00
Digital Spanish Support Add-on Teacher License*		
979-8-88570-046-7	Grade 5 one-year digital Spanish support add-on teacher license	$25.00
Digital Spanish support Add-on Student License**		
9-798-88570-093-1	Grade 5 one-year digital Spanish support add-on student license	FREE**

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English license, get 1 digital Spanish support add-on license. An English student license is a prerequisite for activating a Spanish license. Additional license durations are available. Please contact your sales representative.

Middle School

Course structure

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Grade 7

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Populations and Resources
- Matter and Energy in Ecosystems

Grade 8

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

Domain model

Earth and Space Science

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Earth, Moon, and Sun
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Life Science

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Populations and Resources
- Matter and Energy in Ecosystems
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

Physical Science

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Thermal Energy
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Light Waves

*Sample integrated sequence. Amplify Science will work with you to design a sequence that will fit your school or district's needs.

Unit summaries

Chemical Reactions

In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a reddish-brown substance found in the water, and determine that the substance was formed from a chemical reaction between the iron from which the pipes are made and fertilizer that contaminated the wells. In solving the mystery students develop and understanding that matter is conserved in chemical reactions.

Earth, Moon, and Sun

The Earth, Moon, and Sun unit begins as students take on the role of student astronomers, tasked with advising an astrophotographer who needs to take photographs of the Moon for a fictional magazine called About Space. The astrophotographer can only take pictures of specific features on the Moon at certain times, and this serves as the anchor phenomenon for the unit. In order to provide advice about when to take photographs of the Moon as well as how to take photographs of a lunar eclipse, students will need to investigate where the Moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena, such as particular moon phases and lunar eclipses. As students conduct these investigations, they will use a hands-on Moon Sphere Model, the digital Earth, Moon, and Sun Simulation, and the Earth, Moon, and Sun Modeling Tool to gather and represent information about the movement of and light patterns on the Moon.

Earth's Changing Climate

In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students learn about how changes to Earth's atmosphere are affecting the energy balance in the Earth system.

Earth's Changing Climate: Engineering Internship

Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change; students also learn about the cause-and-effect mechanisms involved as changes to albedo and changes to combustion of fossil fuels affect climate.

Evolutionary History

In the Evolutionary History unit, students will take on the role of student paleontologists investigating a Mystery Fossil, which serves as the anchor phenomenon for the unit. This fossil is based on a real cetacean (whale) fossil excavated in Pakistan in 2000. The students' task is to determine the Mystery Fossil's evolutionary history so that they can accurately place the specimen in a museum exhibit. To gain an understanding of how paleontologists determine relationships between species, students use the Evolutionary History Simulation to analyze real fossil evidence and explore relationships on an interactive evolutionary tree. With a fossil collection at their fingertips, students identify similarities and differences among the skeletal structures of both extinct and living species.

Force and Motion

In this unit, students engage in authentic work as they take on the role of student physicists working for the fictional Universal Space Agency (USA). They are called upon to assist in the investigation of one recent mishap. Students apply their developing knowledge of force and motion to explain why a space pod failed to dock at the space station as planned. This mystery serves as the anchor phenomenon for the unit. As they investigate, students will learn about the relationship between force, change in velocity, mass, and the equal and opposite forces exerted during collisions.

Phase Change

Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Phase Change: Engineering Internship

Students act as chemical engineering interns to design an incubator for low-birthweight babies. Students' designs must meet three design criteria: 1) keeping the baby's average temperature as close as possible to 37°C; 2) minimizing the time the baby spends outside the healthy temperature range; and 3) minimizing costs so as many babies can be helped as possible. Students focus on the practice of using models while designing solutions to deepen their understanding of phase change; students also consider the flow of energy and how it affects the matter in their designs.

Plate Motion

Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. As the Earth's surface changes, fossils that formed together may be split apart.

Plate Motion: Engineering Internship

Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing cost as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

Population and Resources

Glacier Sea has seen an alarming increase in the population of moon jellies (also known as jellyfish). In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jelly population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.

Rock Transformations

Taking on the role of student geologists, students investigate a geologic puzzle: two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Thermal Energy

In their role as student thermal scientists, students work with the principal of a fictional school, Riverdale School, in order to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy will transfer from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

Traits and Reproduction

Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits. Through their research, students learn about the role proteins, genes, and sexual reproduction play in trait variation. They are able to apply what they have learned about spiders to a human context.

Weather Patterns

Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

Program components

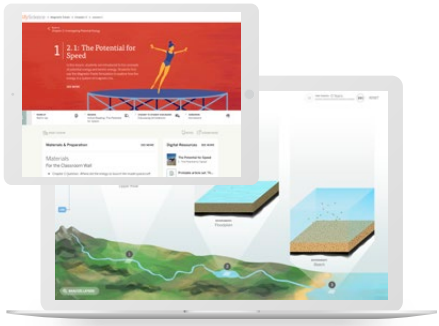
Unit Kits

Hands-on learning is interwoven throughout Amplify Science. Each kit contains hands-on materials, both consumable and nonconsumable, and various print materials (e.g., Vocabulary and Key Concept cards).

Each unit's kit includes:

- Hands-on consumable materials—enough for 200 students
- Chapter Questions
- Key Concepts
- Vocabulary
- Unit Questions
- Premium print materials (card sets, etc.)

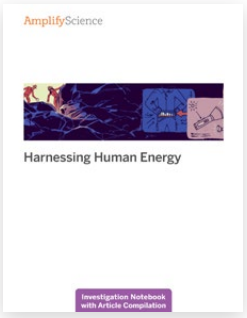
Student resources



Digital student experience

Students can interact with the digital student experience as they conduct hands-on investigations, engage in active reading and writing activities, participate in discussions, record observations, and craft end-of-unit scientific arguments. Students access the digital simulations ("sims") and modeling tools through the digital student experience. Developed exclusively for Amplify Science, these digital tools serve as venues of exploration and data collection, allowing students to explore scientific concepts that might otherwise be invisible to the naked eye.

Student Investigation Notebooks with science articles



Available for every unit, the optional Student Investigation Notebooks contain instructions for student activities and space for students to record data, reflect on ideas from texts and investigations, and construct explanations and arguments. Full-color articles are included in the back of each notebook.

Additional copies available.

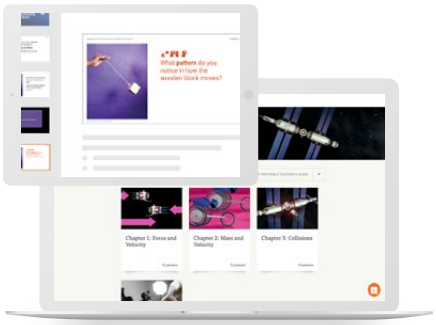
Student Edition

The Student Edition compiles all of the science articles into one collection per grade level. These durable hardcover resources can be used by different students for several years.

Teacher resources

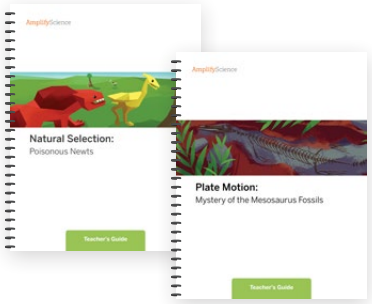
Digital teacher experience

The digital teacher experience contains all of the resources in the printed teacher's guide (see below) plus customizable classroom presentation slides, digital simulations and modeling tools, model lesson videos, and more.



Printed Teacher's Guide

The Teacher's Guides contain all of the information teachers need to facilitate classroom instruction, including detailed lesson plans, high-level overview documentation, differentiation strategies, standards alignments, materials and preparation steps, teacher support strategies and in-context professional development, possible student responses, and more.



SPANISH LANGUAGE SUPPORT

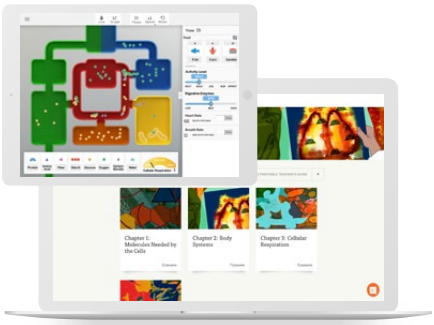
All student-facing print materials are also available in Spanish, including all Student Investigation Notebooks with article compilations, and printed materials, as well as transcripts of videos, digital simulation guides, and assessments.

Spanish supports

Spanish digital student experience

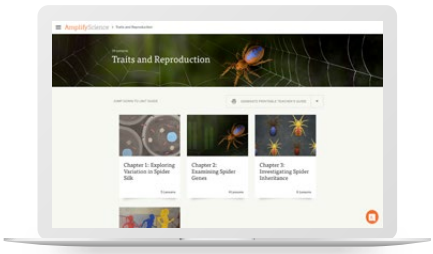
The Spanish student experience gives students access to all student resources in Spanish, including instructional text, videos, articles, simulations, and unit assessments. Teachers can control student access to Spanish-language content using a simple toggle button in the Digital Teacher's Guide.

Buy 1 digital English student license, get 1 digital Spanish support student license included. An English student license is a prerequisite for activating a Spanish license.



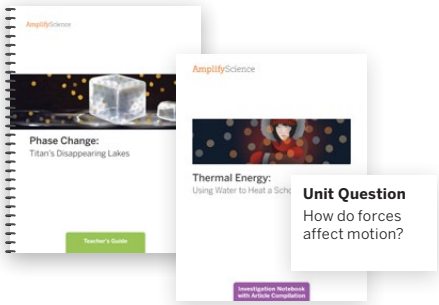
Spanish Digital Teacher's Guide

The Spanish Digital Teacher's Guide grants teachers access to Spanish supports, including teacher talk notes, projections, and downloadable PDFs of all print materials (copymasters, assessments, Student Books, and more) in Spanish.



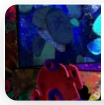
Spanish print kits

All student-facing print materials are available in Spanish, including all Student Investigation Notebooks and printed classroom display materials.



Pricing

Grade 6


Microbiome

Traits and Reproduction

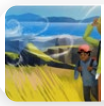
Weather Patterns

Metabolism

Thermal Energy

Earth's Changing Climate

Metabolism: Engineering Internship


Ocean, Atmosphere, and Climate

Earth's Changing Climate: Engineering Internship

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-583-0	Grade 6 unit kit bundle (all 8 units)	$2,914.00
978-1-64089-489-1	Unit kit: Microbiome	$134.00
978-1-64089-490-7	Unit kit: Metabolism	$380.00
N/A	Unit kit: Metabolism: Engineering Internship	N/A
978-1-64089-494-5	Unit kit: Traits and Reproduction	$305.00
978-1-64089-504-1	Unit kit: Thermal Energy	$565.00
978-1-64089-512-6	Unit kit: Ocean, Atmosphere, and Climate	$550.00
978-1-64089-510-2	Unit kit: Weather Patterns	$470.00
978-1-64089-507-2	Unit kit: Earth's Changing Climate	$170.00
978-1-64089-508-9	Unit kit: Earth's Changing Climate: Engineering Internship	$340.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64089-316-0	Refill kit: Metabolism	$165.00
Print Materials Kits		
978-1-64276-583-0	Grade 6 print kits (all 7 units)	$753.00

[1] A 12% shipping and handling fee applies.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64482-678-2	Grade 6 Student Investigation Notebooks (all 9 units)	$26.91
978-1-94700-292-0	Student Investigation Notebook: Microbiome	$3.99
978-1-94700-293-7	Student Investigation Notebook: Metabolism	$3.99
978-1-94700-294-4	Student Investigation Notebook: Metabolism: Engineering Internship	$3.99
978-1-94700-295-1	Student Investigation Notebook: Traits and Reproduction	$3.99
978-1-94700-287-6	Student Investigation Notebook: Thermal Energy	$3.99
978-1-64089-871-4	Student Investigation Notebook: Ocean, Atmosphere, and Climate	$3.99
978-1-64089-872-1	Student Investigation Notebook: Weather Patterns	$3.99
978-1-64089-873-8	Student Investigation Notebook: Earth's Changing Climate	$3.99
978-1-64089-874-5	Student Investigation Notebook: Earth's Changing Climate: Engineering Internship	$3.99
Digital Student Licenses**		
978-1-64482-124-4	Grade 6 one-year digital student license	$25.00
978-1-64482-127-5	Grade 6 three-year digital student license	$63.00
978-1-64482-126-8	Grade 6 six-year digital student license	$86.00
978-1-64482-121-3	Grade 6 eight-year digital student license	$89.00
Digital Student License Bundle**		
978-1-64482-772-7	Grade 6 one-year digital student license with print student edition	$60.00
978-1-64482-774-1	Grade 6 three-year digital student license with print student edition	$94.00
978-1-64482-777-2	Grade 6 six-year digital student license with print student edition	$112.00
978-1-64482-779-6	Grade 6 eight-year digital student license with print student edition	$115.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Additional license durations are available. Please contact your sales representative.

Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-458-0	Grade 6 print Teacher Guides set (all 9 units)	$300.00
978-1-64089-749-6	Print Teacher Guide: Microbiome	$50.00
978-1-64089-750-2	Print Teacher Guide: Metabolism	$50.00
978-1-64089-751-9	Print Teacher Guide: Metabolism: Engineering Internship	$50.00
978-1-64089-752-6	Print Teacher Guide: Traits and Reproduction	$50.00
978-1-64089-744-1	Print Teacher Guide: Thermal Energy	$50.00
978-1-64089-763-2	Print Teacher Guide: Ocean, Atmosphere, and Climate	$50.00
978-1-64089-764-9	Print Teacher Guide: Weather Patterns	$50.00
978-1-64089-765-6	Print Teacher Guide: Earth's Changing Climate	$50.00
978-1-64089-766-3	Print Teacher Guide: Earth's Changing Climate: Engineering Internship	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64482-679-9	Grade 6 Spanish Student Investigation Notebooks (includes set of science articles) (all 9 units)	$44.91
978-1-64089-884-4	Student Investigation Notebook – Spanish: Microbiome	$5.99
978-1-64089-885-1	Student Investigation Notebook – Spanish: Metabolism	$5.99
978-1-64089-886-8	Student Investigation Notebook – Spanish: Metabolism: Engineering Internship	$5.99
978-1-64089-887-5	Student Investigation Notebook – Spanish: Traits and Reproduction	$5.99
978-1-64089-879-0	Student Investigation Notebook – Spanish: Thermal Energy	$5.99
978-1-64276-007-1	Student Investigation Notebook – Spanish: Ocean, Atmosphere, and Climate	$5.99
978-1-64276-008-8	Student Investigation Notebook – Spanish: Weather Patterns	$5.99
978-1-64276-009-5	Student Investigation Notebook – Spanish: Earth's Changing Climate	$5.99
978-1-64276-010-1	Student Investigation Notebook – Spanish: Earth's Changing Climate: Engineering Internship	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Student Licenses with Spanish Support**		
978-1-64482-075-9	Grade 6 one-year digital student license – Spanish support	FREE**
978-1-64482-080-3	Grade 6 six-year digital student license – Spanish support	FREE**
Spanish Print Materials: Add-on Kits		
978-1-64482-459-7	Grade 6 Spanish print materials kit bundle (all 9 units)	$975.00
978-1-64089-633-8	Spanish print materials add-on kit: Microbiome	$170.00
978-1-64089-632-1	Spanish print materials add-on kit: Metabolism	$165.00
978-1-64333-651-0	Spanish print materials add-on kit: Metabolism: Engineering Internship	$25.00
978-1-64089-644-4	Spanish print materials add-on kit: Traits and Reproduction	$35.00
978-1-64089-643-7	Spanish print materials add-on kit: Thermal Energy	$190.00
978-1-64089-636-9	Spanish print materials add-on kit: Ocean, Atmosphere, and Climate	$35.00
978-1-64089-645-1	Spanish print materials add-on kit: Weather Patterns	$260.00
978-1-64089-623-9	Spanish print materials add-on kit: Earth's Changing Climate	$70.00
978-1-64333-650-3	Spanish print materials add-on kit: Earth's Changing Climate: Engineering Internship	$25.00

*Discounted multi-year pricing is available. Please contact your sales representative.
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Grade 7

Geology on Mars

Rock Transformations

Chemical Reactions

Plate Motion

Phase Change

Population and Resources

Plate Motion: Engineering Internship

Phase Change: Engineering Internship

Matter, Energy, and Ecosystems

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-590-8	Grade 7 unit kit bundle (all 9 units)	$3,265.00
978-1-64089-506-5	Unit kit: Geology on Mars	$450.00
978-1-64089-509-6	Unit kit: Plate Motion	$505.00
978-1-64089-514-0	Unit kit: Plate Motion: Engineering Internship	$325.00
978-1-64089-513-3	Unit kit: Rock Transformations	$355.00
978-1-64089-498-3	Unit kit: Phase Change	$310.00
978-1-64089-499-0	Unit kit: Phase Change Engineering Internship	$370.00
978-1-64089-503-4	Unit kit: Chemical Reactions	$455.00
978-1-64089-491-4	Unit kit: Population and Resources	$315.00
978-1-64089-493-8	Unit kit: Matter, Energy, and Ecosystems	$180.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-462-7	Grade 7 refill kits (3 total)	$235.00
978-1-64089-318-4	Refill kit: Rock Transformations	$85.00
978-1-64089-314-6	Refill kit: Chemical Reactions	$45.00
978-1-64089-317-7	Refill kit: Population and Resources	$105.00
Print Materials Kits		
978-1-64276-590-8	Grade 7 print kits (all 9 units)	$819.00

[1] A 12% shipping and handling fee applies.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64482-680-5	Grade 7 Student Investigation Notebooks set (all 9 units)	$26.91
978-1-64089-866-0	Student Investigation Notebook: Geology on Mars	$3.99
978-1-64089-867-7	Student Investigation Notebook: Plate Motion	$3.99
978-1-64089-868-4	Student Investigation Notebook: Plate Motion: Engineering Internship	$3.99
978-1-64089-869-1	Student Investigation Notebook: Rock Transformations	$3.99
978-1-94700-288-3	Student Investigation Notebook: Phase Change	$3.99
978-1-94700-289-0	Student Investigation Notebook: Phase Change: Engineering Internship	$3.99
978-1-94700-290-6	Student Investigation Notebook: Chemical Reactions	$3.99
978-1-94700-296-8	Student Investigation Notebook: Population and Resources	$3.99
978-1-94700-297-5	Student Investigation Notebook: Matter, Energy, and Ecosystems	$3.99
Digital Student Licenses**		
978-1-64482-132-9	Grade 7 one-year digital student license	$25.00
978-1-64482-135-0	Grade 7 three-year digital student license	$63.00
978-1-64482-134-3	Grade 7 six-year digital student license	$86.00
978-1-64482-129-9	Grade 7 eight-year digital student license	$89.00
Digital Student License Bundle**		
978-1-64482-780-2	Grade 7 one-year digital student license with print student edition	$60.00
978-1-64482-782-6	Grade 7 three-year digital student license with print student edition	$94.00
978-1-64482-785-7	Grade 7 six-year digital student license with print student edition	$112.00
978-1-64482-787-1	Grade 7 eight-year digital student license with print student edition	$115.00

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**Additional license durations are available. Please contact your sales representative.

Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-460-3	Grade 7 print Teacher Guide set (all 9 units)	$300.00
978-1-64089-758-8	Print Teacher Guide: Geology on Mars	$50.00
978-1-64089-759-5	Print Teacher Guide: Plate Motion	$50.00
978-1-64089-760-1	Print Teacher Guide: Plate Motion: Engineering Internship	$50.00
978-1-64089-761-8	Print Teacher Guide: Rock Transformations	$50.00
978-1-64089-745-8	Print Teacher Guide: Phase Change	$50.00
978-1-64089-746-5	Print Teacher Guide: Phase Change: Engineering Internship	$50.00
978-1-64089-747-2	Print Teacher Guide: Chemical Reactions	$50.00
978-1-64089-753-3	Print Teacher Guide: Population and Resources	$50.00
978-1-64089-754-0	Print Teacher Guide: Matter, Energy, and Ecosystems	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64482-681-2	Grade 7 Spanish Student Investigation Notebooks set (all 9 units)	$44.91
978-1-64276-002-6	Student Investigation Notebook – Spanish: Geology on Mars	$5.99
978-1-64276-003-3	Student Investigation Notebook – Spanish: Plate Motion	$5.99
978-1-64276-004-0	Student Investigation Notebook – Spanish: Plate Motion: Engineering Internship	$5.99
978-1-64276-005-7	Student Investigation Notebook – Spanish: Rock Transformations	$5.99
978-1-64089-880-6	Student Investigation Notebook – Spanish: Phase Change	$5.99
978-1-64089-881-3	Student Investigation Notebook – Spanish: Phase Change: Engineering Internship	$5.99
978-1-64089-882-0	Student Investigation Notebook – Spanish: Chemical Reactions	$5.99
978-1-64089-888-2	Student Investigation Notebook – Spanish: Population and Resources	$5.99
978-1-64089-889-9	Student Investigation Notebook – Spanish: Matter, Energy, and Ecosystems	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Student Licenses with Spanish Support**		
978-1-64482-083-4	Grade 7 one-year digital student license – Spanish support	
978-1-64482-085-8	Grade 7 three-year digital student license – Spanish support	
978-1-64482-088-9	Grade 7 six-year digital student license – Spanish support	
978-1-64482-090-2	Grade 7 eight-year digital student license – Spanish support	
Spanish Print Materials: Add-on Kits		
978-1-64482-461-0	Grade 7 Spanish print materials kit bundles (all 9 units)	$895.00
978-1-64089-627-7	Spanish print materials add-on kit: Geology on Mars	$295.00
978-1-64089-640-6	Spanish print materials add-on kit: Plate Motion	$65.00
978-1-64089-639-0	Spanish print materials add-on kit: Plate Motion: Engineering Internship	$45.00
978-1-64089-642-0	Spanish print materials add-on kit: Rock Transformations	$70.00
978-1-64089-638-3	Spanish print materials add-on kit: Phase Change	$65.00
978-1-64089-637-6	Spanish print materials add-on kit: Phase Change: Engineering Internship	$25.00
978-1-64089-621-5	Spanish print materials add-on kit: Chemical Reactions	$115.00
978-1-64089-641-3	Spanish print materials add-on kit: Population and Resources	$100.00
978-1-64089-631-4	Spanish print materials add-on kit: Matter, Energy, and Ecosystems	$115.00

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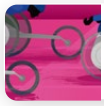
Grade 8

Harnessing Human Energy

Magnetic Fields

Natural Selection


Force and Motion

Light Waves

Natural Selection: Engineering Internship

Force and Motion: Engineering Internship

Earth, Moon, and Sun

Evolutionary History

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-597-7	Grade 8 unit kit bundle (all 9 units)	$3,525.00
978-1-64089-497-6	Unit kit: Harnessing Human Energy	$475.00
978-1-64089-500-3	Unit kit: Force and Motion	$525.00
978-1-64089-502-7	Unit kit: Force and Motion: Engineering Internship	$255.00
978-1-64089-501-0	Unit kit: Magnetic Field	$315.00
978-1-64089-505-8	Unit kit: Light Waves	$735.00
978-1-64089-511-9	Unit kit: Earth, Moon, and Sun	$315.00
978-1-64089-492-1	Unit kit: Natural Selection	$225.00
978-1-64089-496-9	Unit kit: Natural Selection: Engineering Internship	$240.00
978-1-64089-495-2	Unit kit: Evolutionary History	$440.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-465-8	Grade 8 refill kits (3 total)	$174.00
978-1-64089-682-6	Refill kit: Harnessing Human Energy	$35.00
978-1-64089-315-3	Refill kit: Force and Motion: Engineering Internship	$110.00
978-1-64089-683-3	Earth, Moon, and Sun: Refill kit	$29.00
Print Materials Kits		
978-1-64276-597-7	Grade 8 print kits (all 9 units)	$572.00

[1] A 12% shipping and handling fee applies.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64482-682-9	Grade 8 Student Investigation Notebooks set (all 9 units)	$26.91
978-1-94700-263-0	Student Investigation Notebook: Harnessing Human Energy	$3.99
978-1-94700-277-7	Student Investigation Notebook: Force and Motion	$3.99
978-1-94700-278-4	Student Investigation Notebook: Force and Motion: Engineering Internship	$3.99
978-1-94700-286-9	Student Investigation Notebook: Magnetic Field	$3.99
978-1-94700-291-3	Student Investigation Notebook: Light Waves	$3.99
978-1-64089-870-7	Student Investigation Notebook: Earth, Moon, and Sun	$3.99
978-1-94700-298-2	Student Investigation Notebook: Natural Selection	$3.99
978-1-94700-299-9	Student Investigation Notebook: Natural Selection: Engineering Internship	$3.99
978-1-64089-865-3	Student Investigation Notebook: Evolutionary History	$3.99
Digital Student Licenses**		
978-1-64482-140-4	Grade 8 one-year digital student license	$25.00
978-1-64482-143-5	Grade 8 three-year digital student license	$63.00
978-1-64482-142-8	Grade 8 six-year digital student license	$86.00
978-1-64482-137-4	Grade 8 eight-year digital student license	$89.00
Digital Student License Bundle**		
978-1-64482-788-8	Grade 8 one-year digital student license with print student edition	$60.00
978-1-64482-790-1	Grade 8 three-year digital student license with print student edition	$94.00
978-1-64482-793-2	Grade 8 six-year digital student license with print student edition	$112.00
978-1-64482-795-6	Grade 8 eight-year digital student license with print student edition	$115.00

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Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-463-4	Grade 8 print Teacher Guide set (all 9 units)	$300.00
978-1-64089-740-3	Print Teacher Guide: Harnessing Human Energy	$50.00
978-1-64089-741-0	Print Teacher Guide: Force and Motion	$50.00
978-1-64089-742-7	Print Teacher Guide: Force and Motion: Engineering Internship	$50.00
978-1-64089-743-4	Print Teacher Guide: Magnetic Field	$50.00
978-1-64089-748-9	Print Teacher Guide: Light Waves	$50.00
978-1-64089-762-5	Print Teacher Guide: Earth, Moon, and Sun	$50.00
978-1-64089-755-7	Print Teacher Guide: Natural Selection	$50.00
978-1-64089-756-4	Print Teacher Guide: Natural Selection: Engineering Internship	$50.00
978-1-64089-757-1	Print Teacher Guide: Evolutionary History	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64482-683-6	Grade 8 Spanish Student Investigation Notebooks set (all 9 units)	$44.91
978-1-64089-875-2	Student Investigation Notebook – Spanish: Harnessing Human Energy	$5.99
978-1-64089-876-9	Student Investigation Notebook – Spanish: Force and Motion	$5.99
978-1-64089-877-6	Student Investigation Notebook – Spanish: Force and Motion: Engineering Internship	$5.99
978-1-64089-878-3	Student Investigation Notebook – Spanish: Magnetic Field	$5.99
978-1-64089-883-7	Student Investigation Notebook – Spanish: Light Waves	$5.99
978-1-64276-006-4	Student Investigation Notebook – Spanish: Earth, Moon, and Sun	$5.99
978-1-94700-211-1	Student Investigation Notebook – Spanish: Natural Selection	$5.99
978-1-64276-000-2	Student Investigation Notebook – Spanish: Natural Selection: Engineering Internship	$5.99
978-1-64276-001-9	Student Investigation Notebook – Spanish: Evolutionary History	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Student Licenses with Spanish Support**		
978-1-64482-091-9	Grade 8 one-year digital student license – Spanish support	
978-1-64482-093-3	Grade 8 three-year digital student license – Spanish support	
978-1-64482-096-4	Grade 8 six-year digital student license – Spanish support	
978-1-64482-098-8	Grade 8 eight-year digital student license – Spanish support	
Spanish Print Materials: Add-on Kits		
978-1-64482-464-1	Grade 8 Spanish print materials add-on kits bundle (all 9 units)	$710.00
978-1-64089-628-4	Spanish print materials add-on kit: Harnessing Human Energy	$180.00
978-1-64089-626-0	Spanish print materials add-on kit: Force and Motion	$70.00
978-1-64089-625-3	Spanish print materials add-on kit: Force and Motion: Engineering Internship	$55.00
978-1-64089-630-7	Spanish print materials add-on kit: Magnetic Field	$35.00
978-1-64089-629-1	Spanish print materials add-on kit: Light Waves	$35.00
978-1-64089-622-2	Spanish print materials add-on kit: Earth, Moon, and Sun	$25.00
978-1-64089-635-2	Spanish print materials add-on kit: Natural Selection	$35.00
978-1-64089-634-5	Spanish print materials add-on kit: Natural Selection: Engineering Internship	$60.00
978-1-64089-624-6	Spanish print materials add-on kit: Evolutionary History	$215.00

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Life Science

Microbiome

Traits and Reproduction

Natural Selection

Metabolism

Population and Resources

Natural Selection: Engineering Internship

Metabolism: Engineering Internship

Matter, Energy, and Ecosystems

Evolutionary History

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-740-7	Life Science unit kit bundle (all 9 units)	$2,919.00
978-1-64089-489-1	Unit kit: Microbiome	$134.00
978-1-64089-490-7	Unit kit: Metabolism	$380.00
N/A	Unit kit: Metabolism: Engineering Internship	N/A
978-1-64089-494-5	Unit kit: Traits and Reproduction	$305.00
978-1-64089-491-4	Unit kit: Population and Resources	$315.00
978-1-64089-493-8	Unit kit: Matter, Energy, and Ecosystems	$180.00
978-1-64089-492-1	Unit kit: Natural Selection	$225.00
978-1-64089-496-9	Unit kit: Natural Selection: Engineering Internship	$240.00
978-1-64089-495-2	Unit kit: Evolutionary History	$440.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-396-5	Life Science: refill kits (2 total)	$270.00
978-1-64089-316-0	Refill kit: Metabolism	$165.00
978-1-64089-317-7	Refill kit: Population and Resources	$105.00
Print Material Kits		
978-1-64276-740-7	Life Science print kits (all 9 units)	$756.00

[1] A 12% shipping and handling fee applies.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64276-262-4	Life Science Student Investigation Notebooks with articles set (all 9 units)	$26.91
978-1-94700-292-0	Student Investigation Notebook with article compilation: Microbiome	$3.99
978-1-94700-293-7	Student Investigation Notebook with article compilation: Metabolism	$3.99
978-1-94700-294-4	Student Investigation Notebook with article compilation: Metabolism Engineering Internship	$3.99
978-1-94700-295-1	Student Investigation Notebook with article compilation: Traits and Reproduction	$3.99
978-1-947002-96-8	Student Investigation Notebook with article compilation: Population and Resources	$3.99
978-1-94700-297-5	Student Investigation Notebook with article compilation: Matter, Energy, and Ecosystems	$3.99
978-1-94700-298-2	Student Investigation Notebook with article compilation: Natural Selection	$3.99
978-1-94700-299-9	Student Investigation Notebook with article compilation: Natural Selection Engineering Internship	$3.99
978-1-64089-865-3	Student Investigation Notebook with article compilation: Evolutionary History	$3.99
Digital Licenses**		
978-1-64482-148-0	Life Science one-year digital student license	$25.00
978-1-64482-151-0	Life Science three-year digital student license	$63.00
978-1-64482-150-3	Life Science six-year digital student license	$86.00
978-1-64482-145-9	Life Science eight-year digital student license	$89.00
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978-1-66482-804-5	Life Science one-year digital student license with print Student Edition	$60.00
978-1-64482-806-9	Life Science three-year digital student license with print Student Edition	$94.00
978-1-64482-809-0	Life Science six-year digital student license with print Student Edition	$112.00
978-1-64882-811-3	Life Science eight-year digital student license with print Student Edition	$115.00

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Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-395-8	Life Science print Teacher Guide set (all 9 units)	$300.00
978-1-64089-749-6	Print Teacher Guide: Microbiome	$50.00
978-1-64089-750-2	Print Teacher Guide: Metabolism	$50.00
978-1-64089-751-9	Print Teacher Guide: Metabolism: Engineering Internship	$50.00
978-1-64089-752-6	Print Teacher Guide: Traits and Reproduction	$50.00
978-1-64089-753-3	Print Teacher Guide: Population and Resources	$50.00
978-1-64089-754-0	Print Teacher Guide: Matter, Energy, and Ecosystems	$50.00
978-1-64089-755-7	Print Teacher Guide: Natural Selection	$50.00
978-1-64089-756-4	Print Teacher Guide: Natural Selection: Engineering Internship	$50.00
978-1-64089-757-1	Print Teacher Guide: Evolutionary History	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64276-282-2	Life Science Spanish Student Investigation Notebooks with articles set (all 9 units)	$44.91
978-1-64089-884-4	Student Investigation Notebook – Spanish: Microbiome	$5.99
978-1-64089-885-1	Student Investigation Notebook – Spanish: Metabolism	$5.99
978-1-64089-886-8	Student Investigation Notebook – Spanish: Metabolism: Engineering Internship	$5.99
978-1-64089-887-5	Student Investigation Notebook – Spanish: Traits and Reproduction	$5.99
978-1-64089-888-2	Student Investigation Notebook – Spanish: Population and Resources	$5.99
978-1-64089-889-9	Student Investigation Notebook – Spanish: Matter, Energy, and Ecosystems	$5.99
978-1-94700-211-1	Student Investigation Notebook – Spanish: Natural Selection	$5.99
978-1-64276-000-2	Student Investigation Notebook – Spanish: Natural Selection: Engineering Internship	$5.99
978-1-64276-001-9	Student Investigation Notebook – Spanish: Evolutionary History	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Student Licenses – with Spanish Support**		
978-1-64482-068-1	Life Science one-year digital student license – Spanish support	
978-1-64482-070-4	Life Science three-year digital student license – Spanish support	
978-1-64482-689-8	Life Science six-year digital student license – Spanish support	
978-1-64482-105-3	Life Science eight-year digital student license – Spanish support	
Spanish Print Materials: Add-on Kits		
978-1-64482-400-9	Life Science Spanish print materials add-on kits (all 9 units)	$865.00
978-1-64089-633-8	Spanish print materials add-on kit: Microbiome	$170.00
978-1-64089-632-1	Spanish print materials add-on kit: Metabolism	$165.00
978-1-64333-651-0	Spanish print materials add-on kit: Metabolism: Engineering Internship	$25.00
978-1-64089-644-4	Spanish print materials add-on kit: Traits and Reproduction	$35.00
978-1-64089-641-3	Spanish print materials add-on kit: Population and Resources	$100.00
978-1-64089-631-4	Spanish print materials add-on kit: Matter, Energy, and Ecosystems	$115.00
978-1-64089-635-2	Spanish print materials add-on kit: Natural Selection	$35.00
978-1-64089-634-5	Spanish print materials add-on kit: Natural Selection: Engineering Internship	$60.00
978-1-64089-624-6	Spanish print materials add-on kit: Evolutionary History	$215.00

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Earth and Space Science

Geology on Mars

Rock Transformations

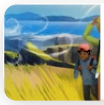
Weather Patterns

Plate Motion

Earth, Moon, and Sun

Earth's Changing Climate

Plate Motion: Engineering Internship


Ocean, Atmosphere, and Climate

Earth's Changing Climate: Engineering Internship

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-744-5	Earth and Space Science unit kit bundle (all 9 units)	$3,480.00
978-1-64089-506-5	Unit kit: Geology on Mars	$450.00
978-1-64089-509-6	Unit kit: Plate Motion	$505.00
978-1-64089-514-0	Unit kit: Plate Motion: Engineering Internship	$325.00
978-1-64089-513-3	Unit kit: Rock Transformations	$355.00
978-1-64089-511-9	Unit kit: Earth, Moon, and Sun	$315.00
978-1-64089-512-6	Unit kit: Ocean, Atmosphere, and Climate	$550.00
978-1-64089-510-2	Unit kit: Weather Patterns	$470.00
978-1-64089-507-2	Unit kit: Earth's Changing Climate	$170.00
978-1-64089-508-9	Unit kit: Earth's Changing Climate: Engineering Internship	$340.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-386-6	Earth and Space Science refill kits (2 total)	$114.00
978-1-64089-318-4	Refill kit: Rock Transformations	$85.00
978-1-64089-683-3	Refill kit: Earth, Moon, and Sun	$29.00
Print Material Kits		
978-1-64276-744-5	Earth and Space Science print kits (all 9 units)	$791.00

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Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64276-225-9	Earth and Space Science Student Investigation Notebooks set (all 9 units)	$26.91
978-1-64089-866-0	Student Investigation Notebook: Geology on Mars	$3.99
978-1-64089-867-7	Student Investigation Notebook: Plate Motion	$3.99
978-1-64089-868-4	Student Investigation Notebook: Plate Motion: Engineering Internship	$3.99
978-1-64089-869-1	Student Investigation Notebook: Rock Transformations	$3.99
978-1-64089-870-7	Student Investigation Notebook: Earth, Moon, and Sun	$3.99
978-1-64089-871-4	Student Investigation Notebook: Ocean, Atmosphere, and Climate	$3.99
978-1-64089-872-1	Student Investigation Notebook: Weather Patterns	$3.99
978-1-64089-873-8	Student Investigation Notebook: Earth's Changing Climate	$3.99
978-1-64089-874-5	Student Investigation Notebook: Earth's Changing Climate: Engineering Internship	$3.99
Digital Licenses**		
978-1-64482-116-9	Earth and Space Science one-year digital student license	$25.00
978-1-64482-119-0	Earth and Space Science three-year digital student license	$63.00
978-1-64482-118-3	Earth and Space Science six-year digital student license	$86.00
978-1-64482-113-8	Earth and Space Science eight-year digital student license	$89.00
Digital Student License Bundle**		
978-1-66482-804-5	Earth and Space Science one-year digital student license with print Student Edition	$60.00
978-1-64482-798-7	Earth and Space Science three-year digital student license with print Student Edition	$94.00
978-1-64482-801-4	Earth and Space Science six-year digital student license with print Student Edition	$112.00
978-1-64882-803-8	Earth and Space Science eight-year digital student license with print Student Edition	$115.00

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Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-385-9	Earth and Space Science print Teacher Guide set (all 9 units)	$300.00
978-1-64089-758-8	PrintTeacher Guide: Geology on Mars	$50.00
978-1-64089-759-5	Print Teacher Guide: Plate Motion	$50.00
978-1-64089-760-1	Print Teacher Guide: Plate Motion: Engineering Internship	$50.00
978-1-64089-761-8	Print Teacher Guide: Rock Transformations	$50.00
978-1-64089-762-5	Print Teacher Guide: Earth, Moon, and Sun	$50.00
978-1-64089-763-2	Print Teacher Guide: Ocean, Atmosphere, and Climate	$50.00
978-1-64089-764-9	Print Teacher Guide: Weather Patterns	$50.00
978-1-64089-765-6	Print Teacher Guide: Earth's Changing Climate	$50.00
978-1-64089-766-3	Print Teacher Guide: Earth's Changing Climate: Engineering Internship	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64276-236-5	Earth and Space Science Spanish Student Investigation Notebooks set (all 9 units)	$44.91
978-1-64276-002-6	Student Investigation Notebook – Spanish: Geology on Mars	$5.99
978-1-64276-003-3	Student Investigation Notebook – Spanish: Plate Motion	$5.99
978-1-64276-004-0	Student Investigation Notebook – Spanish: Plate Motion: Engineering Internship	$5.99
978-1-64276-005-7	Student Investigation Notebook – Spanish: Rock Transformations	$5.99
978-1-64276-006-4	Student Investigation Notebook – Spanish: Earth, Moon, and Sun	$5.99
978-1-64276-007-1	Student Investigation Notebook – Spanish: Ocean, Atmosphere, and Climate	$5.99
978-1-64276-008-8	Student Investigation Notebook – Spanish: Weather Patterns	$5.99
978-1-64276-009-5	Student Investigation Notebook – Spanish: Earth's Changing Climate	$5.99
978-1-64276-010-1	Student Investigation Notebook – Spanish: Earth's Changing Climate: Engineering Internship	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Licenses with Spanish Support**		
978-1-64482-068-1	Earth and Space Science one-year digital student license – Spanish support	
978-1-64482-101-5	Earth and Space Science three-year digital student license – Spanish support	
978-1-64482-688-1	Earth and Space Science six-year digital student license – Spanish support	
978-1-64482-074-2	Earth and Space Science eight-year digital student license – Spanish support	
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978-1-64482-390-3	Earth and Space Science Spanish print materials add-on kits (all 9 units)	$890.00
978-1-64089-627-7	Spanish print materials add-on kit: Geology on Mars	$295.00
978-1-64089-640-6	Spanish print materials add-on kit: Plate Motion	$65.00
978-1-64089-639-0	Spanish print materials add-on kit: Plate Motion: Engineering Internship	$45.00
978-1-64089-642-0	Spanish print materials add-on kit: Rock Transformations	$70.00
978-1-64089-622-2	Spanish print materials add-on kit: Earth, Moon, and Sun	$25.00
978-1-64089-636-9	Spanish print materials add-on kit: Ocean, Atmosphere, and Climate	$35.00
978-1-64089-645-1	Spanish print materials add-on kit: Weather Patterns	$260.00
978-1-64089-623-9	Spanish print materials add-on kit: Earth's Changing Climate	$70.00
978-1-64333-650-3	Spanish print materials add-on kit: Earth's Changing Climate: Engineering Internship	$25.00

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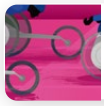
Physical Science

Harnessing Human Energy

Magnetic Fields

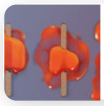
Phase Change: Engineering Internship


Force and Motion

Thermal Energy

Chemical Reactions

Force and Motion: Engineering Internship


Phase Change

Light Waves

Unit Kits & Refills

ISBN	Item	Price[1]
Unit Kits		
978-1-64276-741-4	Physical Science unit kit bundle (all 9 units)	$4,005.00
978-1-64089-497-6	Unit kit: Harnessing Human Energy	$475.00
978-1-64089-500-3	Unit kit: Force and Motion	$525.00
978-1-64089-502-7	Unit kit: Force and Motion: Engineering Internship	$255.00
978-1-64089-501-0	Unit kit: Magnetic Fields	$315.00
978-1-64089-504-1	Unit kit: Thermal Energy	$565.00
978-1-64089-498-3	Unit kit: Phase Change	$310.00
978-1-64089-499-0	Unit kit: Phase Change: Engineering Internship	$370.00
978-1-64089-503-4	Unit kit: Chemical Reactions	$455.00
978-1-64089-505-8	Unit kit: Light Waves	$735.00
Refill Kits (consumable hands-on materials from the unit kit)		
978-1-64482-406-1	Physical Science refill kits (3 total)	$190.00
978-1-64089-682-6	Refill kit: Harnessing Human Energy	$35.00
978-1-64089-315-3	Refill kit: Force and Motion: Engineering Internship	$110.00
978-1-64089-314-6	Refill kit: Chemical Reactions	$45.00
Print Material Kits		
978-1-64276-741-4	Physical Science print kits (all 9 units)	$660.00

[1] A 12% shipping and handling fee applies.

Student Resources

ISBN	Item	Price
Student Investigation Notebooks (includes article compilation)*		
978-1-64276-308-9	Physical Science Student Investigation Notebooks set (all 9 units)	$26.91
978-1-94700-263-0	Student Investigation Notebook: Harnessing Human Energy	$3.99
978-1-94700-277-7	Student Investigation Notebook: Force and Motion	$3.99
978-1-94700-278-4	Student Investigation Notebook: Force and Motion: Engineering Internship	$3.99
978-1-94700-286-9	Student Investigation Notebook: Magnetic Fields	$3.99
978-1-94700-287-6	Student Investigation Notebook: Thermal Energy	$3.99
978-1-94700-288-3	Student Investigation Notebook: Phase Change	$3.99
978-1-94700-289-0	Student Investigation Notebook: Phase Change: Engineering Internship	$3.99
978-1-94700-290-6	Student Investigation Notebook: Chemical Reactions	$3.99
978-1-94700-291-3	Student Investigation Notebook: Light Waves	$3.99
Digital Licenses**		
978-1-64482-156-5	Physical Science one-year digital student license	$25.00
Digital Student License Bundle**		
978-1-64482-812-0	Physical Science one-year digital student license	$60.00
978-1-64482-814-4	Physical Science three-year digital student license with print Student Edition	$94.00
978-1-64482-817-5	Physical Science six-year digital student license with print Student Edition	$112.00
978-1-64482-819-9	Physical Science eight-year digital student license with print Student Edition	$115.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Additional license durations are available. Please contact your sales representative.

Teacher Resources

ISBN	Item	Price
Print Teacher's Guides		
978-1-64482-405-4	Physical Science print Teacher Guide set (all 9 units)	$300.00
978-1-64089-740-3	Print Teacher Guide: Harnessing Human Energy	$50.00
978-1-64089-741-0	Print Teacher Guide: Force and Motion	$50.00
978-1-64089-742-7	Print Teacher Guide: Force and Motion: Engineering Internship	$50.00
978-1-64089-743-4	Print Teacher Guide: Magnetic Fields	$50.00
978-1-64089-744-1	Print Teacher Guide: Thermal Energy	$50.00
978-1-64089-745-8	Print Teacher Guide: Phase Change	$50.00
978-1-64089-746-5	Print Teacher Guide: Phase Change: Engineering Internship	$50.00
978-1-64089-747-2	Print Teacher Guide: Chemical Reactions	$50.00
978-1-64089-748-9	Print Teacher Guide: Light Waves	$50.00

Spanish Resources

ISBN	Item	Price
Student Investigation Notebooks – Spanish (includes article compilation)*		
978-1-64276-328-7	Physical Science Student Investigation Notebooks set (all 9 units) – Spanish	$44.91
978-1-64089-875-2	Student Investigation Notebook – Spanish: Harnessing Human Energy	$5.99
978-1-64089-876-9	Student Investigation Notebook – Spanish: Force and Motion	$5.99
978-1-64089-877-6	Student Investigation Notebook – Spanish: Force and Motion: Engineering Internship	$5.99
978-1-64089-878-3	Student Investigation Notebook – Spanish: Magnetic Fields	$5.99
978-1-64089-879-0	Student Investigation Notebook – Spanish: Thermal Energy	$5.99
978-1-64089-880-6	Student Investigation Notebook – Spanish: Phase Change	$5.99
978-1-64089-881-3	Student Investigation Notebook – Spanish: Phase Change: Engineering Internship	$5.99
978-1-64089-882-0	Student Investigation Notebook – Spanish: Chemical Reactions	$5.99
978-1-64089-883-7	Student Investigation Notebook – Spanish: Light Waves	$5.99

Spanish Resources (continued)

ISBN	Item	Price
Digital Licenses – with Spanish Support**		
978-1-64482-099-5	Physical Science one-year digital student license – Spanish support	
978-1-64482-108-4	Physical Science three-year digital student license – Spanish support	
978-1-64482-690-4	Physical Science six-year digital student license – Spanish support	
978-1-64482-112-1	Physical Science eight-year digital student license – Spanish support	
Spanish Print Materials: Add-on Kits		
978-1-64482-410-8	Physical Science Spanish print materials add-on kits (all 9 units)	$700.00
978-1-64089-628-4	Spanish print materials add-on kit: Harnessing Human Energy	$180.00
978-1-64089-626-0	Spanish print materials add-on kit: Force and Motion	$70.00
978-1-64089-625-3	Spanish print materials add-on kit: Force and Motion: Engineering Internship	$55.00
978-1-64089-630-7	Spanish print materials add-on kit: Magnetic Fields	$35.00
978-1-64089-643-7	Spanish print materials add-on kit: Thermal Energy	$120.00
978-1-64089-638-3	Spanish print materials add-on kit: Phase Change	$65.00
978-1-64089-637-6	Spanish print materials add-on kit: Phase Change: Engineering Internship	$25.00
978-1-64089-621-5	Spanish print materials add-on kit: Chemical Reactions	$115.00
978-1-64089-629-1	Spanish print materials add-on kit: Light Waves	$35.00

*Discounted multi-year pricing is available. Please contact your sales representative.
**Buy 1 English digital license, get 1 digital Spanish support license included. An English student license is a prerequisite for activating a Spanish support license. Additional license durations are available. Please contact your sales representative.

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The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

NSF

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Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #:	Q-789602-1
PQ #:	PQ 260507-526262
Date:	7/8/2026
Expires On:	9/6/2026
Delivery Service Level:	Standard

Customer Contact Information

Mahya Minaiy
Magnolia Public Schools (CA)
13105950580
mminaiy@magnoliapublicschools.org

Amplify Contact Information

Lauren Sherman
Account Executive
(949) 397-5766
lsherman@amplify.com

CA Science - G3-8 - 1 Year
Teacher & Student Digital 3-8
Kits 3-5
Student Investigation Notebooks 3-8
Teacher Guides 3-8

Grade 3

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G3 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-200-3	$100.00	5	0	$500.00	$0.00
Amplify Science CA G3 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-924-0	$25.00	136	0	$3,400.00	$0.00
Amplify Science Elementary School: Grade 3 Kits	978-1-64089-901-8	$4,870.88	0	5	$0.00	$24,354.40
Amplify Science Grade 3 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-062-4	$13.40	0	136	$0.00	$1,822.40
Amplify Science Elementary School: Grade 3 Print Teacher Guides (1 qty per unit)	978-1-64333-961-0	$201.59	5	0	$1,007.95	$0.00
TOTAL					$4,907.95	$26,176.80

Grade 4

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G4 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-201-0	$100.00	5	0	$500.00	$0.00
Amplify Science CA G4 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-925-7	$25.00	131	0	$3,275.00	$0.00
Amplify Science Elementary School: Grade 4 Kits	978-1-64089-894-3	$4,047.68	0	5	$0.00	$20,238.40
Amplify Science Grade 4 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-063-1	$13.40	0	131	$0.00	$1,755.40
Amplify Science Elementary School: Grade 4 Print Teacher Guides (1 qty per unit)	978-1-64333-962-7	$201.59	5	0	$1,007.95	$0.00
TOTAL					$4,782.95	$21,993.80

Grade 5

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G5 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-202-7	$100.00	3	0	$300.00	$0.00
Amplify Science CA G5 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-926-4	$25.00	100	0	$2,500.00	$0.00
Amplify Science Elementary School: Grade 5 Kits	978-1-64089-900-1	$3,683.68	0	3	$0.00	$11,051.04
Amplify Science Grade 5 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-064-8	$13.40	0	100	$0.00	$1,340.00
Amplify Science Elementary School: Grade 5 Print Teacher Guides (1 qty per unit)	978-1-64333-963-4	$201.59	3	0	$604.77	$0.00
TOTAL					$3,404.77	$12,391.04

Grade 6

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G6 California - Digital Student License - 1yr (2026-2027)	978-1-64333-493-6	$25.00	0	773	$0.00	$19,325.00

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G6 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-469-1	$149.00	0	20	$2,980.00	$0.00
Amplify Science CA Grade 6 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-493-1	$30.15	0	773	$0.00	$23,305.95
Amplify Science Middle School: Grade 6 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-964-1	$336.00	0	20	$0.00	$6,720.00
TOTAL					$2,980.00	$49,350.95

Grade 7

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G7 California - Digital Student License - 1yr (2026-2027)	978-1-64333-501-8	$25.00	0	727	$0.00	$18,175.00
Amplify Science G7 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-477-6	$149.00	0	20	$2,980.00	$0.00
Amplify Science CA Grade 7 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-495-5	$30.15	0	727	$0.00	$21,919.05
Amplify Science Middle School: Grade 7 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-965-8	$336.00	0	20	$0.00	$6,720.00
TOTAL					$2,980.00	$46,814.05

Grade 8

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G8 California - Digital Student License - 1yr (2026-2027)	978-1-64333-509-4	$25.00	0	825	$0.00	$20,625.00
Amplify Science G8 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-485-1	$149.00	0	18	$2,682.00	$0.00
Amplify Science CA Grade 8 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-497-9	$30.15	0	825	$0.00	$24,873.75
Amplify Science Middle School: Grade 8 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-966-5	$336.00	0	18	$0.00	$6,048.00
TOTAL					$2,682.00	$51,546.75

Professional Development

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science GK-5 Program Overview for Teachers (1/2 Day Remote)	2.00	$750.00	$1,500.00	$0.00
Amplify Science G6-8 Program Overview for Teachers (1/2 Day Remote)	2.00	$750.00	$1,500.00	$0.00
TOTAL		$1,500.00	$3,000.00	$0.00

SUBTOTAL	$208,273.39
ESTIMATED SALES TAX (10%)	$15,014.84
TOTAL DISCOUNT	$24,737.67
GRAND TOTAL	$223,288.23

Scope and Duration

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- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
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Quote Special Terms

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- **Email:** IncomingPO@amplify.com
- **Fax:** (646) 403-4700

Required with your Purchase Order:

- Copy of your Price Quote
- Tax-Exemption Certificate (if applicable)

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- **ACH/Wire:** Visit service.amplify.com/make-a-payment for Amplify banking details
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  Amplify Education, Inc.
  P.O. Box 392294
  Pittsburgh, PA 15251-9294

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10. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Customer Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. In addition, Amplify has entered into the data privacy agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13.

11. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

12. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

13. Limitation of Liability. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED SCHOOL USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS BY AN AUTHORIZED SCHOOL USER THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

14. Termination. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

15.
Miscellaneous. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." For United States-based Customers, this Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state, commonwealth, or territory in which Customer resides based on the address set forth in the Quote, without regard to that state's, commonwealth's, or territory's choice of law rules. For Customers based outside of the United States, this Agreement will be governed by the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #:	Q-789622-1
PQ #:	PQ 260507-526262
Date:	7/8/2026
Expires On:	9/6/2026
Delivery Service Level:	Standard

Customer Contact Information

Mahya Minaiy
Magnolia Public Schools (CA)
13105950580
mminaiy@magnoliapublicschools.org

Amplify Contact Information

Lauren Sherman
Account Executive
(949) 397-5766
lsherman@amplify.com

CA Science - G3-8 - 1 Year
Teacher & Student Digital 3-8
Kits 3-8
Student Investigation Notebooks 3-8
Teacher Guides 3-8

Grade 3

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G3 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-200-3	$100.00	5	0	$500.00	$0.00
Amplify Science CA G3 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-924-0	$25.00	136	0	$3,400.00	$0.00
Amplify Science Elementary School: Grade 3 Kits	978-1-64089-901-8	$4,870.88	0	5	$0.00	$24,354.40
Amplify Science Grade 3 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-062-4	$13.40	0	136	$0.00	$1,822.40
Amplify Science Elementary School: Grade 3 Print Teacher Guides (1 qty per unit)	978-1-64333-961-0	$201.59	5	0	$1,007.95	$0.00
TOTAL					$4,907.95	$26,176.80

Grade 4

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G4 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-201-0	$100.00	5	0	$500.00	$0.00
Amplify Science CA G4 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-925-7	$25.00	131	0	$3,275.00	$0.00
Amplify Science Elementary School: Grade 4 Kits	978-1-64089-894-3	$4,047.68	0	5	$0.00	$20,238.40
Amplify Science Grade 4 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-063-1	$13.40	0	131	$0.00	$1,755.40
Amplify Science Elementary School: Grade 4 Print Teacher Guides (1 qty per unit)	978-1-64333-962-7	$201.59	5	0	$1,007.95	$0.00
TOTAL					$4,782.95	$21,993.80

Grade 5

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science CA G5 Dig Exp Teacher License - 1yr (2026-2027)	979-8-88570-202-7	$100.00	3	0	$300.00	$0.00
Amplify Science CA G5 Dig Exp Student License - 1yr (2026-2027)	978-1-64482-926-4	$25.00	100	0	$2,500.00	$0.00
Amplify Science Elementary School: Grade 5 Kits	978-1-64089-900-1	$3,683.68	0	3	$0.00	$11,051.04
Amplify Science Grade 5 Investigation Notebook Bundle (1 qty per unit)	978-1-64333-064-8	$13.40	0	100	$0.00	$1,340.00
Amplify Science Elementary School: Grade 5 Print Teacher Guides (1 qty per unit)	978-1-64333-963-4	$201.59	3	0	$604.77	$0.00
TOTAL					$3,404.77	$12,391.04

Grade 6

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G6 California - Digital Student License - 1yr (2026-2027)	978-1-64333-493-6	$25.00	0	773	$0.00	$19,325.00

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G6 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-469-1	$149.00	0	20	$2,980.00	$0.00
Amplify Science G6 Integrated Course Model Kits	978-1-64276-583-0	$3,263.68	0	10	$0.00	$32,636.80
Amplify Science CA Grade 6 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-493-1	$30.15	0	773	$0.00	$23,305.95
Amplify Science Middle School: Grade 6 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-964-1	$336.00	10	10	$3,360.00	$3,360.00
TOTAL					$6,340.00	$78,627.75

Grade 7

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G7 California - Digital Student License - 1yr (2026-2027)	978-1-64333-501-8	$25.00	0	727	$0.00	$18,175.00
Amplify Science G7 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-477-6	$149.00	0	20	$2,980.00	$0.00
Amplify Science G7 Integrated Course Model Kits	978-1-64276-590-8	$3,656.80	0	10	$0.00	$36,568.00
Amplify Science CA Grade 7 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-495-5	$30.15	0	727	$0.00	$21,919.05
Amplify Science Middle School: Grade 7 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-965-8	$336.00	10	10	$3,360.00	$3,360.00
TOTAL					$6,340.00	$80,022.05

Grade 8

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G8 California - Digital Student License - 1yr (2026-2027)	978-1-64333-509-4	$25.00	0	825	$0.00	$20,625.00
Amplify Science G8 California - Digital Teacher's Guide License - 1yr (2026-2027)	978-1-64333-485-1	$149.00	0	18	$2,682.00	$0.00

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science G8 Integrated Course Model Kits	978-1-64276-597-7	$3,948.00	0	9	$0.00	$35,532.00
Amplify Science CA Grade 8 Investigation Notebook Bundle (1 qty per unit)	978-1-64482-497-9	$30.15	0	825	$0.00	$24,873.75
Amplify Science Middle School: Grade 8 Integrated Course Model Print Teacher Guides (1 qty per unit)	978-1-64333-966-5	$336.00	9	9	$3,024.00	$3,024.00
TOTAL					$5,706.00	$84,054.75

Professional Development

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science GK-5 Program Overview for Teachers (1/2 Day Remote)	2.00	$750.00	$1,500.00	$0.00
Amplify Science G6-8 Program Overview for Teachers (1/2 Day Remote)	2.00	$750.00	$1,500.00	$0.00
TOTAL		$1,500.00	$3,000.00	$0.00

SUBTOTAL	$303,266.19
ESTIMATED SALES TAX (10%)	$24,514.12
TOTAL DISCOUNT	$34,481.67
GRAND TOTAL	$327,780.31

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2026 until 06/30/2027.
- Professional Development (PD) Services:
  - For purchases made on or before 12/31/25, unless otherwise stated above, PD Services expire 18 months from the order date. Any unused PD Services after 18 months will be forfeited.
  - For purchases on or after 1/1/26, please visit http://amplify.com/pd-expirationterms for information about the term for PD Services and when they expire, unless otherwise outlined herein.
- All other services: 18 months from order date. Unless otherwise stated above, all other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. We accept: **Purchase Orders** (fastest), **Credit Cards**, **ACH/Wire**, and **Checks**.

Visit amplify.com/ordering-support for ordering instructions.

Option 1: Purchase Order (For Fastest Processing, we recommend you submit a purchase order via our website: amplify.com/ordering-support))

Submit your signed purchase order using any method below:

- **Online:** service.amplify.com/submit-a-po
- **Email:** IncomingPO@amplify.com
- **Fax:** (646) 403-4700

Required with your Purchase Order:

- Copy of your Price Quote
- Tax-Exemption Certificate (if applicable)

Option 2: Pay in Advance

- **Credit Card:** Visit service.amplify.com/make-a-payment
- **ACH/Wire:** Visit service.amplify.com/make-a-payment for Amplify banking details
- **Check:**

  Amplify Education, Inc.
  P.O. Box 392294
  Pittsburgh, PA 15251-9294

Note: To ensure timely and accurate processing, customers making Wire or ACH payments must email remittance details to accountsreceivable@amplify.com. If paying by check, include your quote number on your check. Check payments add up to 2 weeks processing time.

Important: Sales tax is not included in quotes and may apply to your order. Please notify your sales representative of any prepayments and their details.

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Customer Terms and Conditions are a legal agreement between Amplify Education, Inc. ("Amplify") and the local education agency or authority, school district, school network, independent school, or other regional education system ("Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). These Customer Terms and Conditions, all addenda, attachments, and the Quote, as applicable (together, the "Agreement"), constitute the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof.

2. Agreement Acceptance. This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. This term of the Agreement will be as specified in the Quote and may be renewed or extended by mutual agreement of the parties. Customer represents and warrants that: (1) Customer is of legal age to accept this Agreement; (2) Customer is authorized to accept this Agreement and to access and use the Products; and (3) Customer's use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). The Customer may not access, download, or use the Products if the Customer does not agree to this Agreement.

3. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means the K–12 students registered or authorized for instruction with Customer and the educators, agents and staff members who use the Products as authorized by Customer who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to the AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

4. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be set forth at https://amplify.com/amplify-program-usage-guidelines/ and additional guidelines may be detailed in materials associated with the Product the Customer is accessing. Further, Customer may not, except as expressly authorized by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; (f) use any content from the Products, including but not limited to text, images, videos, assessments, lesson plans, or code, as input or training material for any machine learning or artificial intelligence system, including large language models, neural networks, or other algorithmic models, for any purposes, commercial or non-commercial; or (g) permit any Authorized School User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

5. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking). Amplify reserves the right to update or modify the Products at any time and to discontinue the Products upon reasonable notice.

6. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

7. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

8. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

9. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

10. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Customer Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. In addition, Amplify has entered into the data privacy agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13.

11. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of

such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

12. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

13. Limitation of Liability. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED SCHOOL USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT SUCH LIMITATION IS NOT PROHIBITED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS BY AN AUTHORIZED SCHOOL USER THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

14. Termination. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

15.
Miscellaneous. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." For United States-based Customers, this Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state, commonwealth, or territory in which Customer resides based on the address set forth in the Quote, without regard to that state's, commonwealth's, or territory's choice of law rules. For Customers based outside of the United States, this Agreement will be governed by the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

Coversheet

Approval of the Revised 2026-27 Budget for Magnolia Science Academy Orange County and Adoption of the 2026-27 Budget for Magnolia Educational & Research Foundation (MERF)

Section: IV. Action Items
Item: J. Approval of the Revised 2026-27 Budget for Magnolia Science Academy Orange County and Adoption of the 2026-27 Budget for Magnolia Educational & Research Foundation (MERF)
Purpose: Vote
Submitted by:
Related Material:
Approval_of_the_Revised_2026-27_Budget_for_Magnolia_Science_Academy_Orange_County_and_Adoption_of_the_2026-27_Budget_for_Magnolia_Educational___Research_Foundation__MERF.pdf

Agenda Item:	IV. J. Action Item
Date:	July 23, 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 the Revised 2026-27 Budget for Magnolia Science Academy Orange County and Adoption of the 2026-27 Budget for Magnolia Educational & Research Foundation (MERF)

Action Proposed:

Staff recommends that the Board approve the revised 2026–27 budget for Magnolia Science Academy Orange County and adopt the 2026–27 budget for the Magnolia Educational & Research Foundation. The revised Magnolia Science Academy Orange County budget reflects the removal of MSA-Irvine due to facility challenges that prevented the school from opening for the 2026–27 school year.

Purpose:

The purpose of this item is to request Board approval of the Revised 2026–27 Budget for MSA-Orange County (MSA-OC) and adoption of the 2026–27 Budget for the Magnolia Educational & Research Foundation (MERF).

The Board previously approved the MSA-OC budget on June 16, 2026, based on projected enrollment of 375 students across MSA-Anaheim (138) and MSA-Irvine (237). Due to unresolved facility challenges, MSA-Irvine will not open for the 2026–27 school year. As a result, the revised MSA-OC budget removes MSA-Irvine and reflects MSA-Anaheim as the sole operating MSA-OC site with projected enrollment of 138 students.

The 2026–27 MERF budget is also presented for Board adoption.

Background:

California charter schools are required to adopt an annual budget for the upcoming fiscal year prior to July 1. The original 2026–27 MSA-Orange County budget, approved by the Board on June 16, 2026, included budgets for both MSA-Anaheim and MSA-Irvine, with a combined projected

enrollment of 375 students. Since that approval, management has determined that facility challenges cannot be resolved in time to open MSA-Irvine for the 2026–27 school year. As a result, management has prepared a Revised 2026–27 MSA-OC Budget that removes the MSA-Irvine budget and updates enrollment, revenue, and expenditure assumptions accordingly. The 2026–27 MERF budget is presented for adoption at the same time. The revised budget will be made available for public review and submitted to the authorizing agency and county office of education as applicable. The Revised Budget includes:

- **Revenue Updates:** Updated LCFF entitlement, EPA, and state categorical projections reflecting the revised projected enrollment of 138 students and updated ADA assumptions for MSA-Anaheim
- **Expenditure Updates:** Adjustments to salary and benefit costs, operational expenses, and other expenditures resulting from the revised enrollment and updated program allocations

- **MSA-Irvine Removal:** Removal of the MSA-Irvine budget for the 2026–27 fiscal year due to unresolved facility challenges, reducing projected MSA-OC enrollment from 375 students to 138 students

The Revised Budget maintains alignment with the organization's fiscal stabilization priorities, including enrollment growth as the primary recovery lever for MSA-Anaheim and continued oversight of site-level spending.

Board approval of the Revised MSA-OC Budget and adoption of the 2026–27 MERF budget establish the financial plans for 2026–27 and serve as the baseline for budget-to-actual monitoring and First Interim reporting.

Analysis:

The Revised 2026–27 MSA-OC Budget projects total revenues of $3,103,256, total expenditures of $3,025,197, and net income of $78,059, based on a projected enrollment of 138 students and 129.51 ADA (94% attendance rate) at MSA-Anaheim. This compares to the original MSA-OC budget approved by the Board on June 16, 2026, which was based on a projected enrollment of 375 students across MSA-Anaheim and MSA-Irvine. The removal of the MSA-Irvine budget eliminates the previously presented Irvine projections of $4,411,699 in total revenues, $4,321,106 in total expenditures, and $90,593 in net income for 2026–27; these amounts are no longer included in the MSA-Orange County budget. The 2026–27 MERF budget, presented for adoption, projects total revenues of $6,697,476, total expenditures of $7,664,876, and a net deficit of $(967,400).

In preparing the Revised MSA-OC Budget and the MERF budget, management evaluated:

- Final enacted LCFF COLA, base grant rates, and EPA factors
- Updated enrollment and ADA projections for MSA-Anaheim
- One-time versus ongoing revenue sources, including CSP and SSPDD grant funds
- Staffing levels, benefit cost projections, and facilities commitments
- Cash flow projections and reserve adequacy for 2026–27 and the two subsequent fiscal years

The multiyear projections reflect the organization's most current estimates for fiscal years 2026–27, 2027–28, and 2028–29. MSA-Anaheim remains in its start-up growth phase; achieving projected enrollment targets is the critical path to structural balance, with each ADA gained representing approximately $14,912 in additional LCFF entitlement.

Cash flow projections indicate that MSA-Anaheim will maintain sufficient liquidity to meet its financial obligations throughout 2026–27.

Exhibits:

- **Exhibit A**: Board Summary Deck: Revised 2026–27 MSA-Orange County Budget and 2026–27 MERF Budget – Original vs. Revised Budget Comparison by Site, One-Time Funding, and Key Operating Ratios

2026-27 July Budget

July 23, 2026 Board Meeting

2026-27 Original Approved Budget – By Site

Board Summary • June 17, 2026

2026-27 BUDGET PROJECTIONS SUMMARY		
OPERATIONAL SUMMARY	**MSA-Anaheim**	**MSA-Irvine**
First day of Enrollment	140	240
Projected P2 Enrollment Numbers	138	237
Current Enrollment as of 5/15/26	80	
ADA	129.51	222.78
ADA %	94%	94%
UPP (2026-27)	74.70%	41.00%
UPP (3-year Rolling %)	74.88%	
ADA Recovery Rate %	0.00%	
Total Enrollment	**138**	**237**
25-26 Enrollment based on P2	78	
25-26 ADA based on P2	73.41	
REVENUE SUMMARY		
LCFF Entitlement	$2,063,445	$2,912,055
Federal Revenue	$181,491	$225,180
Other State Revenue	$386,334	$286,349
Local Revenue	$121,986	$288,115
Fundraising & Grants	$350,000	$700,000
Total Revenue	**$3,103,256**	**$4,411,699**
EXPENSE SUMMARY		
Certificated Salaries	$1,098,043	$1,487,633
Classified Salaries	$327,385	$370,901
Employee Benefits	$563,515	$1,431,619
Books & Supplies	$181,400	$279,734
Services & Other Operating Expenses	$842,299	$751,219
Capital Outlay & Depreciation	$12,555	$0
Other Outflows	$0	$0
CMO Fee	$0	$0
Total Expense	**$3,025,197**	**$4,321,106**
FINANCIAL SUMMARY		
Net Income	**$78,059**	**$90,593**

2026-27 July Budget – By Site

Board Summary • July 23, 2026

2026-27 BUDGET PROJECTIONS SUMMARY		
OPERATIONAL SUMMARY	**MSA-Anaheim**	**MERF**
Projected Enrollment Numbers	138	0
Current Enrollment as of 5/15/26	80	
ADA	129.51	
ADA %	94%	
UPP (2026-27)	74.70%	
UPP (3-year Rolling %)	74.88%	
ADA Recovery Rate %	0.00%	
Total Enrollment	**138**	
25-26 Enrollment based on P2	78	
25-26 ADA based on P2	73.41	
REVENUE SUMMARY		
LCFF Entitlement	$2,063,445	$0
Federal Revenue	$181,491	$0
Other State Revenue	$386,334	$0
Local Revenue	$121,986	$6,452,476
Fundraising & Grants	$350,000	$245,000
Total Revenue	**$3,103,256**	**$6,697,476**
EXPENSE SUMMARY		
Certificated Salaries	$1,098,043	$0
Classified Salaries	$327,385	$4,326,475
Employee Benefits	$563,515	$1,352,506
Books & Supplies	$181,400	$167,681
Services & Other Operating Expenses	$842,299	$1,802,699
Capital Outlay & Depreciation	$12,555	$515
Other Outflows	$0	$15,000
CMO Fee	$0	
Total Expense	**$3,025,197**	**$7,664,876**
FINANCIAL SUMMARY		
Net Income	**$78,059**	**($967,400)**

2026-27 Budget – One-Time Funding & Key Ratios

Board Summary • July 23, 2026

ONE-TIME FUNDING LIST	01- Anaheim	MERF
4611 Federal CSP	$150,000	$0
6019- SSPDD - Student Support & PD Grant	$68,382	$0
6332 California Community Schools Partnership	$0	$0
6339 CCAP	$0	$0
6386 CTE: Robotics with AI	$0	$0
7435 Learning Recovery Emergency Block	$0	$0
Total One-Time Funding	**$218,382**	**$0**
Net Income Less One-time Fundings	**($140,323)**	**($967,400)**

Key Operating Ratios	01- Anaheim	MERF (Rollup)
• Staffing (% incl. benefits)	66.00%	74.00%
• Rent to Expense Ratio	9.92%	3.42%
• CMO fee/ LCFF	0%	

Coversheet

Approval of Construction Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project

Section: IV. Action Items
Item: K. Approval of Construction Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project
Purpose: Vote
Submitted by:
Related Material:
Approval of Construction Change Orders for the Magnolia Science Academy-5 (7111 Winnetka) Project Final Packet.pdf

Agenda Item:	IV. K. Action Item
Date:	July 23, 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 and moves that the Board approve the proposed construction change orders submitted by the prime contractors, Del Amo Construction and Pro-Craft Construction for the Magnolia Science Academy-5 project located at 7111 Winnetka Ave (the "**Project**"), in a total net amount not to exceed Three Hundred Sixty-One Thousand Two Hundred Fifty-Five and 17/100 Dollars (**$361,255.17**).

Purpose:

This item is presented to obtain Board approval of construction change orders associated with the Project.

The proposed change orders address unforeseen site conditions, utility coordination requirements, scope refinements, and construction modifications identified during project execution. Approval of these changes will support continued project progress and help ensure the facility is completed and ready for occupancy as scheduled.

Background:

Construction of the Magnolia Science Academy-5 Project is ongoing and progressing toward completion. As work has advanced, several conditions requiring additional coordination, design modifications, utility adjustments, and field modifications have been identified by Del Amo Construction ("**DAC**") and Pro-Craft Construction ("**PCC**"). Please see below for a breakdown of each Prime Contract Change Order ("**PCCO**").

Del Amo Construction ("DAC") Increment 2		
Change Order #	**Description**	**Amount**
PCCO 028	West Planter Elimination RFI 70 - Elimination of west planter, adds tree/shrubs on east site.	**$682.64**
PCCO 029	Light Pole Conduit - Additional conduit and rerouting to light pole bases.	**$1,506.35**
PCCO 027	LID Planter Shift - Extend LID planter at north end.	**$8,343.75**
PCCO 026	Traffic Control - for Traffic Control for Right-of-Way Work on Winnetka.	**$12,732.38**
PCCO 031	BDA/ERRCs Infrastructure - Routing of BDA/ERRCs infrastructure to fire-rated rooms.	**$13,440.21**
PCCO 032	Modular Panel Runs - Part 2 Elevator Panel Infrastructure - Installed feeders from switchgear to elevator panels.	**$64,961.18**
PCCO 030	Tree Removal (Solar) - Palm Tree removal from U-Haul property to accommodate solar panels.	**$8,645.71**
	GROSS ADDED SCOPE - "DAC":	**$110,312.22**

Pro-Craft Construction ("PCC") Increment 1		
Change Order	**Description**	**Amount**
PCCO 028	Trash Enclosure Remobilization	**$1,288.95**
PCCO	Fine Grading (Basketball court, Roadway, Courtyard, Electrical Enclosure). This is a 'Not to Exceed' (NTE) amount and may be reduced.	**$102,354**
PCCO	Asphalt, Base This is a 'Not to Exceed' (NTE) amount and may be reduced	**$147,300**
	SUBTOTAL "PCC":	**$250,942.95**
TOTAL REQUESTED APPROVAL (NET INCREASE):		**$361,255.17**

Analysis and Impact

The proposed change orders represent work that was either not fully known at the time of bidding or became necessary as existing site conditions, utility requirements, agency coordination, and constructability considerations were further evaluated during construction.

These requests have been reviewed by the Project's construction manager, Gateway Science and Engineering ("**GSE**"), and are being presented for Board approval to maintain project continuity and schedule progress.

Budget Implications:

The contingency balance immediately prior to this approval is $120,067.93. In order to cover the immediate change orders and provide additional funds for any future change orders, including change orders for overtime to complete the project in time for the 2026-27 school year. Therefore, MPS Staff is adding $500,000 to the contingency to cover the immediate change orders and any future change orders. Following said increase, the total remaining balance in the contingency fund will be $258,812.76.

Exhibits:

- Exhibit A: Del Amo Construction Change Orders & Gateway Analysis
- Exhibit B: Pro-Craft Construction Change Orders & Gateway Analysis
- Exhibit C: Progress Photos

Exhibit A

Del Amo 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

July 13, 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 032, Safeway Modular Panel Runs (Continued)

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the installation of electrical feeders for panels M1, M2, L4, and Elevator. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
This change order is a continuation of PCCO 015 – Modular Panel Runs. The previous change order incorporated installation of electrical feeders to connect to panels R1, R2, R3, R4, L1, L2, and L3. This current change order is for the remainder of the connections to the panels, M1, M2, L4, and Elevator. As with previous change orders related to modular building electrical panels, this work was erroneously stated in the design documents provided by DLR to be performed by Silver Creek. The scope had not been included in the electrical contractor bid and is a scope gap.

Scope of Work
The scope of work includes the labor and materials for installation of electrical feeder conductors from the switchgear to the panels.

Analysis and Cost
The proposed cost of this Change Order is: **$64,961.18**

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 #032

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 #032: CE #132 - DAC - Modular Panel Runs Part 2

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$64,961.18

DESCRIPTION:
CE #132 - DAC - Modular Panel Runs Part 2
Continuation of modular panel work

ATTACHMENTS:
PCO 39 - Panels M1, M2, L4, and the Elevator Panel infrastructure.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 032 - Modular Panel Runs Part 2	CE 032 - Modular Panel Runs Part 2	$64,961.18
		Grand Total:	**$64,961.18**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$64,961.18
The new contract sum including this Change Order will be	$7,836,662.60
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #039

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

Panels M1, M2, L4, and the Elevator Panel infrastructure

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:	039 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	7/7 /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 #90050 - Panels M1, M2, L4, and the Elevator Panel infrastructure
This Change Order Request is for the Added Scope of Work to furnish and install feeder conductors from the switchgear to Panels M1, M2, L4, and the Elevator Panel. This work was originally intended to be performed by the modular building contractor; however, at the direction of Del Amo Construction, Safeway Electric was instructed to complete the feeder installation, including all conductor pulls and terminations required to energize the equipment.

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 17	$ 61,093.77
		Subtotal:	$61,093.77
		Overhead: 1.50%	$ 916.41
		Fee: 2.50%	$ 1,550.25
		Insurance: 1.00%	$ 635.60
		GRT: 0.19%	$ 121.97
		Bonds: 1.00%	$ 643.18
		Grand Total:	**$64,961.18**

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: 17
Date: 6/12/2026
Description: SCOPE:
Electrical Construction: This Change Order Request is for the Added Scope of Work to furnish and install feeder conductors from the switchgear to Panels M1, M2, L4, and the Elevator Panel. This work was originally intended to be performed by the modular building contractor; however, at the direction of Del Amo Construction, Safeway Electric was instructed to complete the feeder installation, including all conductor pulls and terminations required to energize the equipment.

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
Warranty for panels
Testing of panel voltage
Branch circuit troubleshooting
Anything not expressly included above
Inclusions and Exclusions of the Original Executed Contract will apply to this Change Order

** 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 $61,093.77 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$169,649.71
Total Contract to Date	$590,599.71
This Request	$61,093.77
Other Pending Requests	$114,912.68
Total Contract plus Pending RFCs	$766,606.16

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507 www.safewaybsi.com Lic # B/C-10 387886
Phone (909) 824-6441 Lic # C-46, C-7
Fax (909) 824-0571 ACO# 3998

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Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 6/12/26 COR 17

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	117.00	$ 110.02		$ 143.93	$ 12,872.34
Foreman @ 15% of Labor HRS	17.55	$ 125.81		$ 166.65	$ 2,207.97
General Foreman @ 5% of Labor	6.73	$ 130.81		$ 171.65	$ 880.02
				Labor Subtotal	**$ 15,960.33**
				Labor Subtotal w/ 15% OH&P	**$ 18,776.86**

Material Costs

See material breakdown attached		$ 32,768.94
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 79.80
	Total	$ 32,848.74
	Sales Tax 9.5%	$ 3,120.63
	Material Subtotal	**$ 35,969.37**
	Material Subtotal w/ 15% OH&P	**$ 42,316.91**

Total Change Order Due **$ 61,093.77**

JOB 8175 9000: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 6/12/2026 1:15:02 PM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: BR PWR - FEEDER FOR PANEL M1					
4.	THHN STR CU	230.00	FEET	427.80	2.7600
250	THHN STR CU	920.00	FEET	12,226.80	33.1200
4.	WIRE TERM-LABOR ONLY	2.00	EACH	0.00	0.4500
250	WIRE TERM-LABOR ONLY	8.00	EACH	0.00	3.2400
Subtotals for Section : Section 001: BR PWR - FEEDER FOR PANEL M1				12,654.60	39.5700
Section : Section 002: BR PWR - FEEDER FOR PANEL M2					
4.	THHN STR CU	232.00	FEET	431.52	2.7840
250	THHN STR CU	928.00	FEET	12,333.12	33.4080
4.	WIRE TERM-LABOR ONLY	2.00	EACH	0.00	0.4500
250	WIRE TERM-LABOR ONLY	8.00	EACH	0.00	3.2400
Subtotals for Section : Section 002: BR PWR - FEEDER FOR PANEL M2				12,764.64	39.8820
Section : Section 003: BR PWR - FEEDER FOR PANE L4					
6.	THHN STR CU	210.00	FEET	242.55	2.2050
1/0	THHN STR CU	840.00	FEET	5,002.20	17.6400
6.	WIRE TERM-LABOR ONLY	2.00	EACH	0.00	0.4200
1/0	WIRE TERM-LABOR ONLY	8.00	EACH	0.00	2.1600
Subtotals for Section : Section 003: BR PWR - FEEDER FOR PANE L4				5,244.75	22.4250
Section : Section 004: BR PWR - FEEDER FOR ELEVATOR PANEL					
8	THHN STR CU	210.00	FEET	166.95	1.8900
2.	THHN STR CU	760.00	FEET	1,938.00	11.4000
SMALL	WIRE TERM-LABOR ONLY	2.00	EACH	0.00	0.3600
2.	WIRE TERM-LABOR ONLY	8.00	EACH	0.00	1.9200
Subtotals for Section : Section 004: BR PWR - FEEDER FOR ELEVATOR PANEL				2,104.95	15.5700
Grand Totals				32,768.94	117.4470

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

July 13, 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 027, LID Planter Shift

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the northward shift of the LID planter. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The location of the southern wall of the Winnetka LID north planter was encroaching into the clearance of irrigation backflow preventor. An RFI was issued to the design team requesting a reduction in size to the LID planter, thereby increasing the area of irrigation backflow preventor location. This request was denied to the size requirements of the LID planter. An alternative solution was proposed and accepted whereby the LID planter would be extended northward (on Winnetka) which would allow for an increase in the area where irrigation backflow preventor was located. In addition, an existing line was discovered at the south end of the LID planter that DAC was directed to remove and cap.

Scope of Work
The scope of work includes all necessary materials and labor required for the extension of the LID planter to the northern of the MSA 5 site and the removal and cap of the existing line.

Analysis and Cost
The proposed cost of this Change Order is: **$8,343.75**

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 #027

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 #027: CE #127- DAC - LID Planter Shift

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$8,343.75

DESCRIPTION:
CE #127- DAC - LID Planter Shift
Shift LID planter north

ATTACHMENTS:
PCO 14 Break at LID Planter Clarification - Shift 6 north extend SD line.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 027 - LID Planter Shift	CE 027 - LID Planter Shift	$8,343.75
		Grand Total:	**$8,343.75**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$8,343.75
The new contract sum including this Change Order will be	$7,780,045.17
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #014

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 #14: Break at LID Planter Clarification - Shift 6 north extend SD line

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:	014 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	3/24 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	#004 - PCCO 004 - June 2026
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 #90017 - #026: Break at LID Planter Clarification
KANA COR 5

Change of shift of the lid planter at the north side
Remove existing unforseen MJ Fitting, Thrust Block, Valve & Cap Existing Line at the south end of the LID planter

ATTACHMENTS:
EWO Office p2520.pdf

#	Cost Code	Description	Amount
1	33-1000-00 - Site Utilities (Wet)	COR 5	$ 7,847.00
		Subtotal:	$7,847.00
		Overhead: 1.50%	$ 117.71
		Fee: 2.50%	$ 199.12
		Insurance: 1.00%	$ 81.64
		GRT: 0.19%	$ 15.67
		Bonds: 1.00%	$ 82.61
		Grand Total:	**$8,343.75**

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**

Change Order Request 5

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*
5	2/27/2026		452	EWO -- EWO 452 Extend Storm Drain to South LID Planter	2,077.00
5	3/2/2026		453	EWO - Day 2 -- EWO 453 Day 2 Extend Storm Drain to South LID Planter	3,360.00
5	3/2/2026		453-2	EWO - Day 2 -- EWO 454 Day 2 Extend Storm Drain to North LID Planter	2,410.00

Total 7,847.00

Kana Development Group

Signed: _____

Kana Development Group

Extra Work Order # 452

Job Name: Magnolia Science Academy
Kana Job #: P2520
Location: Winnetka
Date Work Performed: 2/27/2026
Gen Contractor: Del Amo
TIME: 7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Extend strom drain to south lid planter

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Elizarraraz Luis	$108.22	4	$134.00	1			$566.88
Lian leon Jose	$102.66	4	$126.19	1			$536.83
						Subtotal =	$1,103.71

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Crew Truck	1	4		$58.00		$232.00
8K	1	4		$37.00		$148.00
					Subtotal =	$380.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
order 1171225	1	$322.03		$322.03
			Subtotal =	$322.03

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	1,805.74
15%	**Overhead & Profit =**	$	270.86
	Earned Total =	$	2,077.00
	UCIP Charge =		
	Bond Charge =		
	EWO Total =	$	**2,077.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #3

Name	EWO 452
Status	Approved
Assignee	Nicolas Alcantar (NAL)

General Information

Kana Superintendent	Nicolas Alcantar (NAL)
DATE OF WORK	02-27-2026
Description of Work	Extend storm drain to south lid planter
EWO #	452
Location	WINNETKA,

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Luis Elizarraraz	1888	Pipelayer	4.0 hrs.	1.0 hrs.	
Jose Leon Liana	1900	Laborer	4.0 hrs.	1.0 hrs.	

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	4.0 hrs.	1	
Truck - Crew	4.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
12 IPS COUPLING HXH	1.0		
12 SCH40 PVC PIPE BE	1.0		
PURPLE PRIMER LOW VOC 1 GALLON	1.0		

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Nic Alcantar
on March 04, 2026 11:56 AM from Daisy Banda's device

Customer Approval

Client Signature

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

ACKNOWLEDGEMENT

CUST #: 100969

BILL TO	SHIP TO
KANA DEVELOPMENT GROUP 12620 MAGNOLIA AV RIVERSIDE, CA 93065	KDG "MAGNOLIA SCIENCE ACADEMY" 7111 WINNETKA AVE WINNETKA, CA 91306

SALES ORDER #		
1171225-00		
PO #		
4977DC P2520		
PO DATE	ORDER DATE	PAGE #
02/27/26	02/27/26	1 of 1

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
ATTN: LUIS	CHINO	WILL CALL	03/02/26	NET 30 DAYS

CONTACT	Jose Linares
MOBILE PHONE	(951)441-4913

LN	PRODUCT AND DESCRIPTION	ORDERED	BO	SHIPPED	UM	PRICE	NET AMOUNT
1	305-0012-GPK# 12 IPS COUPLING HXH	1	1	0	EA	200.30	0.00
2	SCH40-12 12 SCH40 PVC PIPE BE	5	0	5	FT	33.70	168.50
5	PP-GL PURPLE PRIMER LOW VOC 1 GALLON	1	0	1	EA	127.60	127.60

3	Lines Total	Qty Shipped Total	6	Total	296.10
				Taxes	25.93
				Invoice Total	322.03

WARNING: Cancer and Reproductive Harm- www.P65Warnings.ca.gov

Kana Development Group

Extra Work Order # 453

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:		Date Work Performed:	2/27/2026
Gen Contractor:	Del Amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Day 2 Extended strom drain to south lid plante

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Elizarraraz Luis	$108.22	4					$432.88
Liana Leon Jose	$102.66	4					$410.64
						Subtotal =	$843.52

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Excavator 8K	1	4		$37.00		$148.00
Crew Truck	1	4		$58.00		$232.00
					Subtotal =	$380.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
invoice 1171150	1	$1,698.46		$1,698.46
			Subtotal =	$1,698.46

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	2,921.98
15%	**Overhead & Profit =**	$	438.30
	Earned Total =	$	3,360.00
	UCIP Charge =		
	Bond Charge =		
	EWO Total =	**$**	**3,360.00**

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 #		
1171150-00		
PO #		
4977DC P2520		
PO DATE	ORDER DATE	PAGE #
02/25/26	02/25/26	1 of 1

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	CHINO	WILL CALL	02/27/26	NET 30 DAYS

CONTACT	Jose Linares
MOBILE PHONE	(951) 441-4913

LN	PRODUCT AND DESCRIPTION	ORDERED	BO	SHIPPED	UM	PRICE	NET AMOUNT
1	SCH40-12 12 SCH40 PVC PIPE BE	4	0	4	FT	33.70	134.80
2	PCX56-1010 10 SEWER CPLG CI/PVC X CI/PVC	1	0	1	EA	32.50	32.50
3	PCX56-1212 12 SEWER CPLG CI/PVC X CI/PVC	1	0	1	EA	38.00	38.00
5	323-0012-GPK# 12 IPS 90 HXH	2	0	2	EA	592.40	1184.80
6	323-0010-GPK# 10 IPS 90 HXH	2	0	2	EA	384.70	769.40
8	2711-GL GRAY HVY BODY PVC CEMENT LOW VOC 1 GAL CHRISTYS	1	0	1	EA	186.10	186.10
9	SWAB-GL 4 SWAB APPLICATOR FITS WIDE MOUTH GALLON	1	0	1	EA	18.10	18.10

7	Lines Total	Qty Shipped Total	12	Total 2363.70
				Taxes 206.84
				Invoice Total 2570.54

WARNING: Cancer and Reproductive Harm- www.P65Warnings.ca.gov

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #2

Name	EWO 4
Status	Submitted
Assignee	Nicolas Alcantar (NAL)

Please approve

General Information

Kana Superintendent	Nicolas Alcantar (NAL)
DATE OF WORK	03-02-2026
Description of Work	Day 2 Extended storm drain to south and north lid planter
EWO #	
Location	WINNETKA,

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Luis Elizarraraz		Pipelayer	8.0 hrs.	2.0 hrs.	
Jose Leon Liana		Laborer	8.0 hrs.	2.0 hrs.	

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	8.0 hrs.	1	
Truck - Crew	8.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
10 SEWER CPLG CI/PVC X CI/PVC	1.0		4977DC
10 IPS 90 HXH	2.0		4977DC
GRAY HVY BODY PVC CEMENT LOW VOC 1 GAL CHRISTYS	1.0		4977DC
4 SWAB APPLICATOR FITS WIDE MOUTH GALLON	1.0		4977DC
12 IPS 90 HXH	2.0		4977DC

12 SCH40 PVC PIPE BE	4.0	4977DC

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Nic Alcantar
on March 03, 2026 09:56 AM from Daisy Banda's device

Nic Alcantar

Customer Approval

Client Signature

Customer Notes

A place for the customer to add any notes.

Customer Notes Or Notes for the Office

Kana Development Group

Extra Work Order # 453-2

Job Name:	Magnolia Science Academy	Kana Job #:	P2520
Location:		Date Work Performed:	2/27/2026
Gen Contractor:	Del Amo	TIME:	7:00 a.m.

Kana Development Group is hereby-authorized by _____ to perform the extra work as follows:

Day 2 Extended strom drain to north lid plante

STA #/ LOCATION: **REASON:**

Labor

Employee Name/Position	Hourly Rate	Regular Time	Overtime Rate	Over Time	Overtime Premium	Premium Hours	Cost
Elizarraraz Luis	$108.22	4					$432.88
Liana Leon Jose	$102.66	4					$410.64
						Subtotal =	$843.52

Equipment

Description	Quantity	Time	Unit	Rate	Notes	Cost
Excavator 8K	1	4		$37.00		$148.00
Crew Truck	1	4		$58.00		$232.00
					Subtotal =	$380.00

Material

Description	Quantity	Unit Price	Source PO#	Cost
invoice 1171150	1	$872.07		$872.07
			Subtotal =	$872.07

Subcontractors

Contractor	Description of work	Source PO#	Cost
		Subtotal =	

	Total Cost =	$	2,095.59
15%	**Overhead & Profit =**	$	314.34
	Earned Total =	$	2,410.00
	UCIP Charge =		
	Bond Charge =		
	EWO Total =	$	**2,410.00**

P2520 - Magnolia Science Academy #5 - [KPI - 2546] — P2520

Time & Material - NEW #2

Name	EWO 453
Status	Submitted
Assignee	Nicolas Alcantar (NAL)

General Information

Kana Superintendent	Nicolas Alcantar (NAL)
DATE OF WORK	03-02-2026
Description of Work	Day 2 Extended storm drain to south and north lid planter
EWO #	453
Location	WINNETKA,

Labor

Employee Name	Employee #	LABOR CLASSES	Regular Time	Overtime	Double Time
Luis Elizarraraz		Pipelayer	8.0 hrs.	2.0 hrs.	
Jose Leon Liana		Laborer	8.0 hrs.	2.0 hrs.	

Equipment

Equipment	Hours	Quantity	Enter Unlisted Equipment
Excavator 8K	8.0 hrs.	1	
Truck - Crew	8.0 hrs.	1	

Material

Description	Quantity	Units of Measurement	PO #
10 SEWER CPLG CI/PVC X CI/PVC	1.0		4977DC
10 IPS 90 HXH	2.0		4977DC
GRAY HVY BODY PVC CEMENT LOW VOC 1 GAL CHRISTYS	1.0		4977DC
4 SWAB APPLICATOR FITS WIDE MOUTH GALLON	1.0		4977DC
12 IPS 90 HXH	2.0		4977DC

12 SCH40 PVC PIPE BE	4.0	4977DC

Subcontractor

Company	Description of work to be performed

Attachments

Internal Approval

Kana Company Superintendent Signature

Signed by Nic Alcantar
on March 03, 2026 09:56 AM from Daisy Banda's device

Nic Alcantar

Customer Approval

Client Signature

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

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 #		
1171150-00		
PO #		
4977DC P2520		
PO DATE	ORDER DATE	PAGE #
02/25/26	02/25/26	1 of 1

INSTRUCTIONS	SHIP POINT	VIA	SHIPPED	TERMS
	CHINO	WILL CALL	02/27/26	NET 30 DAYS

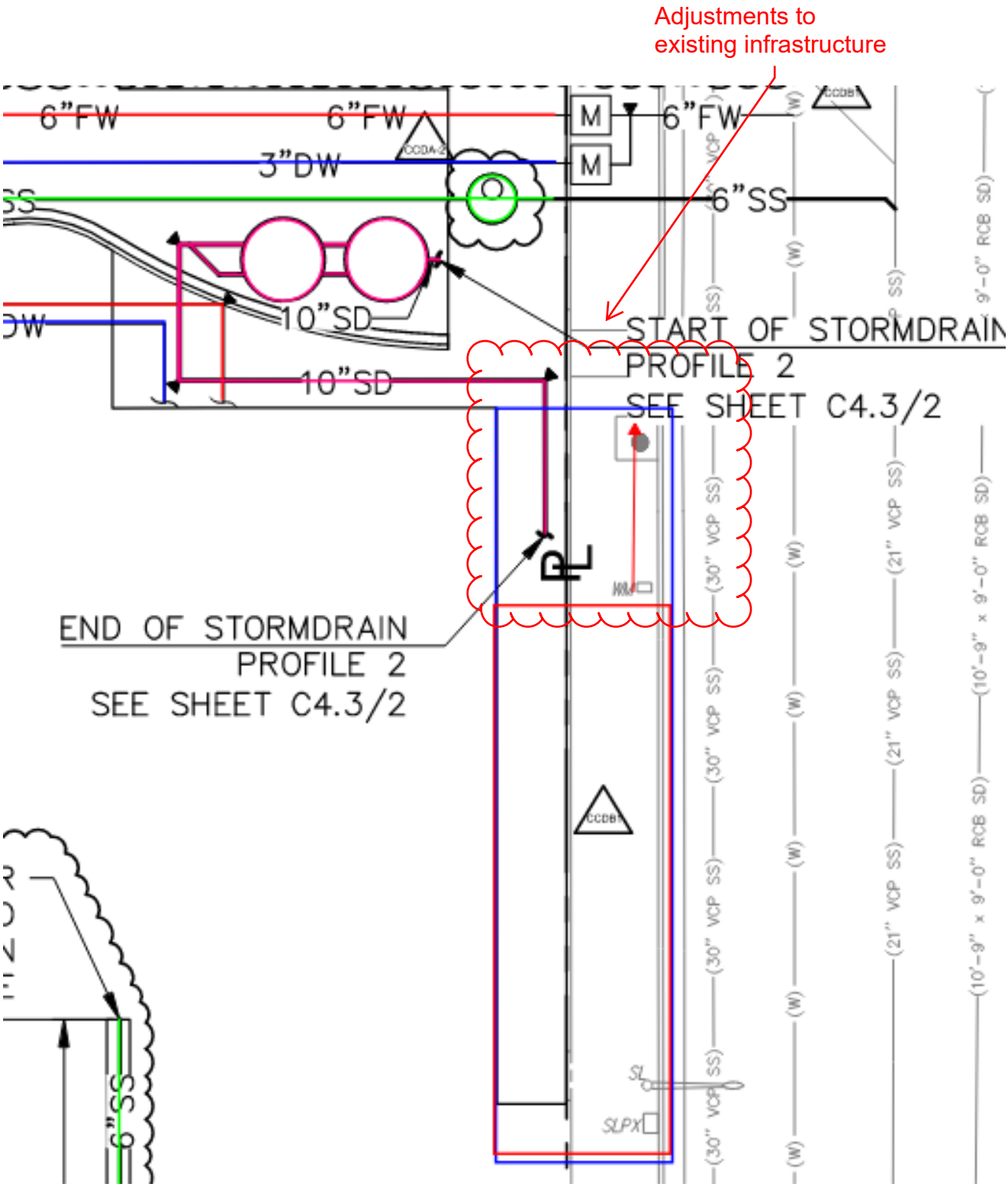
CONTACT	Jose Linares
MOBILE PHONE	(951) 441-4913

LN	PRODUCT AND DESCRIPTION	ORDERED	BO	SHIPPED	UM	PRICE	NET AMOUNT
1	SCH40-12 12 SCH40 PVC PIPE BE	4	0	4	FT	33.70	134.80
2	PCX56-1010 10 SEWER CPLG CI/PVC X CI/PVC	1	0	1	EA	32.50	32.50
3	PCX56-1212 12 SEWER CPLG CI/PVC X CI/PVC	1	0	1	EA	38.00	38.00
5	323-0012-GPK# 12 IPS 90 HXH	2	0	2	EA	592.40	1184.80
6	323-0010-GPK# 10 IPS 90 HXH	2	0	2	EA	384.70	769.40
8	2711-GL GRAY HVY BODY PVC CEMENT LOW VOC 1 GAL CHRISTYS	1	0	1	EA	186.10	186.10
9	SWAB-GL 4 SWAB APPLICATOR FITS WIDE MOUTH GALLON	1	0	1	EA	18.10	18.10

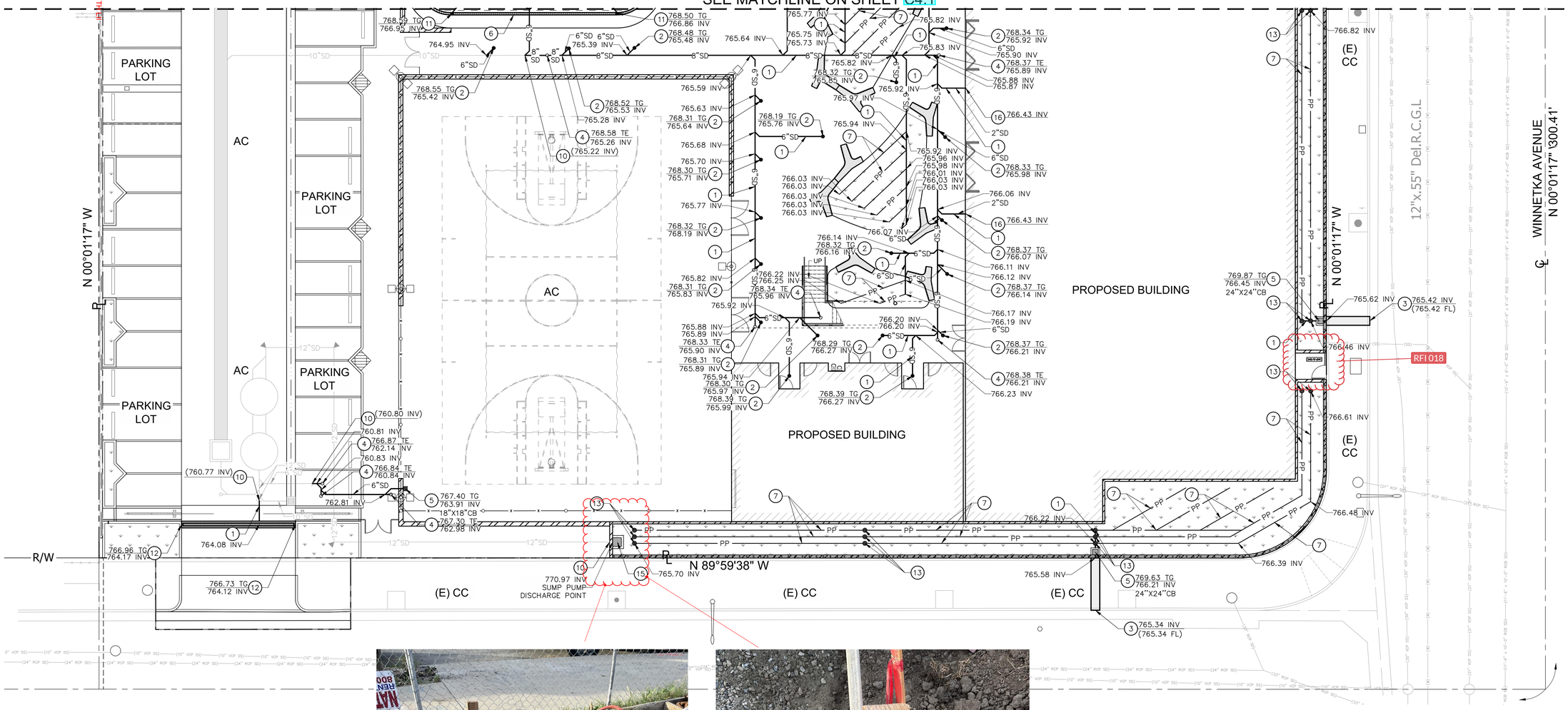
7	Lines Total	Qty Shipped Total	12	Total 2363.70
				Taxes 206.84
				Invoice Total 2570.54

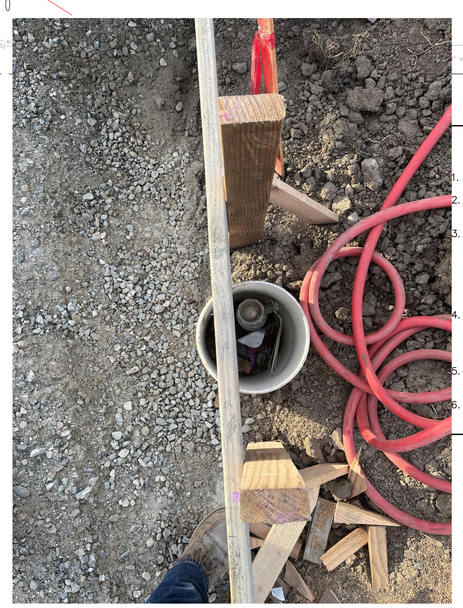
WARNING: Cancer and Reproductive Harm- www.P65Warnings.ca.gov

NORTH LID PLANTER SHIFT



SEE MATCHLINE ON SHEET C4.1





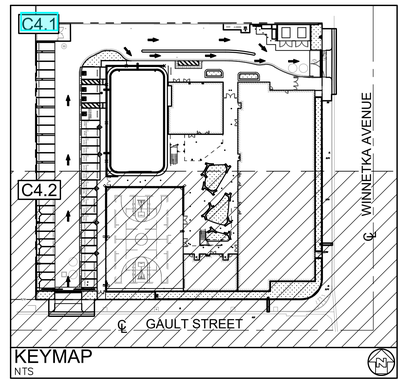
CONSTRUCTION NOTES:

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.
3. CONSTRUCT 4"X24" SIDEWALK PARKWAY DRAIN PER CITY OF LOS ANGELES STANDARD PLAN S-320-0.
4. INSTALL STORMDRAIN CLEANOUT. REFER TO DETAIL 1 ON SHEET C6.1.
5. INSTALL CATCH BASIN. REFER TO DETAIL 5 ON SHEET C6.1.
6. INSTALL SLOT DRAIN. REFER TO DETAIL 2 ON SHEET C6.1.
7. INSTALL PERFORATED PIPE.
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.
15. ENERGY DISSIPATOR STRUCTURE PER DETAIL 2 ON SHEET C6.3.
16. INSTALL BALCONY DRAIN PER SILVER CREEK DRAWINGS.

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.



ENLARGED SITE UTILITY PLAN

10 5 0 10 20

SCALE: 1"=10'

DLR GROUP
© DLR Group

REGISTERED PROFESSIONAL ENGINEER — CHRISTOPHER J. CARLSON — No. C36079 — Exp. 6/30/26 — CIVIL — STATE OF CALIFORNIA

VCA ENGINEERS, INC.
401 S. Peake Road
Arcadia, CA 91114
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

ENLARGED SITE UTILITY PLAN

C4.2

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

July 13, 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 026, Traffic Control for Right-of-Way Work

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the addition of traffic control measures for work in the right-of-way. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
As a requirement of issuance of A Permit to construct new sidewalk and tree wells on Winnetka, MPS was required to submit a proposed pedestrian traffic control plan to mitigate any pedestrian traffic while Winnetka Avenue is closed for construction. The traffic control plan was approved along with the A Permit. This proposed change order covers the costs to provide required traffic control measures as detailed below.

Scope of Work
The scope of work includes all necessary measures required to administer the traffic control plan including signage, barricades, and lights.

Analysis and Cost
The proposed cost of this Change Order is: **$12,732.38**

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 #026

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 #026: CE #126- DAC - Traffic Control

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$12,732.38

DESCRIPTION:
CE #126- DAC - Traffic Control
Traffic control for right-of-way work

ATTACHMENTS:
PCO 009 - SI#1 - Permit A - Traffic Control.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 026 - Traffic Control	CE 026 - Traffic Control	$12,732.38
		Grand Total:	**$12,732.38**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$12,732.38
The new contract sum including this Change Order will be	$7,784,433.80
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #009

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 00 9 - SI#1 - Permit A - Traffic Control

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:	009 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	3/6 /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
Traffic Control

ATTACHMENTS:

#	Cost Code	Description	Amount
1	01-5520-00 - Traffic Control	Traffic Control Allowance	$ 4,634.59
2	01-5520-00 - Traffic Control	Traffic Control Allowance	$ 3,283.77
3	00-1000-00 - Burden	Labor to remove ea day and set ea day	$ 4,056.00
		Subtotal:	$11,974.36
		Overhead: 1.50%	$ 179.62
		Fee: 2.50%	$ 303.85
		Insurance: 1.00%	$ 124.58
		GRT: 0.19%	$ 23.91
		Bonds: 1.00%	$ 126.06
		Grand Total:	**$12,732.38**

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**

NTS Traffic Solutions

2733 Carrier Ave, Commerce, Ca. 90040

TRAFFIC CONTROL - EQUIPMENT & TRAINING - ARROW BOARDS-LIGHT TOWERS-CMS

>>>THIS ESTIMATE WILL BE HONORED FOR 30 DAYS <<<

CA. Contractor Lic. # 787313 C31/ D42

Quote Date: 3/3/2026

Company:	Del Amo Construction	**Project Name:**	Magnolia 5	**Job #**	
Billing Street	19191 S. Vermont Ave. Ste 950	**Ordered By:**	Fernando Villasenor	**PO#**	
City/ State/ Zip	Torrance, CA. 90502	**Phone:**	424-360-5878	**Jobsite Contact**	Fernando Villasenor
Contact:	Fernando Villasenor	**Job City**	Winnetka, CA. 91306	**Jobsite Phone**	
Office Phone	424-360-5878	**Jobsite Loc**	7111 Winnetka Ave.	**Cell:**	424-360-5878
Customer ID#	N020007756	**Est. Length**	2 weeks	**Start Date**	March 9, 2026

Office Use Only: Qty	Multi Code	Product Description	DAILY	Weekly	Monthly (28 Days)	Min. Rental Period	Purchase/ Replacement Cost	TAX	Purchase Sub Totals
4	a	W20-1 Road Work Ahead	$3.10 ea.	$21.70 ea.	$86.80 ea.	1 days			
1	a	C24(CA) Shoulder Work Ahead	$3.10 ea.	$21.70 ea.	$86.80 ea.	1 days			
5	a	Sign Stand (Spring Type)	$2.00 ea.	$14.00 ea.	$56.00 ea.	1 days			
4	a	G20-2 End Road Work	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
4	a	R9-9 Sidewalk Closed	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	R9-11(LT) Sidewalk Closed Ahead Cross Here	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
9	a	Barricade T-1	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
2	a	R4-7A Keep Right (cone sign)	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
6	a	W6-4 Two-Way Traffic (cone sign)	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
1	a	C30 (CA) Lane Closed	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	Barricade T-3	$2.25 ea.	$15.75 ea.	$63.00 ea.	1 days			
25	a	Cone 28" Reflective Orange	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
7	a	Barricade Light (night closure)	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
		Phase 3 & 4							
		Setup and Pickup							
		Tech/ truck	Std	OT	DOT				
		2 Per Hour Rate	$ 250.00	$ 375.00	$ 500.00				
		On-Site	2.00	0.00	0.00				$500.00
		Delivery	2.00	0.00	0.00				$500.00
		Pickup	1.00	1.00	0.00				$625.00
							Transportation Surcharge		$168.75
X:			No Tax	No Tax	No Tax	Rental Total			Total Purchase $1,793.75
Signature:		Estimated Rental Totals:	$91.75	$642.25	$2,569.00	$1,284.50			Damage wavier $205.52
	Prevailing Wages	Yes x / No	Damage Wavier (yes or NO)		yes				Estimated Total $3,283.77

Comments:

A 15% Transportation Surcharge will be added to delivery and pickup.

A 16% Damage Wavier will charge on all rental items unless opt out in writing and have a COI on file

Delivery rates based on 1 truck, 1 crew member during normal bus. Hours 6:30A-4:30p , Mon-Fri. *** NO TAX charged on rentals

This estimate is based on information available and/or provided at time of the estimate request, changes to project plan, duration or methods of construction may result in price changes.

Setup and Teardown rates based on 1 TC Supr. at $99.00 per hour, 1 TC Tech at $99.00 per hour (Non Prevailing Wage.)

Working hours 6:30 AM to 4:30 PM Monday thru Friday/ OT rate = 1.5/ DBL OT rates = 2 times

4 hour minimum will be charge for all personal scheduled for job and all out-side truck fees will be applied if no notice is given.

All lost/ stolen/ Damaged equipment will be paid by the contractor at replacement cost or time and material for repairs

Estimate based on quantity of material ordered, length of time in use and inventory availability.

No downtime credit or rain days is given for the above quoted items.

No rental credits will be applied to the purchase of any equipment.

Customer is responsible to notify NTSTS of any truck length/size/weight limitations into/ out of jobsite.

All labor delivery and pickup rates are portal to portal unless otherwise noted

Quoted By: Jose Rosales **Mobile Phone:** 213-719-1127 **E-mail:** JoseRosales@NTSafety.com

NTS Traffic Solutions
2733 Carrier Ave.
Commerce, Ca. 90040
Phone: 866-537-1260

NTS Traffic Solutions
564 143rd Ave.
San Leandro, Ca. 94578
Phone: 855-351-1114

NTS Traffic Solutions
514 S Lyon St
Santa Ana, Ca. 92705
Phone: 833-918-2705

TPR Traffic Solutions
3117 Durahart St
Riverside, Ca. 92507 *
Phone: 855-326-5953

NTS Traffic Solutions

2733 Carrier Ave, Commerce, Ca. 90040

TRAFFIC CONTROL - EQUIPMENT & TRAINING - ARROW BOARDS-LIGHT TOWERS-CMS

>>>THIS ESTIMATE WILL BE HONORED FOR 30 DAYS <<<

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Contact:	Fernando Villasenor	**Job City**	Winnetka, CA. 91306	**Jobsite Phone**	
Office Phone	424-360-5878	**Jobsite Loc**	7111 Winnetka Ave.	**Cell:**	424-360-5878
Customer ID#	N020007756	**Est. Length**	2 weeks	**Start Date**	March 9, 2026

Office Use Only: Qty	Multi Code	Product Description	DAILY	Weekly	Monthly (28 Days)	Min. Rental Period	Purchase/ Replacement Cost	TAX	Purchase Sub Totals
4	a	W20-1 Road Work Ahead	$3.10 ea.	$21.70 ea.	$86.80 ea.	1 days			
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5	a	Sign Stand (Spring Type)	$2.00 ea.	$14.00 ea.	$56.00 ea.	1 days			
4	a	G20-2 End Road Work	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	R10-15 Turning Vehicles Yield to Pedestrians	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	W1-6 Arrow pointing Left	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	R9-9 Sidewalk Closed	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	R9-11(LT) Sidewalk Closed Cross Here	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
1	a	R9-11A(R) Sidewalk Closed Cross Here	$1.50 ea.	$10.50 ea.	$42.00 ea.	1 days			
9	a	Barricade T-1	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
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50	a	Cone 28" Reflective Orange	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
3	a	Barricade Light (night closure)	$1.00 ea.	$7.00 ea.	$28.00 ea.	1 days			
1	d	Message Board (CMS)	$155.00 ea.	$465.00 ea.	$1395.00 ea.	1 day			
		Setup and Pickup							
		Phase 1 & 2							
		Tech/ truck	Std	OT	DOT				
		2 Per Hour Rate	$ 250.00	$ 375.00	$ 500.00				
		On-Site	2.00	0.00	0.00				$500.00
		Delivery	2.00	0.00	0.00				$500.00
		Pickup	1.00	1.00	0.00				$625.00
							Transportation Surcharge		$168.75
X:			No Tax	No Tax	No Tax	Rental Total			Total Purchase $1,793.75
Signature:		Estimated Rental Totals:	$263.50	$1,224.50	$4,433.00	$2,449.00			Damage wavier $391.84
	Prevailing Wages	Yes: x / No:	Damage Wavier (yes or NO)		yes				Estimated Total $4,634.59

Comments:

A 15% Transportation Surcharge will be added to delivery and pickup.

A 16% Damage Wavier will charge on all rental items unless opt out in writing and have a COI on file

Delivery rates based on 1 truck, 1 crew member during normal bus. Hours 6:30A-4:30p , Mon-Fri. *** NO TAX charged on rentals

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Customer is responsible to notify NTSTS of any truck length/size/weight limitations into/ out of jobsite.

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514 S Lyon St
Santa Ana, Ca. 92705
Phone: 833-918-2705

TPR Traffic Solutions
3117 Durahart St
Riverside, Ca. 92507 *
Phone: 855-326-5953

Russell
CONSTRUCTION SERVICES, INC.
—Est. 1988—
14539 Teton Drive, Hacienda Heights, CA 91745

Del Amo Construction / MAGNOLIA 5

EXHIBIT "A" 3/3

February 27, 2026

TO: Fernando Villsenor, DAC Project Manager
424-360-5878

RE: **MAGNOLIA 5 PROJECT**
7111 Winnetka Ave.
Los Angeles, CA 91036
Prevailing Wage Project

LABORER BILLING RATES*:	As of January 1, 2026
JOURNEYMAN, Group 1:	$101.00 Hourly Rate
APPRENTICES, Period 1:	$ 60.00 Hourly Rate

**Billing Rates are subject to adjustment for DIR Prevailing Wage Increases, Increases in Period Level of Apprentices Dispatched and COLA.*

Reviewed by RCSI Payroll

Julianna Munoz **Date:** 02/27/26

Labor@RussellConstructionServicesInc.com

BOE 2025003011

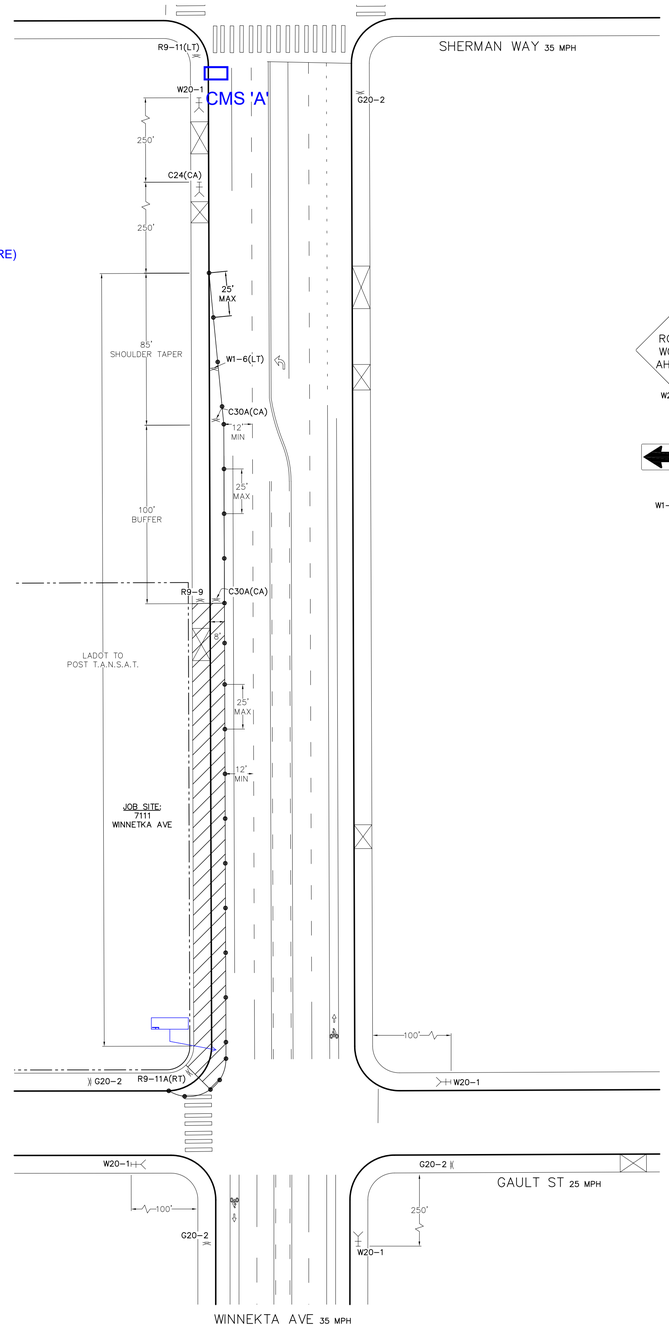
LEGEND:

- – HIGH LEVEL WARNING DEVICE
- – FLASHING ARROW SIGN (FAS)
- – FLAGGER TO ASSIST LOCAL, EMERGENCY AND PEDESTRIAN TRAFFIC.
- – SIGN
- – TYPE–III BARRICADE
- – TYPE–I OR II BARRICADE
- • – CHANNELIZATION DEVICE
- Ⓢ – SIGNALIZED INTERSECTION
- Ⓑ – BUS STOP
- T.A.N.S.A.T. – TOW AWAY NO STOPPING ANYTIME
- – DRIVEWAY
- – WORK AREA
- – CRANE

CMS 'A'

ROAD WORK AHEAD	ROAD WORK AHEAD
DATES TIMES	MERGE LEFT
EXPECT DELAYS	

(7-DAYS PRIOR) (DURING CLOSURE)



COORDINATE TEMPORARY PARKING RESTRICTIONS WITH LADOT TEN (10) WORKING DAYS PRIOR TO START OF WORK. CALL (213) 485-2298.

THIS WORKSITE TRAFFIC CONTROL PLAN IS NOT A PERMIT

DEPARTMENT OF TRANSPORTATION ACCEPTANCE OF THIS PLAN DOES NOT CONSTITUTE CITY APPROVAL OF THE STREET, LANE AND/OR SIDEWALK CLOSURE(S) DEPICTED ON THIS PLAN. THE CONTRACTOR SHALL OBTAIN THE APPROPRIATE PERMIT FROM EITHER THE BUREAU OF STREET SERVICES OR BUREAU OF ENGINEERING PRIOR TO THE IMPLEMENTATION OF THIS PLAN.

PURSUANT TO THE STATE OF CALIFORNIA ENGINEERS PROFESSIONAL ACT, BUSINESS AND PROFESSIONAL CODE SECTION 6703, THE RESPONSIBLE CHARGE OF WORK FOR THE ENGINEER OF RECORD INCLUDES THE INVESTIGATION OF SITE CONDITIONS NECESSARY TO SUPPORT THE DESIGN OF PROFESSIONAL ENGINEERING RELATED WORK.

GENERAL NOTES-TRAFFIC CONTROL

It is the responsibility of the contractor performing work to install and maintain the traffic control devices as shown herein, as well as any such additional traffic control devices as may be required to insure the safe movement of vehicular and pedestrian traffic through or around the work area and provide maximum protection and safety to construction workers.

All traffic control devices shall be kept in their proper position at all times and shall be repaired, replaced, or cleaned as necessary to preserve their appearance and continuity.

All traffic control devices and traffic control work shall conform to the latest editions of:

- –The California Manual on Uniform Traffic Control Devices (CA MUTCD)
- –Work Area Traffic Control Handbook (WATCH Manual)
- –Standard Specifications for Public Works Construction ("Greenbook")

All flashing arrow signs shall be solar powered.

Contractor shall provide flagmen as necessary to give adequate warning to traffic or to the public of any dangerous conditions to be encountered.

Contractor shall remove temporary traffic delineation, signage, and other devices from LA city right of way at the end of shift, daily, and shall restore areas to original conditions, upon completion of project.

Contractor shall cover existing signs where they conflict with construction detours and signing.

All open excavation or construction work shall be a minimum of 5' from any operating traffic lanes, and shall be covered with steel plates at end of shift, daily.

All striping and marking shall conform to Section 310–5.6 of the Standard Specification for Public Works Construction. Temporary removable striping tape (detour grade) may be used in lieu of painted striping.

The contractor shall provide for access to all adjacent properties during work hours. Construction operations shall be conducted in such a manner as to cause as little inconvenience as possible to abutting property owners/operators.

All signs shall be retro–reflectorized and standard size.

The contractor shall provide for safe pedestrian access at all times.

For WTCP implementation duration of less than one (1) month, the contractor shall contact the L.A.D.O.T special traffic controls office at (213) 485–2298 at least ten (10) days in advance for each new construction stage for the installation of temporary "TOW AWAY NO STOPPING ANY TIME" signs Installation of the "TOW AWAY NO STOPPING ANY TIME" signs at parking meter zones shall also include covering meter heads and the associated parking restriction. For WTCP implementation of more than one (1) month the contractor shall furnish and install "TOW AWAY NO STOPPING ANY TIME" sign per city specification (metal and reflectorized). Contact L.A.D.O.T, temporary traffic mangement engineer for samples.

PLAN ACCEPTED

LADOT Citywide Temporary Traffic Control

02/27/2026

Maurice Camacho, PE **Date**

*AS NOTED

THIS IS NOT A PERMIT

LOCAL COUNCIL OFFICE AND LADOT DISTRICT OFFICE SHALL BE NOTIFIED PRIOR TO IMPLEMENTING THIS WORKSITE TRAFFIC CONTROL PLAN

PEAK HOUR EXEMPTION IS REQUIRED FOR WEEKDAY LANE CLOSURES M - F (7AM - 9AM) AND 3:30PM - 7PM)

THIS CLOSURE SHALL REMAIN IN PLACE 24/7 FOR NO LONGER THAN 7-DAYS CONTINUOUSLY

PHASE 1:
7 DAYS CONTINOUS

ROADWAY CONSTRUCTION SERVICE
(A L.A. BOARD OF PUBLIC WORKS CERTIFIED SMBE)

CONTRACTOR

GATEWAY SCIENCE AND ENGINEERING INC.
300 N LAKE AVE 12TH FLOOR, PASSADENA 91101

SCOPE:
SIDEWALK, CURB & GUTTER

REGISTERED PROFESSIONAL ENGINEER
YUANHAI ZHENG
No. C84221
Exp. 09/30/27
CIVIL
STATE OF CALIFORNIA

SUBMITTAL REVIEW

DRAWING DATE:	12–15–25
DRAWING #:	17525
DRAFTED BY:	MATTHEW MENDOZA
REVIEWED BY:	RICK COFFMAN

SCALE 1"= 40'
0' 20' 40' 80'

ACCEPTED

TRANSPORTATION ENGINEER

INSTALLATION DATES

MARKOUT BEGAN: _____

MARKOUT COMPLETED: _____

STRIPING COMPLETED: _____

References:

CITY OF LOS ANGELES
DEPARTMENT OF TRANSPORTATION
LAURA RUBIO–CORNEJO, GENERAL MANAGER

7111 WINNETKA AVE,
LOS ANGELES, CA 91306

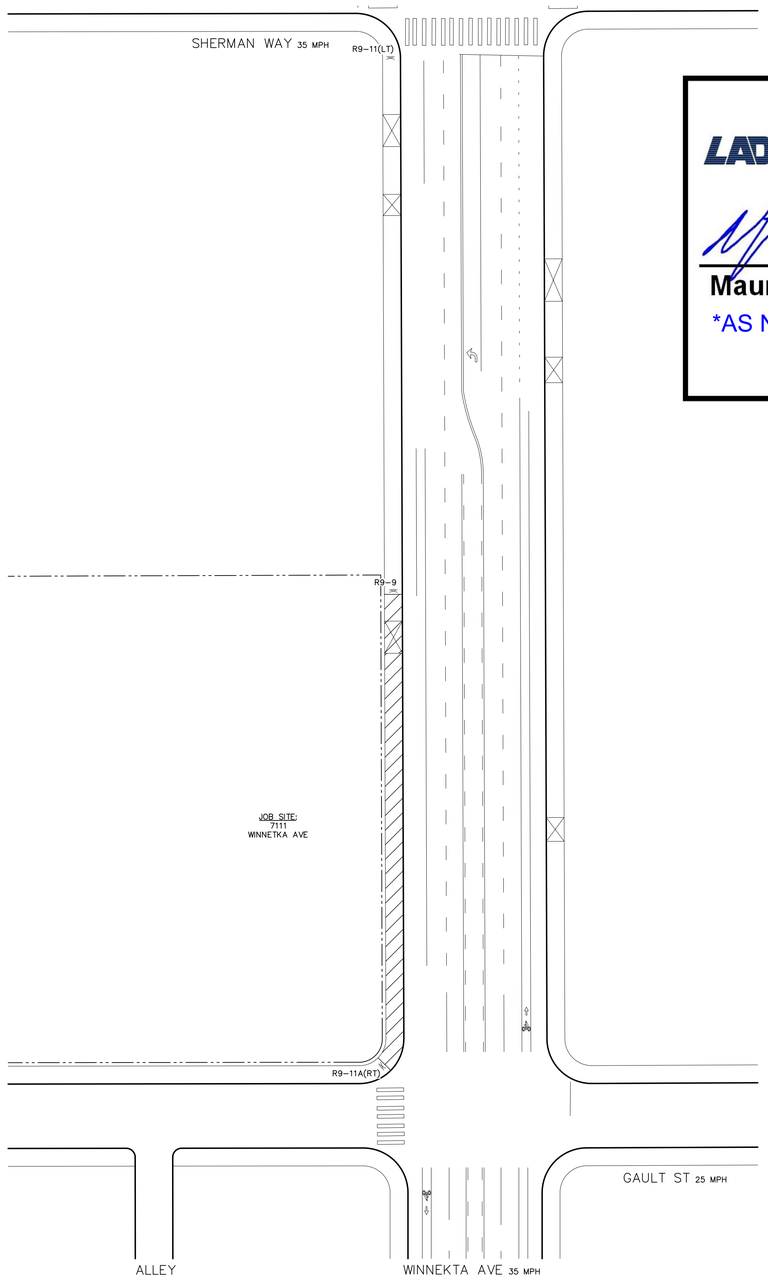
Thomas Guide	District	PROJECT NO.	DRAWING NO.	SHEET
LA 530–E5	VALLEY			1 OF 4

BOE 2025003011

LEGEND:

- HIGH LEVEL WARNING DEVICE
- FLASHING ARROW SIGN (FAS)
- FLAGGER TO ASSIST LOCAL, EMERGENCY AND PEDESTRIAN TRAFFIC.
- SIGN
- TYPE–III BARRICADE
- TYPE–I OR II BARRICADE
- CHANNELIZATION DEVICE
- (S) SIGNALIZED INTERSECTION
- (B) BUS STOP
- T.A.N.S.A.T. TOW AWAY NO STOPPING ANYTIME
- DRIVEWAY
- WORK AREA
- CRANE

R9–11a(RT) R9–11(LT) R9–9



GENERAL NOTES-TRAFFIC CONTROL

It is the responsibility of the contractor performing work to install and maintain the traffic control devices as shown herein, as well as any such additional traffic control devices as may be required to insure the safe movement of vehicular and pedestrian traffic through or around the work area and provide maximum protection and safety to construction workers.

All traffic control devices shall be kept in their proper position at all times and shall be repaired, replaced, or cleaned as necessary to preserve their appearance and continuity.

All traffic control devices and traffic control work shall conform to the latest editions of:

- The California Manual on Uniform Traffic Control Devices (CA MUTCD)
- Work Area Traffic Control Handbook (WATCH Manual)
- Standard Specifications for Public Works Construction ("Greenbook")

All flashing arrow signs shall be solar powered.

Contractor shall provide flagmen as necessary to give adequate warning to traffic or to the public of any dangerous conditions to be encountered.

Contractor shall remove temporary traffic delineation, signage, and other devices from LA city right of way at the end of shift, daily, and shall restore areas to original conditions, upon completion of project.

Contractor shall cover existing signs where they conflict with construction detours and signing.

All open excavation or construction work shall be a minimum of 5' from any operating traffic lanes, and shall be covered with steel plates at end of shift, daily.

All striping and marking shall conform to Section 310–5.6 of the Standard Specification for Public Works Construction. Temporary removable striping tape (detour grade) may be used in lieu of painted striping.

The contractor shall provide for access to all adjacent properties during work hours. Construction operations shall be conducted in such a manner as to cause as little inconvenience as possible to abutting property owners/operators.

All signs shall be retro–reflectorized and standard size.

The contractor shall provide for safe pedestrian access at all times.

For WTCP implementation duration of less than one (1) month, the contractor shall contact the L.A.D.O.T special traffic controls office at (213) 485–2298 at least ten (10) days in advance for each new construction stage for the installation of temporary "TOW AWAY NO STOPPING ANY TIME" signs Installation of the "TOW AWAY NO STOPPING ANY TIME" signs at parking meter zones shall also include covering meter heads and the associated parking restriction. For WTCP implementation of more than one (1) month the contractor shall furnish and install "TOW AWAY NO STOPPING ANY TIME" sign per city specification (metal and reflectorized). Contact L.A.D.O.T, temporary traffic mangement engineer for samples.

PLAN ACCEPTED

LADOT Citywide Temporary Traffic Control

02/27/2026

Maurice Camacho, PE Date

*AS NOTED

THIS IS NOT A PERMIT

COORDINATE TEMPORARY PARKING RESTRICTIONS WITH LADOT TEN (10) WORKING DAYS PRIOR TO START OF WORK. CALL (213) 485-2298.

THIS WORKSITE TRAFFIC CONTROL PLAN IS NOT A PERMIT

DEPARTMENT OF TRANSPORTATION ACCEPTANCE OF THIS PLAN DOES NOT CONSTITUTE CITY APPROVAL OF THE STREET, LANE AND/OR SIDEWALK CLOSURE(S) DEPICTED ON THIS PLAN. THE CONTRACTOR SHALL OBTAIN THE APPROPRIATE PERMIT FROM EITHER THE BUREAU OF STREET SERVICES OR BUREAU OF ENGINEERING PRIOR TO THE IMPLEMENTATION OF THIS PLAN.

PURSUANT TO THE STATE OF CALIFORNIA ENGINEERS PROFESSIONAL ACT, BUSINESS AND PROFESSIONAL CODE SECTION 6703, THE RESPONSIBLE CHARGE OF WORK FOR THE ENGINEER OF RECORD INCLUDES THE INVESTIGATION OF SITE CONDITIONS NECESSARY TO SUPPORT THE DESIGN OF PROFESSIONAL ENGINEERING RELATED WORK.

NON WORK HOURS:
M-F 3:30 PM - 9:00 AM
SAT 6:00 PM - 8:00 AM

PHASE 2:
7 DAYS CONTINOUS

ROADWAY CONSTRUCTION SERVICE
(A L.A. MAYOR ELIO ARIAS' 2025 4TH SUPPLIER)

CONTRACTOR

GATEWAY SCIENCE AND ENGINEERING INC.
300 N LAKE AVE 12TH FLOOR, PASSADENA 91101

SCOPE:
SIDEWALK, CURB & GUTTER

REGISTERED PROFESSIONAL ENGINEER
YUANHAI ZHENG
No. C84221
Exp. 09/30/27
CIVIL
STATE OF CALIFORNIA

SUBMITTAL REVIEW

DRAWING DATE:	12–15–25
DRAWING #:	17525
DRAFTED BY:	MATTHEW MENDOZA
REVIEWED BY:	RICK COFFMAN

SCALE
1"= 40'
0' 20' 40' 80'

ACCEPTED

TRANSPORTATION ENGINEER

INSTALLATION DATES

MARKOUT BEGAN: _____

MARKOUT COMPLETED: _____

STRIPING COMPLETED: _____

References:

CITY OF LOS ANGELES
DEPARTMENT OF TRANSPORTATION
LAURA RUBIO–CORNEJO, GENERAL MANAGER

7111 WINNETKA AVE,
LOS ANGELES, CA 91306

Thomas Guide	District	PROJECT NO.	DRAWING NO.	SHEET
LA 530–E5	VALLEY			2 OF 4

BOE 2025003011

LEGEND:

- – HIGH LEVEL WARNING DEVICE
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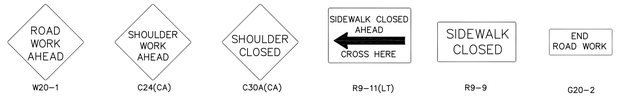

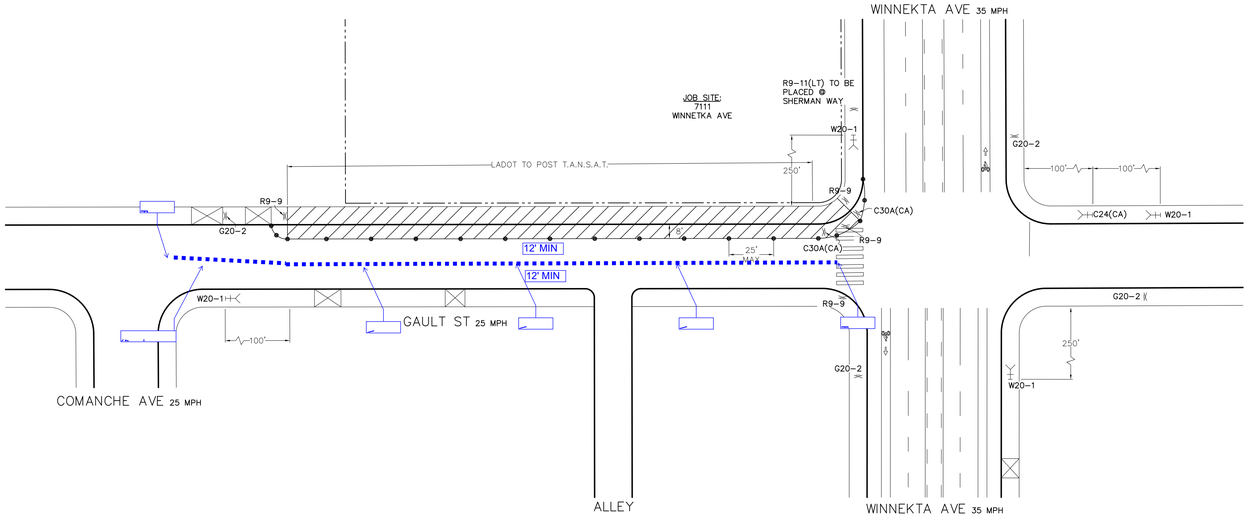

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COORDINATE TEMPORARY PARKING RESTRICTIONS WITH LADOT TEN (10) WORKING DAYS PRIOR TO START OF WORK. CALL (213) 485-2298.

THIS WORKSITE TRAFFIC CONTROL PLAN IS NOT A PERMIT

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LOCAL COUNCIL OFFICE AND LADOT DISTRICT OFFICE SHALL BE NOTIFIED PRIOR TO IMPLEMENTING THIS WORKSITE TRAFFIC CONTROL PLAN

THIS CLOSURE SHALL REMAIN IN PLACE 24/7 FOR NO LONGER THAN 7-DAYS CONTINUOUSLY

PLAN ACCEPTED

LADOT Citywide Temporary Traffic Control

02/27/2026

Maurice Camacho, PE **Date**

*AS NOTED

THIS IS NOT A PERMIT

ROADWAY CONSTRUCTION SERVICE
A L.A. METRO CERTIFIED SMALL BUSINESS ENTERPRISE

CONTRACTOR

GATEWAY SCIENCE AND ENGINEERING INC.
300 N LAKE AVE 12TH FLOOR, PASSADENA 91101

SCOPE:
SIDEWALK, CURB & GUTTER

REGISTERED PROFESSIONAL ENGINEER
YUANHAI ZHENG
No. C84221
Exp. 09/30/27
CIVIL
STATE OF CALIFORNIA

SUBMITTAL REVIEW

DRAWING DATE:	12–15–25
DRAWING #:	17525
DRAFTED BY:	MATTHEW MENDOZA
REVIEWED BY:	RICK COFFMAN

SCALE 1"= 40'
0' 20' 40' 80'

PHASE 3:
7 DAYS CONTINOUS

ACCEPTED

TRANSPORTATION ENGINEER

INSTALLATION DATES

MARKOUT BEGAN: _____

MARKOUT COMPLETED: _____

STRIPING COMPLETED: _____

References:

CITY OF LOS ANGELES
DEPARTMENT OF TRANSPORTATION
LAURA RUBIO–CORNEJO, GENERAL MANAGER

7111 WINNETKA AVE,
LOS ANGELES, CA 91306

Thomas Guide	District	PROJECT NO.	DRAWING NO.	SHEET
LA 530–E5	VALLEY			3 OF 4

BOE 2025003011

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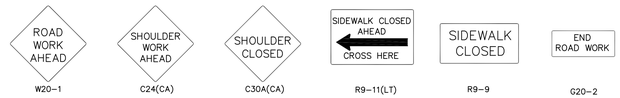

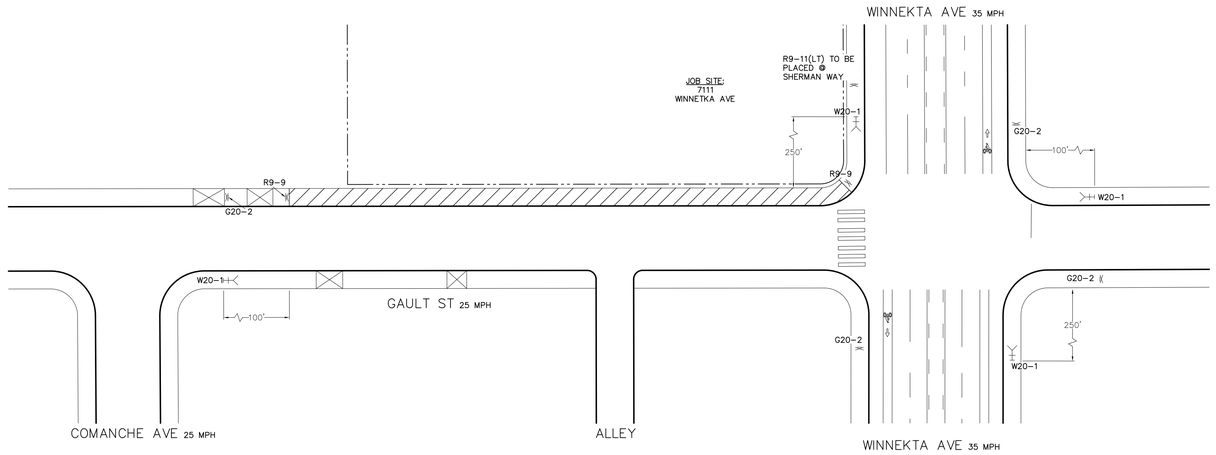

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PLAN ACCEPTED

LADOT Citywide Temporary Traffic Control

02/27/2026

Maurice Camacho, PE **Date**

*AS NOTED

THIS IS NOT A PERMIT

ROADWAY CONSTRUCTION SERVICE
A L.A. MILLER SLAD JOINT VENTURE

CONTRACTOR

GATEWAY SCIENCE AND ENGINEERING INC.
300 N LAKE AVE 12TH FLOOR, PASSADENA 91101

SCOPE:
SIDEWALK, CURB & GUTTER

REGISTERED PROFESSIONAL ENGINEER
YUANHAI ZHENG
No. C84221
Exp. 09/30/27
CIVIL
STATE OF CALIFORNIA

SUBMITTAL REVIEW

NON WORK HOURS:
M-F 3:30 PM - 9:00 AM
SAT 6:00 PM - 8:00 AM

PHASE 4:
7 DAYS CONTINOUS

DRAWING DATE:	12–15–25
DRAWING #:	17525
DRAFTED BY:	MATTHEW MENDOZA
REVIEWED BY:	RICK COFFMAN

SCALE
1"= 40'
0' 20' 40' 80'

ACCEPTED

TRANSPORTATION ENGINEER

INSTALLATION DATES

MARKOUT BEGAN: _____

MARKOUT COMPLETED: _____

STRIPING COMPLETED: _____

References:

CITY OF LOS ANGELES
DEPARTMENT OF TRANSPORTATION
LAURA RUBIO–CORNEJO, GENERAL MANAGER

7111 WINNETKA AVE,
LOS ANGELES, CA 91306

Thomas Guide	District	PROJECT NO.	DRAWING NO.	SHEET
LA 530–E5	VALLEY			4 OF 4

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

July 13, 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 029, Reroute Conduit for Site Light Poles

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the rerouting of conduit for relocated light poles. 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 an RFI, several light pole bases at the playfield were relocated. This change order covers the cost to redo conduit runs and reroute conduit to accommodate the relocated light poles.

Scope of Work
The scope of work includes the extension of conduits from pull box to light pole bases.

Analysis and Cost
The proposed cost of this Change Order is: **$1,506.25**

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 #029

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 #029: CE #129- DAC - Light Pole Conduit

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$1,506.35

DESCRIPTION:
CE #129- DAC - Light Pole Conduit
Light pole conduit rework

ATTACHMENTS:
PCO 35 - Added SOW to reinstall conduit routing to site light poles.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 029 Light pole conduit	CE 029 light pole conduit rework	$1,506.35
		Grand Total:	**$1,506.35**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$1,506.35
The new contract sum including this Change Order will be	$7,773,207.77
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #035

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 35 - Added SOW to reinstall conduit routing to site light poles

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:	035 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/15 /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 #90045 - Safeway COR 14
Safeway COR 14

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 14	$ 1,416.67
		Subtotal:	$1,416.67
		Overhead: 1.50%	$ 21.25
		Fee: 2.50%	$ 35.95
		Insurance: 1.00%	$ 14.74
		GRT: 0.19%	$ 2.83
		Bonds: 1.00%	$ 14.91
		Grand Total:	**$1,506.35**

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**

Request For Change Order

To: Del Amo Construction
19191 S. Vermont Avenue
Torrance, CA 90502

Project: Del Amo - Magnolia Science #5

RFC No: 14 T&M
Date: 6/15/2026
Description: SCOPE:
Electrical Construction: This Change Order is for the Added SOW to re-install conduit routing to site light poles. The following scope of work was performed and tracked on T&M:

- 6/5/26
  - Remove and replace existing conduits from pull box to site light poles.
  - Install new conduit routing to site light poles.
  - Install new grounding electrode.

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
Anything not expressly included above
Inclusions and Exclusions of the Original Executed Contract will apply to this Change Order

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 $1,416.67 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$169,649.71
Total Contract to Date	$590,599.71
This Request	$1,416.67
Other Pending Requests	$176,006.45
Total Contract plus Pending RFCs	$768,022.83

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507 www.safewaybsi.com Lic # B/C-10 387886
Phone (909) 824-6441 Lic # C-46, C-7
Fax (909) 824-0571 ACO# 3998

DESIGN.BUILD.SERVICE Safeway ELECTRIC

Since 1980

Change Order Request Form

Customer Del Amo Construction

Project: Magnolia
Job Number: E363525
Date: 6/15/26 COR 14 T&M

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	4.00	$ 110.02		$ 143.93	$ 440.08
Foreman	4.00	$ 125.81		$ 166.65	$ 503.24
General Foreman	0.00	$ 130.81		$ 171.65	$ -
				Labor Subtotal	**$ 943.32**
				Labor Subtotal w/ 15% OH&P	**$ 1,109.79**

Material Costs

See material breakdown attached		$ 233.50
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 4.72
	Total	$ 238.22
	Sales Tax 9.5%	$ 22.63
	Material Subtotal	**$ 260.85**
	Material Subtotal w/ 15% OH&P	**$ 306.88**

Total Change Order Due **$ 1,416.67**

JOB 8177 9001: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 6/15/2026 12:55:50 PM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material
Size	Item Desc	Qty	UOM	Mat Ext
Section : Section 001: T&M - 6-5-26				
1"	PVC SCH 40	40.00	FEET	94.20
1 1/2"	PVC SCH 40	20.00	FEET	24.30
3/4X10	COPPER GROUND ROD	1.00	EACH	105.00
Subtotals for Section : Section 001: T&M - 6-5-26				223.50
Grand Totals				223.50

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Time and Material Report

Date: 6/5/26
Day of Week:

Project Name: Magnolia Science.

Job# E363525-C014

Description of Work:
Had to redue (4) 1" conduit's and (2) 1½ conduit's. from PuM box to light pole's. all togetner 60 ft of new conduit and one ground rod.

Safeway Electric Labor Name	Regular Hrs worked	OT Hrs Worked	Safeway Electric Labor Name	Regular Hrs Worked	OT Hrs Worked
Cesar N.	4				
Ricardo S.	4				

Qty Materials Used:	Description of Materials:
40ft 1" pvc conduit	1" pvc conduit
20ft 1½ conduit	1½ pvc conduit
10ft 3/4 ground rod.	10ft 3/4 ground rod.

Contractor Signature: _____ Date: 6-5-26

3133 Mission Inn Ave, Riverside CA 92507
Phone (909) 824-6075
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GATEWAY SCIENCE AND ENGINEERING, INC.

Gateway Science and Engineering, Inc.
300 North Lake Avenue, 12th Floor
Pasadena, California 91101
P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

July 13, 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 028, West Planter Elimination

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the elimination of the west side parking lot planters and addition of 4 trees on the east side of the parking lot. 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 CCD revisions, the planter located on the west end of the parking lot was eliminated and 4 trees were added to the east side of the parking lot. This Change Order is both deductive for the elimination of the west side planter and additive for the materials and labor related to the installation of 4 additional trees.

Scope of Work
The scope of work includes the elimination of the west side parking lot planter and all materials labor and equipment for the planting/installation of 4 additional trees.

Analysis and Cost
The proposed cost of this Change Order is: **$682.64** which is the net cost of the additional trees after credit for the west planter removal.

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 #028

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 #028: CE #128- DAC - West Planter Elimination

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$682.64

DESCRIPTION:
CE #128- DAC - West Planter Elimination
Elimination of west planter and addition of trees

ATTACHMENTS:
PCO 32 - RFI 70 - RFI #070 West Planter Elimination Clarification.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 026 - Traffic Control	CE 028 West Planter Elimination	$682.64
		Grand Total:	**$682.64**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$682.64
The new contract sum including this Change Order will be	$7,772,384.06
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #032

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 32 - RFI 70 - RFI #070: West Planter Elimination 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:	032 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	6/11 /2026
STATUS:	Pending - In Review	**PRIME CONTRACT CHANGE ORDER:**	#004 - PCCO 004 - June 2026
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 #90032 - RFI 70 - RFI #070: West Planter Elimination Clarification
Credits and adds related to removing planters

ATTACHMENTS:

MSA #5 Increment II - COR - Deleted Planter Credit - 05.05.26.pdf_ _Est. #002-RFI #070 West Planter Elimination.pdf_

#	Cost Code	Description	Amount
1	32-9000-00 - Planting & Irrigation	B#2 - Removed Landscaping work	$ 8,530.00
2	32-1600-00 - Site Concrete	Removed Concrete planter	($7,888.00)
3	32-1200-00 - Flexible Paving (Asphalt)	Added AC sf - No cost impact	$ 0.00
		Subtotal:	$642.00
		Overhead: 1.50%	$ 9.63
		Fee: 2.50%	$ 16.29
		Insurance: 1.00%	$ 6.68
		GRT: 0.19%	$ 1.28
		Bonds: 1.00%	$ 6.76
		Grand Total:	**$682.64**

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**

Fernando Villasenor

From: Rick Oliver <RickOliver@cmpaving.com>
Sent: Friday, May 8, 2026 9:42 AM
To: Fernando Villasenor
Cc: Austin Duarte; Daniel Young; Naeiri Petrosian, AIA
Subject: Re: RFI #070: West Planter Elimination Clarification

Fernando
After measuring, it will only take 1 ton of asphalt or less. It's not worth submitting a CO considering it would only be about $105 for the material.

If it ends up we need to patch this area before the cap, then we will need to revisit for cost impacts. For now if we are operating under the assumption it will already be paved, then we figure no cost impacts

Rick Oliver
Project Manager
Cell: 562-204-7202
Email: RickOliver@CMPaving.com

Check Out Our New Website!
www.ChrisMelodiaPaving.com

On Fri, May 8, 2026 at 9:29 AM Fernando Villasenor <fvillasenor@delamoconstruction.com> wrote:

> The first one, assuming first lift will be by others

Fernando Villasenor
Project Manager

D (424) 360-5878

(310) 378-6203 19191 S Vermont Ave, Suite 950, Torrance, CA 90502 delamoconstruction.com

SWC
South West Concrete

Office: 1480 E. 3rd St.
Pomona, CA 91766
Phone: 909.622.1888
Job: MSA #5 Increment II

Date: 05/05/2026 7111 Winnetka Ave

Plan Date: N/A Winnetka, CA 91306
Sheets; N/A

COR - Deleted Planter Credit

Prevailing Wage

REF#	Description	Size	Qty.	Cost	Total
	Credit for 6" Concrete Curb at Deleted Planters in Parking Lot	each	3		
	o/Compacted Subgrade w/1#4 Cont. Bar per Detail 7/C6.0				
	Color: Natural Gray Color				
	Finish: Broom Finish				
EXCLUSIONS:					
Hardware: Bolts, Tie Downs, Straps, etc.				**Total**	**$7,888.00**
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					

BrightView Landscape Development

Potential Change Item

No. 00002

Title: Est. #001 - RFI #070 - West Planter Elimination

Project: Magnolia Science MSA 5

Attn: F Villasenor
Del Amo Construction LLC
23840 Madison St,
Torrance, CA 90505

Phone:

Date: May 05, 2026

Job: 1010082

Description Of Estimate:
This estimate is for plan changes as a result of RFI #070. All inclusions, exclusions, terms, and general conditions from work order for Project Magnolia MSA-5 Increment II 2025-089 remain in place.

Breakdown Of Work

Item	Description of Work	Quantity	Units	Unit Price	Net Amount
1	RFI #070 - West Planter Elimination Credit	0.00	LS	0.00	-2,692.00
2	RFI #070 - West Planter Elimination Add	0.00	LS	0.00	$11,222.00
				Total :	$8,530.00

Estimated Time Extension 0 **Days**

This estimate will remain in effect for 15 days, unless otherwise noted. After expiration, a new estimate will be submitted upon request.

Notes:

- [ ] **This work will not be done until approved and written change order is issued.**
- [X] **A signature below authorizes us to proceed with the work described above, at the stated prices.**
- [ ] **Extension of time necessary for this change:** 0 **consecutive working days.**
- [ ] **This work was done in accordance with your order to proceed: Please issue change order.**

Prepared By: Evan Powell

Date: May 05, 2026

Approved By: F Villasenor
Del Amo Construction LLC

Date: 5/5/2026

Extra Work Summary

BrightView Landscape Development

Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #002 - RFI #070**		
Date:	**May 5, 2026**	**EST. Number**	**2**

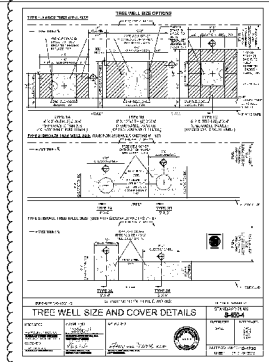
				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	**TOTAL**
	5G Pyrostegia Venusta	-3	EA	$0.00	$0.00	$0.00	$0.00	$15.00	-$45.00	$0.00	$0.00	$0.00	$0.00	($45)
	1G Dianella Hybrid	-18	EA	$0.00	$0.00	$0.00	$0.00	$3.50	-$63.00	$0.00	$0.00	$0.00	$0.00	($63)
	2" NIBCO T-113 GV	-1	EA	$0.00	$0.00	$0.00	$0.00	$320.00	-$320.00	$0.00	$0.00	$0.00	$0.00	($320)
	1" SUPERIOR 3200NXT RCV W/1" NIBCO T-FP-600A	-1	EA	$0.00	$0.00	$0.00	$0.00	$141.25	-$141.25	$0.00	$0.00	$0.00	$0.00	($141)
	4" SCH40 PVC ML Slv w/ 2" ML W/T-CHRISTYS TA-DT-3-BIRR	-47	LF	$0.00	$0.00	$0.00	$0.00	$1.33	-$62.51	$0.00	$0.00	$0.00	$0.00	($63)
	1 1/4" Wire Sleeve	-29	LF	$0.00	$0.00	$0.00	$0.00	$1.00	-$29.00	$0.00	$0.00	$0.00	$0.00	($29)
	2" SCH40 PVC LL Slv	-130	LF	$0.00	$0.00	$0.00	$0.00	$1.12	-$145.60	$0.00	$0.00	$0.00	$0.00	($146)
	1" SCH40 PVC LL	-225	LF	$0.00	$0.00	$0.00	$0.00	$0.39	-$86.63	$0.00	$0.00	$0.00	$0.00	($87)
	RAINBIRD 1401 Bubbler on Riser W/Toro PCV-500 CV	-12	EA	$0.00	$0.00	$0.00	$0.00	$5.43	-$65.16	$0.00	$0.00	$0.00	$0.00	($65)
	Control Wire	-40	LF	$0.00	$0.00	$0.00	$0.00	$0.21	-$8.36	$0.00	$0.00	$0.00	$0.00	($8)
	Common Wire	-43	LF	$0.00	$0.00	$0.00	$0.00	$0.21	-$8.99	$0.00	$0.00	$0.00	$0.00	($9)
	Foreman	-4	HR	$90.57	($326.63)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($327)
	Labor	-8	HR	$88.10	($704.80)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($705)
	Operator	-4	HR	$101.28	($405.12)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($405)
	Tax on material								($92.67)					($93)
	OH&P on self-performed work				$0.00		$0.00		($160.22)		$0.00			($160)
	OH&P on subcontracted work												$0.00	$0
	Bond													($27)
Net Cost change														**($2,692)**

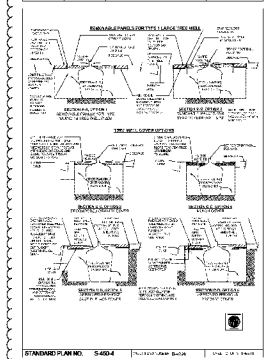
Extra Work Summary

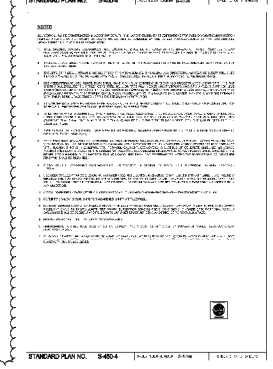
BrightView Landscape Development

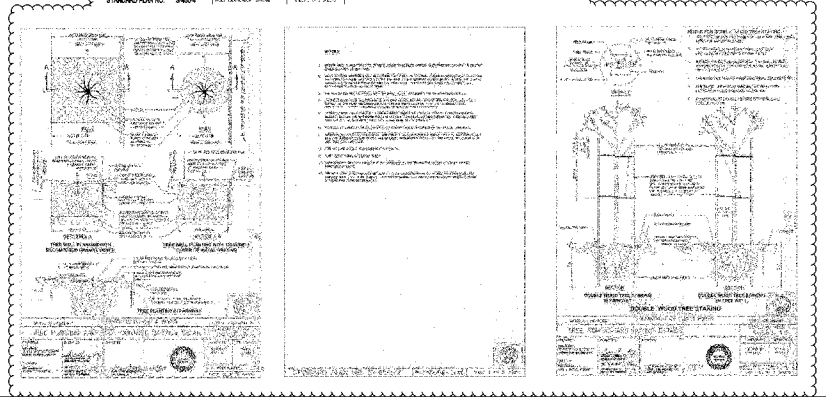
Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #002 - RFI #070**		
Date:	**May 5, 2026**	**EST. Number**	**2**

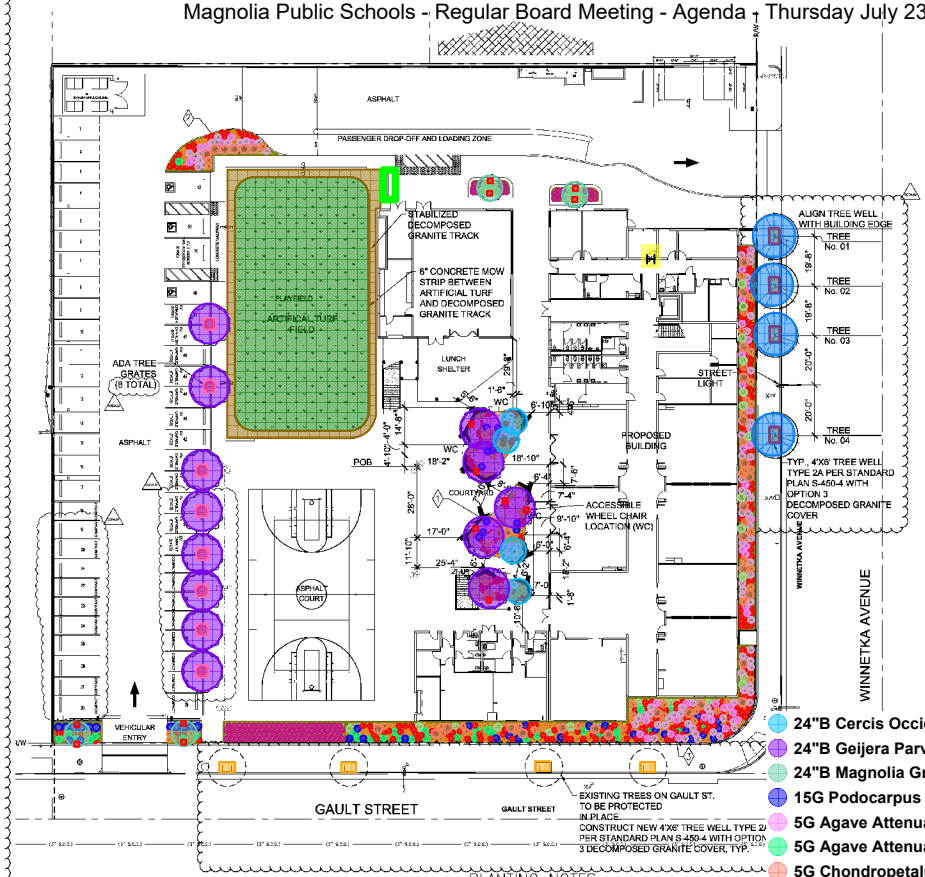
				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	**TOTAL**
	24" Box Geijera Parviflora	4	EA	$0.00	$0.00	$0.00	$0.00	$400.00	$1,600.00	$0.00	$0.00	$0.00	$0.00	$1,600
	Tree Delivery	1	EA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$225.00	$225.00	$0.00	$0.00	$225
	Tree Guying Material	4	EA	$0.00	$0.00	$0.00	$0.00	$57.91	$231.64	$0.00	$0.00	$0.00	$0.00	$232
	CA Gold Decomposed Granite	2	TNS	$0.00	$0.00	$0.00	$0.00	$37.00	$74.00	$0.00	$0.00	$0.00	$0.00	$74
	DG Delivery (Short Load Fee)	1	EA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$350.00	$350.00	$0.00	$0.00	$350
	Root Barrier	60	LF	$0.00	$0.00	$0.00	$0.00	$4.00	$240.00	$0.00	$0.00	$0.00	$0.00	$240
	Tree Grates	3	EA	$0.00	$0.00	$0.00	$0.00	$840.00	$2,520.00	$0.00	$0.00	$0.00	$0.00	$2,520
	Skip loader (Bare)	8	HR	$0.00	$0.00	$33.00	$264.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$264
	Mini - Ex (Bare)	8	HR	$0.00	$0.00	$47.00	$376.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$376
	Crew Truck	8	HR	$0.00	$0.00	$45.00	$360.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$360
	Foreman	9	HR	$90.57	$820.10	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$820
	Labor	11	HR	$88.10	$983.61	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$984
	Operator	16	HR	$101.28	$1,620.48	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,620
	Tax on material								$443.24					$443
	OH&P on self-performed work				$0.00		$150.00		$766.33		$86.25			$1,003
	OH&P on subcontracted work												$0.00	$0
	Bond													$111
Net Cost change														**$11,222**











NOTE:
CITY OF LOS ANGELES STANDARD PLANTING DETAILS ARE FOR CITY STREET TREE WELLS ONLY. REFER TO PLANTING DETAILS PLAN SHEET L-2.1 FOR ONSITE PLANTING DETAILS.

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'	8	1	L2.1	IRONSMITH 3622 ADA TREE GRATE 36"X36" SQUARE CAST IRON CONTACT: CHAPARRAL, INC. (818) 767-0636

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 SHT & COVER DETAILS S-663-1 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	118	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'	15 GAL	11	B/C	L2.1	

24"B Cercis Occidentalis - MULTI TRUNK - Q1 4 EA
24"B Geijera Parviflora - Q1 13 EA
24"B Magnolia Grandiflora Little Gem - Q1 4 EA
15G Podocarpus Macrophyllus Sosa - Q1 11 EA
5G Agave Attenuata Boutin Blue - Q1 63 EA
5G Agave Attenuata Ray of Light - Q1 33 EA
5G Chondropetalum Elephantinum - Q1 38 EA
5G Hesperaloe Parviflora Perpa - Q1 115 EA
5G Lobelia Laxifolia Angustifolia - Q1 43 EA
5G Mahonia Aquifolium Compactum - Q1 3 EA
5G Philodendron Zanadu - Q1 33 EA
1G Carex Divulsa - Q1 246 EA
1G Dianella Hybrid - Q1 118 EA
1G Juncus Patens Elk Blue - Q1 156 EA
1G Salvia Greggi Furmans Red - Q1 34 EA
3"D Shredded Wood Bark Mulch (12/L2.0) - Q1 4,757 SF ; Q2 44 CY
Sports Field - Artificial Turf (F/L2.1) - Q1 5,313 SF
4"D Stabilized Decomposed Granite Track - Cal. Gold - SWB & Stone (G/L2.1) - Q1 1,000 SF ; Q2 12 CY
Root Barrier (EA) (E/L2.1) - Q1 14 EA
Root Barrier (LF) (E/L2.1) - Q1 249 LF
3'x3' Ada Tree Grates - Square Cast Iron - Ironsmith (I/L2.1) - Q1 8 EA
2"D Unstablized Decomposed Granite - Q1 192 SF ; Q2 2 CY
24"B Geijera Parviflora Street Tree - Q1 4 EA

PLANTING NOTES

1. PRIOR TO PLANTING, PERFORM AGRONOMIC SOIL TESTING AND AD REPORT RECOMMENDATIONS.
2. ALL TREE & SHRUB MATERIAL SPECIFIED MUST MEET STANDARD CONTAINER SIZE INDICATED. IF CONTRACTOR CANNOT LOCATE MA TIME OF INSTALLATION, CONTACT LANDSCAPE ARCHITECT FOR SPE SUBSTITUTION OF PLANT MATERIAL WITHOUT PRIOR APPROVAL OF ALLOWED.
3. TREE LOCATIONS SHOWN ON PLAN MAY REQUIRE ADJUSTMENT B SHOULD BE PLANTED A MINIMUM OF TEN (10) FEET FROM ALL L DRAINAGE -LOW LINES AND THREE (3) FEET FROM SPRAY HEADS CONTACT THE LANDSCAPE ARCHITECT FOR A DECISION ON TREE
4. VERIFY LOCATION AND DEPTH OF ALL UNDERGROUND UTILITIES P
5. AFTER IRRIGATION SYSTEM INSTALLATION AND FINISH GRADES HAV CONTROL PER PLANTING SPECIFICATIONS.
6. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPE BOX MATERIALS (24" BOX AND LARGER) AT THE NURSERY PRIOR
7. LANDSCAPE ARCHITECT SHALL HAVE THE OPPORTUNITY TO INSPE SITE PRIOR TO PLANTING.
8. UPON COMPLETION OF PLANTING, THE CONTRACTOR SHALL ARRAN INSPECTION BY THE LANDSCAPE ARCHITECT. CONTRACTOR SHALL PRIOR TO FINAL INSPECTION AND ACCEPTANCE OF THE PROJECT.
9. A REPRESENTATIVE SAMPLE OF THE BOTANICAL NAME THAT FURN SUPPLIER SHALL REMAIN ATTACHED TO THE PLANTS UNTIL FINAL
10. FINISH GRADE IN ALL PLANTER AREAS SHALL BE 2 INCHES BE..O HARDSCAPE AND/OR UTILITY BOXES.
11. WHERE IT IS OBVIOUS IN THE FIELD THAT CONDITIONS DEVIATE F IT IS THE RESPONSIBILITY OF THE CONTRACTOR TO NOTIFY THE DISCREPANCIES. IN THE EVENT THIS NOTIFICATION IS NOT PERFO ASSUME ALL RESPONSIBILITY FOR ANY NECESSARY REVISIONS.
12. INSTALL 3 INCHES OF SHREDDED WOOD BARK AS MULCH IN ALL COMPLETION OF PLANTING. REFER TO SPECIFICATIONS FOR MUL
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
1 —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.

5.106.12.3	31%
(SHADE OVER 20% OF HARDSCAPE AREA WITHIN 15 YEARS)	

DLR Group

MAGNOLIA SA5
NEW 2-STORY MODULAR BUILDING & SITE WORK
711 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228

REVISIONS

75-23004-00

PLANTING PLAN

L2.0

Autodesk Docs://75-23004-00 Magnolia Science Academy/Archive_75-23004-00 Magnolia Science Academy_AR_2025.rvt
5/5/2026 12:03:36 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

July 13, 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 030, Palm Tree Removal

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the removal of palm trees adjacent to the MSA 5 property. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
The solar project team flagged concerns regarding palm trees adjacent to the MSA 5 property and the likelihood of the palm trees damaging the solar panels in high winds. The solar team requested their removal prior to proceeding with the solar panel install. MPS staff received permission from the neighboring property and Del Amo Construction was requested to perform the removal.

Scope of Work
The scope of work includes the labor required to remove 2 palm trees including stump removal.

Analysis and Cost
The proposed cost of this Change Order is: **$8,645.71**

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 #030

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 #030: CE #130- DAC - Palm Tree Removal

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$8,645.71

DESCRIPTION:
CE #130- DAC - Palm Tree Removal
Palm tree removal at U-Haul property to accommodate solar install

ATTACHMENTS:
PCO 40rev 1 - Palm Trimming.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 030 - Palm Tree Trimming	CE 030 Palm Tree Trimming	$8,645.71
		Grand Total:	**$8,645.71**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$8,645.71
The new contract sum including this Change Order will be	$7,780,347.13
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #040

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 40rev 1 - Palm Trimming

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:	040 / 1	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	7/7 /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 #90047 - Palm Trimming
Palm Trimming by Brightview

ATTACHMENTS:

Est. #7_R1 - Palm Tree Removal.pdf_

#	Cost Code	Description	Amount
1	32-9000-00 - Planting & Irrigation	Palm trimming	$ 8,131.00
		Subtotal:	$8,131.00
		Overhead: 1.50%	$ 121.97
		Fee: 2.50%	$ 206.32
		Insurance: 1.00%	$ 84.59
		GRT: 0.19%	$ 16.23
		Bonds: 1.00%	$ 85.60
		Grand Total:	**$8,645.71**

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**

Extra Work Summary

Project:	**Magnolia Science Center**	**BVLD Job #**	**1010082**
Revision Title:	**Est. #007 - Palm Tree Removal**		
Date:	**July 8, 2026**	**EST. Number**	**7_R1**

				LABOR		EQUIPMENT		MATERIAL		UNIT COST		SUBCONTRACTOR		
	Description	Qty	Unit	Labor Rate	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	Unit Cost	Total Cost	TOTAL
	Trim Back to Property Line	1	LS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$7,000
	Tax on material								$0.00					$0
	OH&P on self-performed work				$0.00		$0.00		$0.00		$1,050.00			$1,050
	OH&P on subcontracted work												$0.00	$0
	Bond													$81
Net Cost change														**$8,131**

BrightView

June 24, 2026
Proposal #: 1352603

BrightView Landscape Services, Inc.
Branch Office #43120
13691 W. Vaughn St.
San Fernando, California 91340
Jeffrey Vigil
jeffrey.vigil@brightview.com
tel:818 220- 2452

Tree Care Service Address/Location
Magnolia Science Academy
7111 Winnetka Avenue
Los Angeles, California 91306
Kane Roberts
kane.roberts@brightview.com
tel:747 220 5500

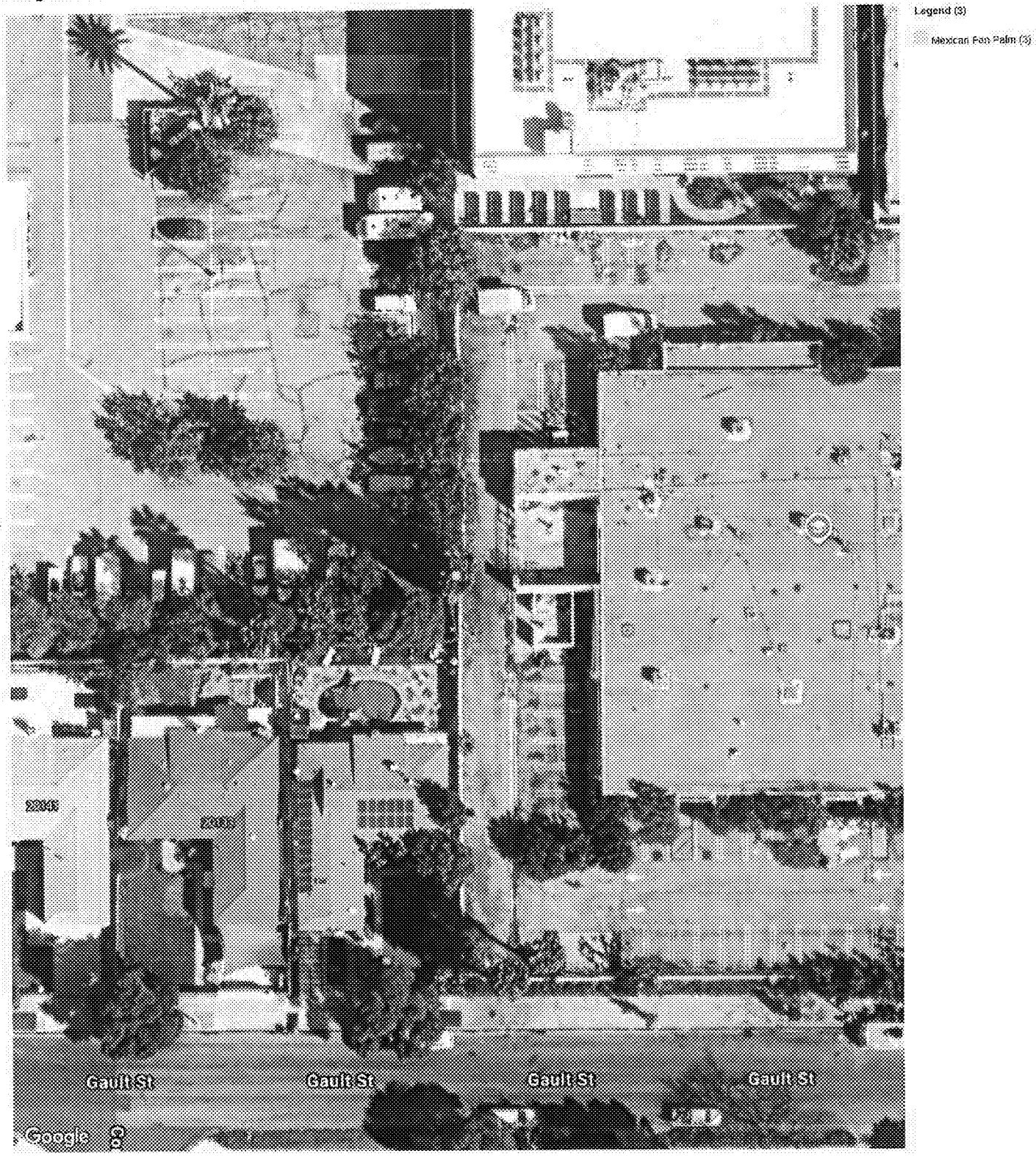
Tree Care Service Billing Address
Magnolia Science Academy
7111 Winnetka Avenue
Los Angeles, California 91306
Kane Roberts
kane.roberts@brightview.com
tel:747 220 5500

Proposed Tree Care Services

Species	Qty	Objective	Price
Mexican Fan Palm *Washingtonia robusta*	3	Remove And Stump Grind	-
Total			$7,000

BrightView

Magnolia Science Academy



Gateway Science and Engineering, Inc.
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P: (626) 696-1600 | F: (626) 696-1630
http://www.gateway-sci-eng.com
info@gateway-sci-eng.com

July 13, 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 031, BDA/ERRCS Infrastructure

Dear Mr. Ontiveros,

Our team is in receipt of Del Amo's proposed Change Order regarding the installation of infrastructure to support the BDA/ERRCS (Emergency Responder Radio Communications System). We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
MSA 5 project specifications provided by DLR called for the installation of an ERRCS system, however, no infrastructure for the system was shown on the plans. After discussions with design team members, it was determined that in order to provide all necessary emergency and safety measures to the MSA 5 campus, it was preferable to install the ERRCS system. The system must be installed within a fire rated room, and the chemistry storage room was determined to be the most suitable fire rated room to accommodate the ERRCS system.

Scope of Work
The scope of work includes the labor and materials for installation of all infrastructure required to accommodate the ERRCS system within the fire rated room.

Analysis and Cost
The proposed cost of this Change Order is: **$13,440.21**

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 #031

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 #031: CE #131 - DAC - BDA-ERRCS Infrastructure

TO:	**Magnolia Public Schools**	**FROM:**	**Del Amo Construction**
DATE CREATED:	7/13/2026	**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:	$13,440.21

DESCRIPTION:
CE #131 - DAC - BDA-ERRCS Infrastructure
Infrastructure additions to accommodate BDA/ERRCS

ATTACHMENTS:
PCO 38 - DBA-ERRCs infrastructure.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1	DAC-2.O CE 031 - BDA/ERRCS Infrastructure	CE 031 - BDA/ERRCS Infrastructure	$13,440.21
		Grand Total:	**$13,440.21**

The original (Contract Sum)	$7,408,717.00
Net change by previously authorized Change Orders	$362,984.42
The contract sum prior to this Change Order was	$7,771,701.42
The contract sum would be changed by this Change Order in the amount of	$13,440.21
The new contract sum including this Change Order will be	$7,785,141.63
The contract time will not be changed by this Change Order.	

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Del Amo Construction**
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Prime - PCO #038

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 38 - DBA/ERRCs infrastructure

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:	038 / 0	**CONTRACT:**	2025-089 - Main Project
REQUEST RECEIVED FROM:		**CREATED DATE:**	7/6 /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 #90049 - DBA infrastructure
Electrical Construction:
This Change Order Request is for the Added SOW to furnish and install the raceway infrastructure for the BDA/ERCCS system in accordance with the contractor provided BDA layout and markups.

ATTACHMENTS:

#	Cost Code	Description	Amount
1	33-7000-00 - Electrical Utilities	Safeway COR 19	$ 12,640.06
		Subtotal:	$12,640.06
		Overhead: 1.50%	$ 189.60
		Fee: 2.50%	$ 320.74
		Insurance: 1.00%	$ 131.50
		GRT: 0.19%	$ 25.24
		Bonds: 1.00%	$ 133.07
		Grand Total:	**$13,440.21**

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

**** 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.****

The above work is subject to the same conditions as specified in the original contract unless otherwise stipulated.

Upon approval the sum of $12,640.06 will be added to the contract price.

Original Contract	$420,950.00
Other Approved Change Orders	$282,399.51
Total Contract to Date	$703,349.51
This Request	$12,640.06
Other Pending Requests	$65,502.95
Total Contract plus Pending RFCs	$781,492.52

Authorized Signature: _____ Date: _____
Safeway Building Systems, Inc

Authorized Signature: _____ Date: _____
Del Amo Construction

3133 Mission Inn Avenue | Riverside, CA 92507 www.safewaybsi.com Lic # B/C-10 387886
Phone (909) 824-6441 Lic # C-46, C-7
Fax (909) 824-0571 ACO# 3998

DESIGN.BUILD.SERVICE
Safeway ELECTRIC

Since 1980

This Change Order Request is for the Added Scope of Work to furnish and install the raceway infrastructure for the BDA system in accordance with the contractor provided BDA layout and markups. The following scope of work will be performed:

- Furnish and install (2) 12" x 12" x 6" NEMA 3R metallic enclosures.
- Furnish and install (2) 18" x 18" x 6" NEMA 3R metallic enclosures.
- Furnish and install 1" EMT conduit raceway.
- Furnish and install 1 1/4" EMT conduit raceway.
- Furnish and install EMT connectors, couplings, and 90 degree elbows.
- Furnish and install nonmetallic insulation bushings.
- Furnish and install strut framing and conduit support systems.
- Furnish and install beam clamps, threaded rod, nuts, washers, and associated support hardware.
- Furnish and install conduit straps and miscellaneous mounting hardware.
- Secure and support all raceways and enclosures for a complete conduit rough in installation.

Exclusions:

- Furnishing or installation of BDA equipment.
- BDA commissioning, programming, testing, or certification.
- Core drilling, concrete cutting, wall cutting, floor penetrations, or roof penetrations.
- Firestopping.
- Roofing work, roof flashing, or waterproofing.
- Installation of power circuits or branch wiring to BDA equipment.
- Fire alarm programming or testing.
- Seismic bracing or seismic engineering requirements.
- Low voltage cabling, coaxial cable, fiber optic cable, or communication wiring.
- Painting, patching, or finish repairs.

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: 7/6/26 COR 19

Labor Costs

Position	Hours Worked	Hourly Rate	OT Hours	OT Rate	Total Cost
Electrician	47.00	$ 110.02		$ 143.93	$ 5,170.94
Foreman @ 15% of Labor HRS	7.05	$ 125.81		$ 166.65	$ 886.96
General Foreman @ 5% of Labor	2.70	$ 130.81		$ 171.65	$ 353.51
				Labor Subtotal	**$ 6,411.41**
				Labor Subtotal w/ 15% OH&P	**$ 7,542.84**

Material Costs

See material breakdown attached		$ 3,924.69
****11 hours added due to additional site conditions****		
Safety Consumables and Safety Monitoring @ .5% of Labor Subtotal		$ 32.06
	Total	$ 3,956.75
	Sales Tax 9.5%	$ 375.89
	Material Subtotal	**$ 4,332.64**
	Material Subtotal w/ 15% OH&P	**$ 5,097.22**

Total Change Order Due **$ 12,640.06**

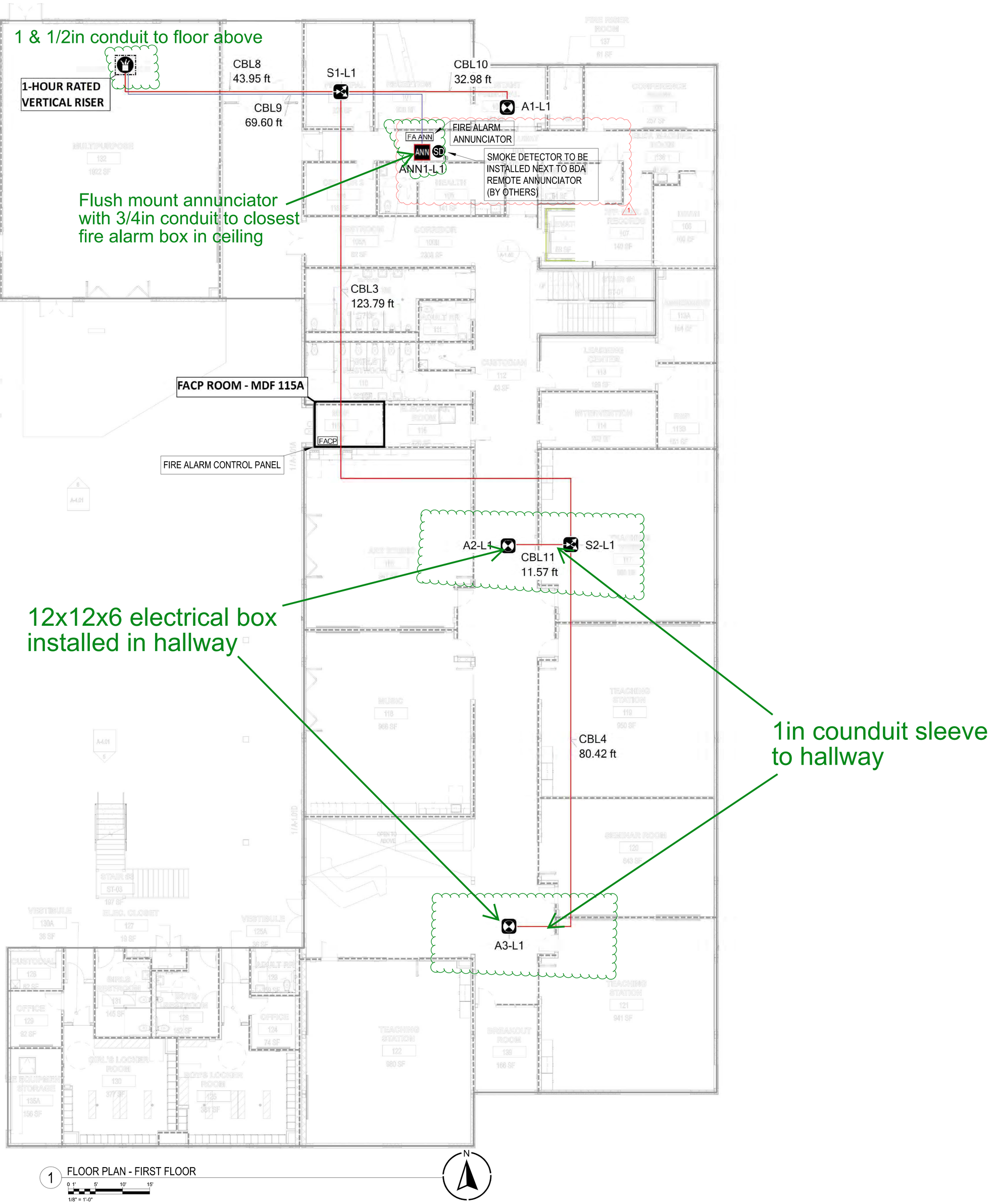
JOB 8194 9010: DEL AMO - MAGNOLIA ...
ESTIMATE 1 4007:
DATA SET 11 CommTSC/EST/NECA 07/14 M...

PRINTED 7/6/2026 1:55:07 PM
MATERIAL Primary
LABOR Primary

NOTES

Item				Material	Labor
Size	Item Desc	Qty	UOM	Mat Ext	Lbr Ext
Section : Section 001: BR PWR - BDA RACEWAY INSTALLATION					
	DURA BLOCK DB10	5.00	EACH	384.23	0.3750
	TWO HOLE L BRACKET	4.00	EACH	9.48	0.3000
	12X12X6 NEMA 3R BOX	2.00	EACH	733.05	3.0000
	18X18X6 NEMA 3R BOX	2.00	EACH	1,157.61	3.0000
	1 1/4" RAIN TIGHT COUPLING	2.00	EACH	10.14	0.2400
	2" EMT 30 DEGREE SEGMENT	1.00	EACH	46.99	0.1650
	1/2" -13" HEX NUTS	20.00	EACH	7.50	0.3000
	2" EMT RAIN TIGHT COUPLING	8.00	EACH	58.32	0.3600
	1 1/4" EMT STRUT STRAP	12.00	EACH	28.62	0.5400
	2" EMT STRUT STRAP	10.00	EACH	40.65	0.5250
	1" RAIN TIGHT COUPLING	4.00	EACH	12.84	0.6000
1"	EMT	40.00	FEET	110.40	2.4000
1 1/4"	EMT	20.00	FEET	80.10	1.5000
2"	EMT	40.00	FEET	216.00	4.2000
1 1/4"	EMT 90 ELBOW	2.00	EACH	28.95	0.3600
2"	EMT 90 ELBOW	3.00	EACH	76.23	0.7650
1"	EMT STL RT INS CONN	5.00	EACH	54.68	0.6000
1 1/4"	EMT STL RT INS CONN	4.00	EACH	94.44	0.6000
2"	EMT STL RT INS CONN	4.00	EACH	47.40	0.9000
1 1/4"	GRC COUPLING	2.00	EACH	16.38	0.1200
1"	PLASTIC BUSHINGS	2.00	EACH	5.28	0.4500
1 1/4"	PLASTIC BUSHINGS	2.00	EACH	7.80	0.6000
2"	PLASTIC BUSHINGS	2.00	EACH	15.36	0.7500
1"	EMT 1 HOLE STRAP	5.00	EACH	4.13	0.2250
1/4.	BEAM CLAMP-STEEL	10.00	EACH	26.55	2.2500
1/4X1-1/2	FENDER WASHER	30.00	EACH	20.25	0.0450
3/8X1-1/2	FENDER WASHER	20.00	EACH	6.60	0.0300
1/8X4	TOGGLE BOLT	20.00	EACH	7.50	1.5000
1/4-20	HEX NUTS	30.00	EACH	13.50	0.0450
	CHANNEL 12GA 1-5/8"	30.00	FEET	320.40	4.5000
3/8.	STRUT SPRING NUT	20.00	EACH	35.40	1.8000
1/4.	ALL THREAD ROD	20.00	FEET	13.50	0.6000
1 1/4"	LIQUIDTITE CONDUIT	20.00	FEET	80.10	1.2000
1 1/4"	LIQUIDTITE STR CONN	4.00	EACH	154.32	0.9000
Subtotals for Section : Section 001: BR PWR - BDA RACEWAY INSTALLATION				3,924.69	35.7450
Grand Totals				3,924.69	35.7450

Pictograms legend	Materials legend	Cables legend
Antenna	Brick [Optimized at 1800 MHz]	BDA-AP6012J50RD-1
Annunciator	Concrete [Heavy]	CAT-6
Riser	Elevator cage	
Splitter	Concrete [Double_Heavy]	
	EXISTING SMOKE DETECTOR	



1 FLOOR PLAN - FIRST FLOOR

0 1" 5' 10' 15'

1/8" = 1'-0"

7111 WINNETKA AVE

A DIVISION OF: sciens BuildingSolutions

TIME & ALARM SYSTEMS TAS

3828 WACKER DRIVE
MIRA LOMA
CALIFORNIA 91752
TEL: 951-685-1761
FAX: 951-685-1441

C7/C10/C16 393251
Security ACO 769
UL Installer - UL File #S24110

www.timeandalarm.com

REVISIONS			
NO	DATE	BY	DESCRIPTION
0	06/27/2024	JEM	FIRST RELEASE
1	06/12/2026	JEM	AHJ REVISION

SHOP DRAWINGS ARE BEING SUBMITTED AS A CONFIRMATION OF OVERALL SCOPE. CONTRACT DOCUMENTS TAKE PRECEDENCE IN THE EVENT OF ANY DISCREPANCIES

BDA Plans for:

MAGNOLIA SCIENCE ACADEMY 5

7111 WINNETKA AVE,
WINNETKA, CA 91306.

DATE:	06.12.2026
DRAWN:	JEM SYSTEMS
SCALE:	SEE DRAWINGS
JOB NUMBER:	75-23204-00

LOS ANGELES FIRE DEPARTMENT
FIRE DEVELOPMENT SERVICES
FD5-115412

TITLE: FLOOR PLAN - FIRST FLOOR

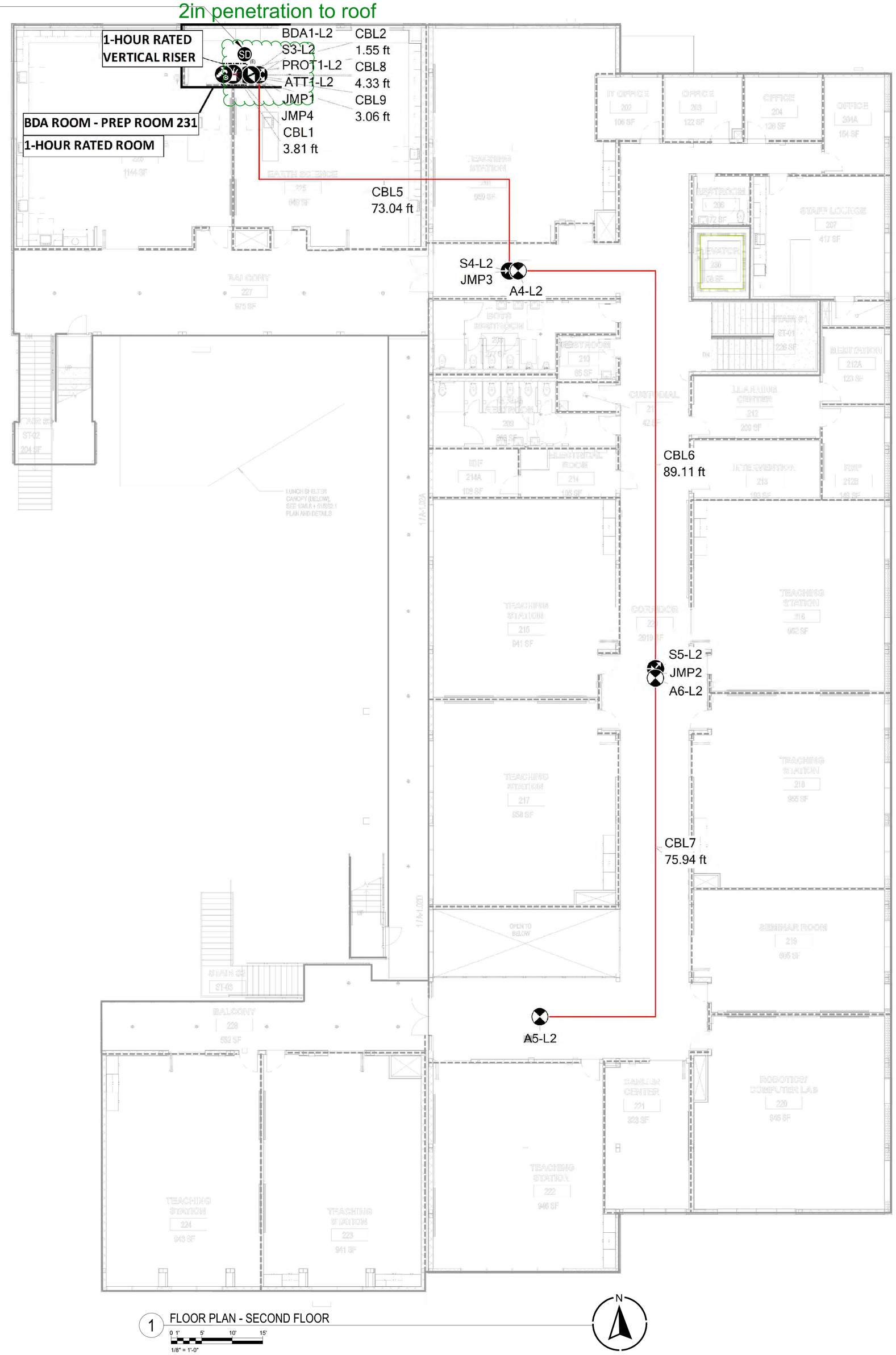
DRAWING NUMBER: **BDA-06**

Powered by BoardOnTrack
PLEASE RECYCLE
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday, July 23, 2026 at 5:30 PM

Pictograms legend	Materials legend	Cables legend
Antenna	Brick [Optimized at 1800 MHz]	BDA-AP6012J50RD-1
Attenuator	Concrete [Heavy]	BDA-NM-RG58-12-NF
BDA	Elevator cage	BDA-NM-RG8-13-NM
Polyphaser	Concrete [Double_Heavy]	CAT-6
Riser	EXISTING SMOKE DETECTOR	
Splitter		

SMOKE DETECTOR TO BE INSTALLED NEXT TO BDA REMOTE ANNUNCIATOR (BY OTHERS)

1 & 1/2in conduit sleeve to floor below
2in penetration to roof



1 FLOOR PLAN - SECOND FLOOR

0 1' 5' 10' 15'
1/8" = 1'-0"

A DIVISION OF: sciens BuildingSolutions
TIME & ALARM SYSTEMS TAS
3828 WACKER DRIVE
MIRA LOMA, CA 91752
TEL: 951-685-1761
FAX: 951-685-1441
www.timeandalarm.com
C7/C10/C16 393251
Security ACO 769
UL Installer - UL File #S24110

REVISIONS			
NO	DATE	BY	DESCRIPTION
0	06/27/2024	JEM	FIRST RELEASE
1	06/12/2026	JEM	AHJ REVISION

SHOP DRAWINGS ARE BEING SUBMITTED AS A CONFIRMATION OF OVERALL SCOPE. CONTRACT DOCUMENTS TAKE PRECEDENCE IN THE EVENT OF ANY DISCREPANCIES

BDA Plans for:

MAGNOLIA SCIENCE ACADEMY 5

7111 WINNETKA AVE,
WINNETKA, CA 91306.

DATE:	06.12.2026
DRAWN:	JEM SYSTEMS
SCALE:	SEE DRAWINGS
JOB NUMBER:	75-23204-00

LOS ANGELES FIRE DEPARTMENT
FIRE DEVELOPMENT SERVICES
F26-125412

TITLE: FLOOR PLAN - SECOND FLOOR

DRAWING NUMBER: **BDA-07**

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Magnolia Science Academy - Regular Board Meeting - Agenda - Thursday, July 23, 2026 at 5:30 PM

Pictograms legend	Materials legend	Cables legend
Antenna	Concrete [Heavy]	BDA-AP6012J50RD-1
Coldshrink	Concrete [Double_Heavy]	BDA-NM-RG58-12-NF
Grounding		
Riser		

1 FLOOR PLAN - ROOF

0 1' 5' 10' 15'

1/8" = 1'-0"

A DIVISION OF: sciens BuildingSolutions

TIME & ALARM SYSTEMS TAS

3828 WACKER DRIVE
MIRA LOMA
CALIFORNIA 91752
TEL: 951-685-1761
FAX: 951-685-1441

C7/C10/C16 393251
Security ACO 769
UL Installer - UL File #S24110

www.timeandalarm.com

REVISIONS			
NO	DATE	BY	DESCRIPTION
0	06/27/2024	JEM	FIRST RELEASE
1	06/12/2026	JEM	AHJ REVISION

SHOP DRAWINGS ARE BEING SUBMITTED AS A CONFIRMATION OF OVERALL SCOPE. CONTRACT DOCUMENTS TAKE PRECEDENCE IN THE EVENT OF ANY DISCREPANCIES

BDA Plans for:

MAGNOLIA SCIENCE ACADEMY 5

7111 WINNETKA AVE,
WINNETKA, CA 91306.

DATE:	06.12.2026
DRAWN:	JEM SYSTEMS
SCALE:	SEE DRAWINGS
JOB NUMBER:	75-23204-00

LOS ANGELES FIRE DEPARTMENT
FIRE DEVELOPMENT SERVICES
F26-125412

TITLE: FLOOR PLAN - ROOF

DRAWING NUMBER: **BDA-08**

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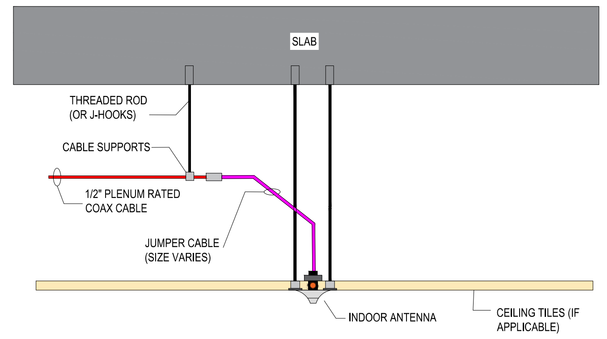
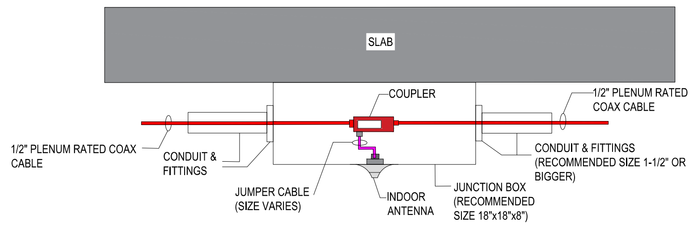
617 of 660
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday July 23, 2026 at 5:30 PM

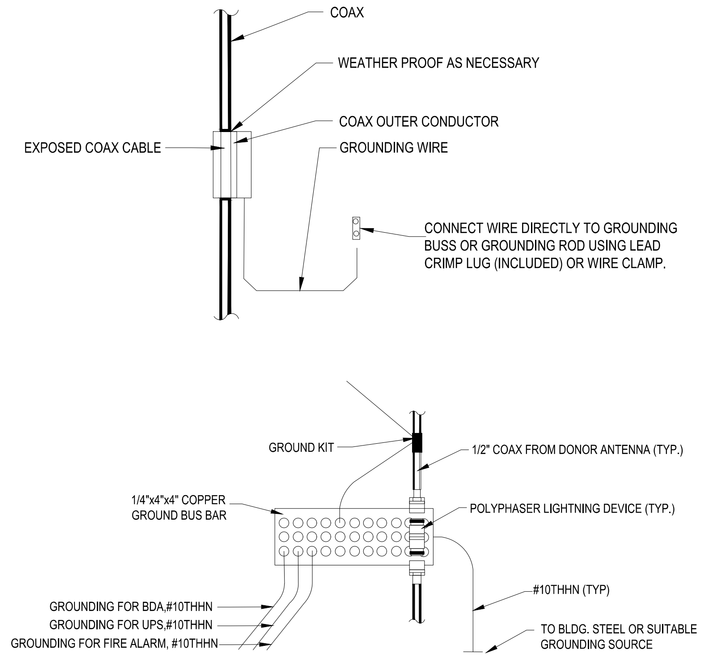
INDOOR ANTENNA MOUNTING DETAIL - FREE WIRE
(THIS IS A REPRESENTATION ONLY, FOR MORE DETAILS REFER TO DATASHEETS AND MANUALS)



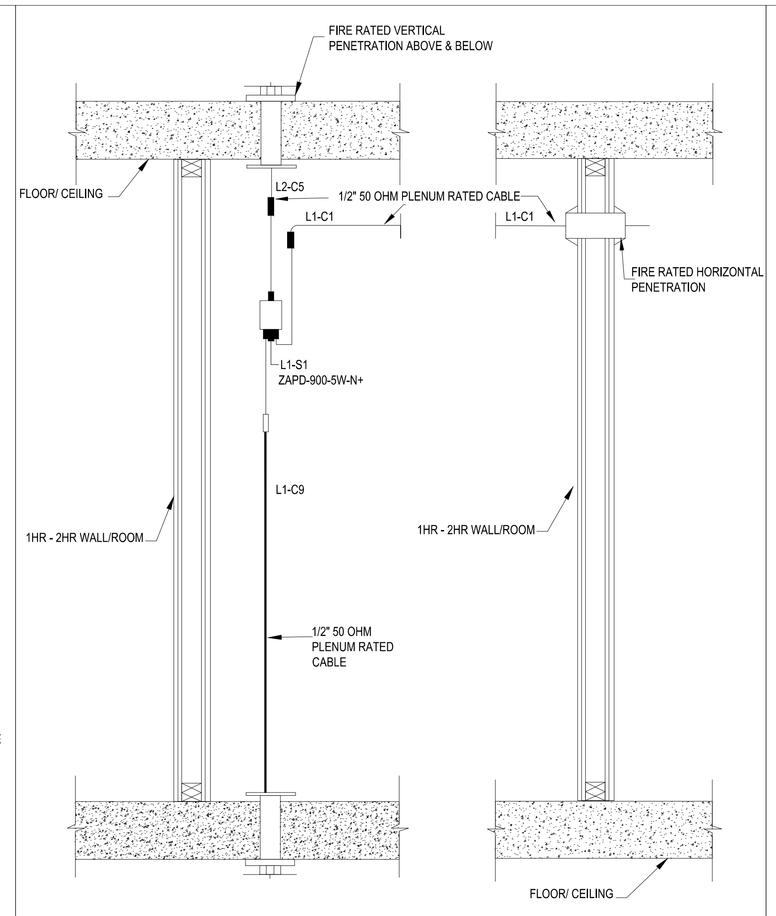
INDOOR ANTENNA MOUNTING DETAIL - ON THE J.BOX AND CONDUITS
(THIS IS A REPRESENTATION ONLY, FOR MORE DETAILS REFER TO DATASHEETS AND MANUALS)



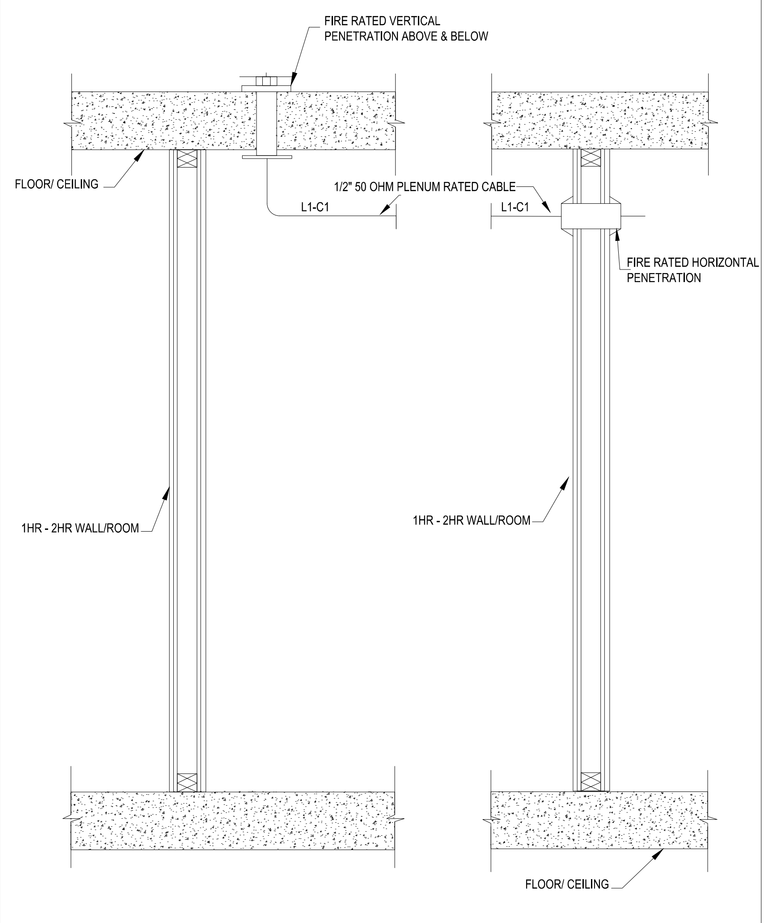
1 TYPICAL MOUNTING DETAILS
NO SCALE



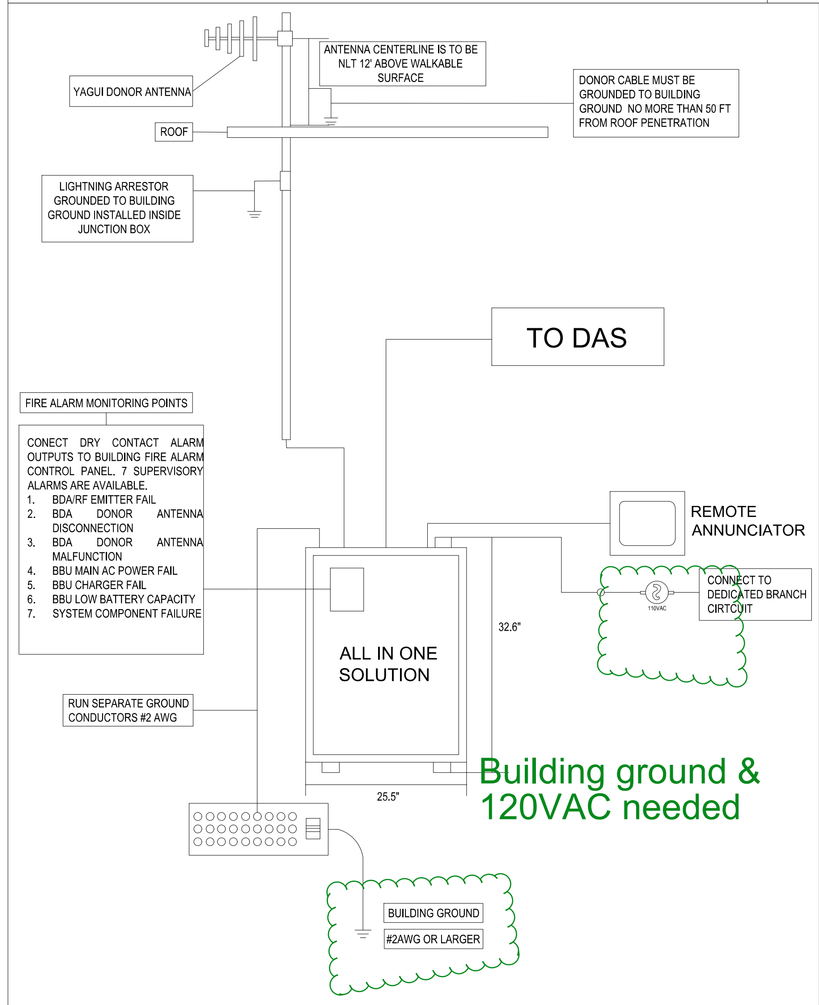
2 GROUNDING DETAIL
NO SCALE



3 SLEEVE DETAIL FOR WALL AND FLOOR
NO SCALE

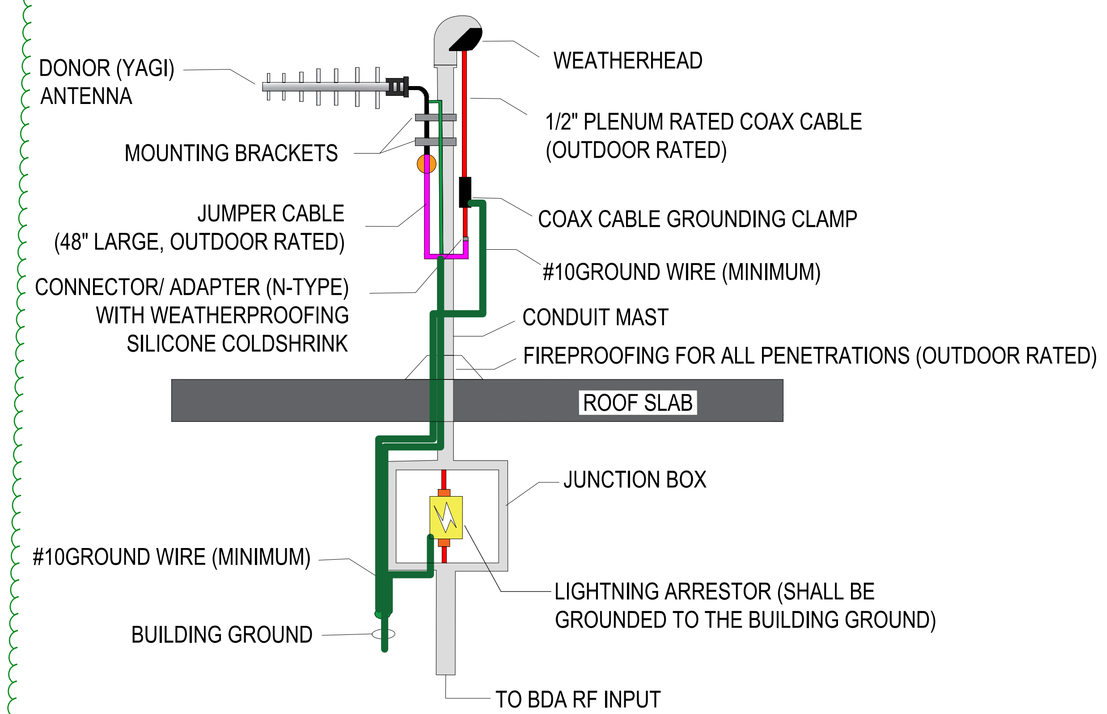


4 SLEEVE DETAIL FOR WALL AND FLOOR
NO SCALE



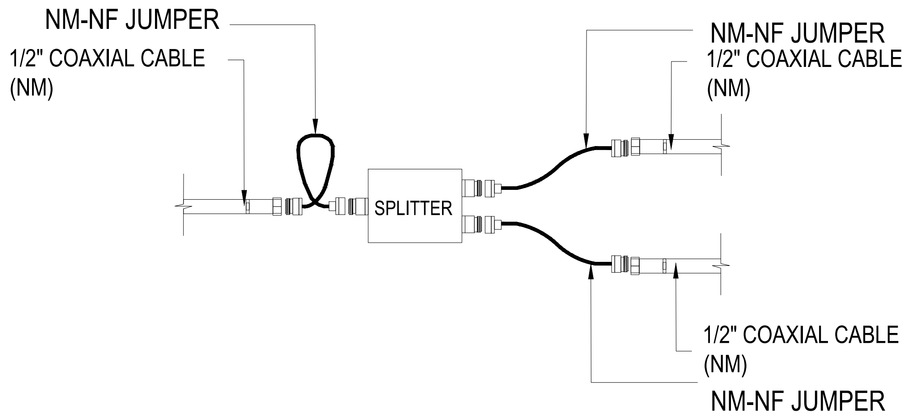
5 TYPICAL INSTALLATION OF ALL IN ONE SOLUTIONS
NO SCALE

DONOR ANTENNA MOUNTING DETAIL
(THIS IS A REPRESENTATION ONLY, FOR MORE DETAILS REFER TO DATASHEETS AND MANUALS)

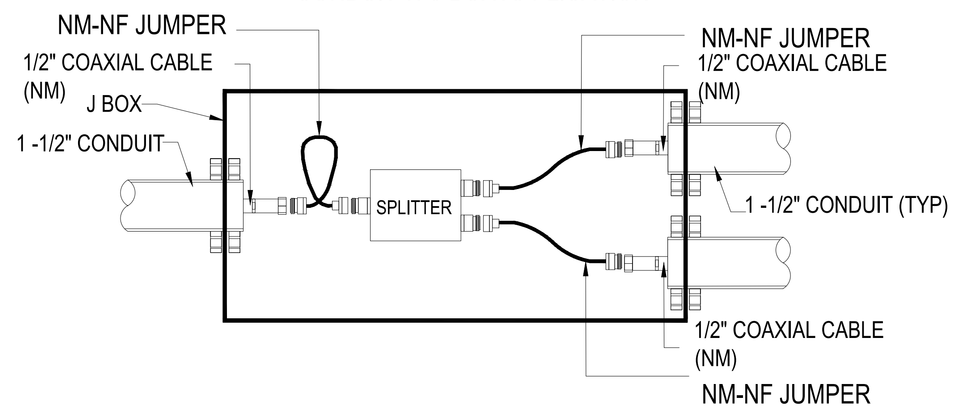


6 TYPICAL DONOR ANTENNA
NO SCALE

FREE WIRED APPLICATION



CONDUIT W/J-BOX APPLICATION



7 SPLITTER DETAIL
NO SCALE

A DIVISION OF: sciens BuildingSolutions
TIME & ALARM SYSTEMS TAS
3828 WACKER DRIVE
MIRA LOMA,
CALIFORNIA, 91752
TEL: 951-685-1761
FAX: 951-685-1441
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C7/C10/C16 393251
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UL Installer - UL File #S24110

REVISIONS			
NO	DATE	BY	DESCRIPTION
0	06/27/2024	JEM	FIRST RELEASE
1	06/12/2026	JEM	AHJ REVISION

SHOP DRAWINGS ARE BEING SUBMITTED AS A CONFIRMATION OF OVERALL SCOPE. CONTRACT DOCUMENTS TAKE PRECEDENCE IN THE EVENT OF ANY DISCREPANCIES

BDA Plans for:

MAGNOLIA SCIENCE ACADEMY 5

7111 WINNETKA AVE,
WINNETKA, CA 91306.

DATE:	06.12.2026
DRAWN:	JEM SYSTEMS
SCALE:	N.T.S
JOB NUMBER:	75-23204-00

TITLE:
INSTALLATION DETAILS

DRAWING NUMBER:
BDA-14

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PLEASE RECYCLE
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday July 23, 2026 at 1:30 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

July 13, 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 028, Remobilization at Trash Enclosure

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding remobilization at the trash enclosure. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
After contractor remobilized to begin installation of the bent plate on the trash enclosure per PCCO 026, the contractor discovered that proposed location of the bent plate was located very close to the CMU mortar joints (the spacing between the bricks of the trash enclosure structure). An RFI was submitted to the design team seeking clarification on bent plate locations. A revised detail was provided by the design team shifting the location of the bent plate 1.5 inches from the mortar joint.

Scope of Work
The scope of work includes the cost to remobilize the welding contractor and perform the installation of bent plate.

Analysis and Cost
The proposed cost of the Change Order is: **$1,288.95**

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 #028

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 #028: CE #028 - Trash Enclosure Remobilization

TO:	**Magnolia Public Schools**	**FROM:**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
DATE CREATED:	7/13/2026	**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:	$1,288.95

DESCRIPTION:
CE #028 - Trash Enclosure Remobilization
Costs to remobilize welder to address design modifications in RFI 76.

ATTACHMENTS:
24262. - COR #0049r1 Needs to be revised-Costs to remoblize per RFI# 76-IBCC.pdf

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		CE #028 Trash Enclosure Remob	$1,288.95
		Grand Total:	**$1,288.95**

The original (Contract Sum)	$3,960,000.00
Net change by previously authorized Change Orders	$1,414,389.84
The contract sum prior to this Change Order was	$5,374,389.84
The contract sum would be changed by this Change Order in the amount of	$1,288.95
The new contract sum including this Change Order will be	$5,375,678.79

The contract time will not be changed by this Change Order.

Ruben Markarian (DLR Group)	**Magnolia Public Schools**	**Pro-Craft Construction** 500 Iowa Street Redlands, California
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 7/09/2026
PCO#: 0049 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: Needs to be revised-Costs to remoblize per RFI# 76-IBCC

7/7/26-needs to be revised-Costs to remoblize per RFI# 76-IBCC

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$1,288.95**

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 **07/30/2026** 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: 7/9/2026
CO# 49r1
RELATED DOC: RFI# 76-remobiliztion costs

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	$1,197.63
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$1,197.63

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$1,197.63
			COST SUBTOTAL	$1,197.63
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$59.88
			COST W/MARKUP SUBTOTAL	$1,257.51
		2.5%	**Bonds & Ins.**	$31.44
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$1,288.95

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: 05
PCO Date: Jun 30, 2026
PCO Valid for 30 Days

Attention: Pro Craft Construction Inc

From: Tim Feinauer, tfeinauer@ibccinc.com

Description of Work
Additional Trip Charge Additional Trip Charge for attaching anchors to post and CMU at Trash Enclosure. Our crew was onsite on 6/23/2026 to attach the bracket palate to the CMU wall per RFI 75. Per the Inspector of Record (IOR), to request confirmation that the proposed anchor locations are acceptable and we are to proceed with the installation as detailed. A crew and welding truck was not able to install due to this condition that was previously approved. Our crew had to remobilize manpower and welding truck on 6/30/2026 due to the response to place the brackets at a new location per RFI #76

Self-Perform Work

Description	Cost	Markup %	Markup	Price

Subcontract Work

Vendor	Cost	Markup %	Markup	Price
Troys Ornamental Iron Craft Inc	$1,088.75	10.00%	$ 108.88	$1,197.63

Summary	
Total Cost	$1,088.75
Total Markup	$108.88
Subtotal	$1,197.63
Additional Days	0.00

323 South Sierra Way
San Bernardino, CA 92408
909-884-6276
www.ibccinc.com

Powered by BuilderTrack

Troy's Ornamental Iron Craft

8150 Electric Avenue
Stanton, Ca, 9080
Phone: (949) 587-9604
Fax: (949) 587-9648

IBCC

Magnolia Science Academy Date: 6/29/2026

Change Order #2 - RFI 076

Rework on New Bracketd

1) Manpower	$412.28
2) Welding Truck	$577.50
Total	**$989.78**
10% Profit and Overhead	$98.97
Total	**$1,088.75**

Troy's Ornamental Iron Craft
8150 Electric Avenue
Stanton, Ca, 9080
Phone: (949) 587-9604
Fax: (949) 587-9648

IBCC
Magnolia Science Academy Date: 6/29/2026
Change Order #2 - RFI 076
Rework on New Bracketd

Manpower			
1) Ironworker	4 hrs x $103.07		$412.28
		Sub Total	$412.28
Equipment			
1) Welding Truck	1 day		$577.50

CHANGES IN THE WORK - LABOR RATE SHEET
REQUEST FOR RATE HIGHER THAN BURDENED PREVAILING WAGE RATE

NOTE: The contractor is required to complete one form for each craft/trade/classification for which they request a rate higher than the FSD published burdened Prevailing Wage Rate and attach the supporting documents.

PERFORMING CONTRACTOR Troy's Ornamnetal Iron Craft DATE

PROJECT CONTRACT #.

PRIME CONTRACTOR Project Name

LOCAL UNION ☐ YES ☑ NO #. PHONE ( ) P.S.A. Y

CRAFT / TRADE **Ironworker** CLASSIFICATION **JM** O.C.I.P. Y

EFFECTIVE DATE: 9/23/2025

				STRAIGHT TIME Daily	OVERTIME Daily or Saturday	OVERTIME Sunday/Holiday
(A) BASIC HOURLY RATE				$50.70	$76.05	$101.40
FRINGES (EMPLOYER PAYMENTS)						
Health & Welfare		$12.30	/Hr	$12.20	$12.20	$12.20
Pension		$9.32	/Hr	$9.32	$9.32	$9.32
Vacation / Holiday	Incl in Base Rate	$6.35	/Hr	$6.35	$6.35	$6.35
Training		$0.72	/Hr	$0.72	$0.72	$0.72
Other Payments		$7.07	/Hr	$7.07	$7.07	$7.07
Other (specify):		$0.00	/Hr	$0.00	$0.00	$0.00
(B) Total Fringes				$35.66	$35.66	$35.66
(C) TOTAL PREVAILING WAGE (A+B)				$86.36	$111.71	$137.06
(D) PAYROLL TAXES & WORKERS' COMPENSATION						
F.I.C.A./Medicare	6 %					
F.U.T.A.	0.60 %					
S.U.T.A.	6.20 %					
E.T.T.	0.10 %					
Other (specify) SDI	6.20 %					
Sub Total	**19.10** %					
Adder						
Workers' Comp.	14.35 %					
Gen Liability	4.74 %					
(E) Total	**38.19%** x (A)			$16.71	$25.07	$33.42
TOTAL - HOURLY LABOR RATE (C+E)				$103.07	$136.77	$170.48

Rev. 12/01/04

From: Ali Marzoughi
To: Change Order
Subject: 25018 - Magnolia - RFI 076 - IBCC 010 - Anchor at CMU Joints - Troy"s RFI 005.1
Date: Friday, June 26, 2026 9:39:26 AM
Attachments: RFI 076 - IBCC 010 - Anchor at CMU Joints - 005.1.pdf

This RFI trigger a CO.

- Cut and reweld one steel bracket gate post support.

Do not hesitate to contact me if you have any question.

Best Regards,
Ali Marzoughi
Cell:949-531-9404
Email: ali@troysiron.com

From: Zulema Betancourt (Inland Building Construction Companies Inc) <notifications@us02.procoretech.com>
Sent: Friday, June 26, 2026 7:28 AM
To: Ali Marzoughi <Ali@TroysIron.com>
Subject: RFI 076 - IBCC 010 - Anchor at CMU Joints - Response.pdf

Magnolia Science Academy

More details: View online

From:	**Zulema Betancourt (Inland Building Construction Companies Inc)**
Date:	**Friday, June 26, 2026 at 07:25 am PDT**
Sent To:	**Elika Rad (Troy's Ornamental Iron Craft)** **Ray Caldera (Upland Contracting, Inc.)** **Ali Marzoughi (Troy's Ornamental Iron Craft)** **Dena Rad (Troy's Ornamental Iron Craft)** **Giovanni Castillo (Granstrom Masonry, Inc)**
CC:	**Zulema Betancourt (Inland Building Construction Companies Inc)** **Shane Ward (Inland Building Construction Companies Inc)** **Chris Brown (Inland Building Construction Companies Inc)** **Timothy Feinauer (Inland Building Construction Companies Inc)**

Pic# 1 - Anchor too close to the CMU joint

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-123228 Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

RFI #76: [MSA5][INC 1] Anchor at CMU Joins

Revision	0	**Status**	Closed on 06/25/26
To	Ruben Markarian (DLR Group) Iman Manzouri (DLR Group) Jose Arche (DLR Group)	**From**	James Villanueva (Gateway Science and Engineering, Inc.)
Date Initiated	Jun 25, 2026	**Due Date**	Jul 2, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Hailey Ward (Pro-Craft Construction)		
Copies To	Chris Dakin (Pro-Craft Construction), Ellen Emmerson (DLR Group), Joey Gladish (Pro-Craft Construction), Amy Kwan (Gateway Science and Engineering, Inc.), Ruben Markarian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Nandor Vodnak , Hailey Ward (Pro-Craft Construction)		

Activity

Question

Question from James Villanueva Gateway Science and Engineering, Inc. *on Thursday, Jun 25, 2026 at 12:13 PM PDT*

Please see the attached RFI from trash enclosure subcontractor.

Attachments
magnolia_science_academy-rfi#ibcc010-anchor_at_cmu_joints-202606251440.pdf

Official Response

Response from Ruben Markarian DLR Group *on Thursday, Jun 25, 2026 at 05:47 PM PDT*

See response in green on the 4th page attached.
DLRG
06/25/2026

Attachments
RFI 076 Anchor at CMU Joints_Response DLRG.pdf

All Replies

Response from Ruben Markarian DLR Group *on Thursday, Jun 25, 2026 at 05:47 PM PDT*

See response in green on the 4th page attached.
DLRG
06/25/2026

Attachments
RFI 076 Anchor at CMU Joints_Response DLRG.pdf

Gateway Science and Engineering, Inc.
300 north lake ave,12th floor
pasadena, California 91101
P: +16266961600

Project: 03-123228 Magnolia Science Academy 5 - Inc 1
7111 Winnetka Ave,
Winnetka, California 91306

RFI #76: [MSA5][INC 1] Anchor at CMU Joins

Revision	0	**Status**	Open
To	Iman Manzouri (DLR Group) Jose Arche (DLR Group) Ruben Markarian (DLR Group)	**From**	James Villanueva (Gateway Science and Engineering, Inc.)
Date Initiated	Jun 25, 2026	**Due Date**	Jul 2, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Hailey Ward (Pro-Craft Construction)		
Copies To	Chris Dakin (Pro-Craft Construction), Ellen Emmerson (DLR Group), Joey Gladish (Pro-Craft Construction), Amy Kwan (Gateway Science and Engineering, Inc.), Ruben Markarian (DLR Group), Ilya Veyts (Gateway Science and Engineering, Inc.), James Villanueva (Gateway Science and Engineering, Inc.), Nandor Vodnak , Hailey Ward (Pro-Craft Construction)		

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Question

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Please see the attached RFI from trash enclosure subcontractor.

Attachments
magnolia_science_academy-rfi#ibcc010-anchor_at_cmu_joints-202606251440.pdf

Awaiting an Official Response

See response in green on the 4th page attached.

DLRG
06/25/2026

Inland Building Construction Companies Inc
323 South Sierra Way
San Bernardino, California 92408
P: 9098846276

Project: 25-011 Magnolia Science Academy
7111 Winnetka Ave
Winnetka, California 91306

RFI #IBCC010: Anchor at CMU Joints

Revision	0	**Status**	Open
To	Andrea Arroyo (Inland Building Construction Companies Inc)	**From**	Andrea Arroyo (Inland Building Construction Companies Inc) 323 S Sierra way San Bernardino, California 92408
Date Initiated	Jun 25, 2026	**Due Date**	Jun 30, 2026
Location		**Project Stage**	
Cost Impact		**Schedule Impact**	
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Dena Rad (Troy's Ornamental Iron Craft)		
Copies To			

Activity

Question

Question from Andrea Arroyo Inland Building Construction Companies Inc *on Thursday, Jun 25, 2026 at 07:12 AM PDT*

The anchor locations used to attach the plate to the CMU wall per RFI 75 are located very close to the CMU mortar joints. Per the Inspector of Record (IOR), we request confirmation that the proposed anchor locations are acceptable and that we may proceed with the installation as detailed. See attached picture.

Attachments
25018-Magnolia-RFI 005.1 - Anchor at CMU Joints-Office.pdf

Awaiting an Official Response

Troy's Ornamental Iron Craft
8150 Electric Avenue
Stanton, CA 90680
P: (949) 587-9604
F: (949) 587-9648

Request for Information and Clarification

Project Name:	Magnolia Science Academy	**Troys Project #:**	25018
From:	Troy's Ornamental Iron Craft	**To:**	IBCC

RFI #	**005.1**	**RFI Date**	**06/23/2026**
RFI Subject:	**Anchor at CMU Joints**		

RFI Description

The anchor locations used to attach the plate to the CMU wall per RFI 75 are located very close to the CMU mortar joints. Per the Inspector of Record (IOR), we request confirmation that the proposed anchor locations are acceptable and that we may proceed with the installation as detailed.

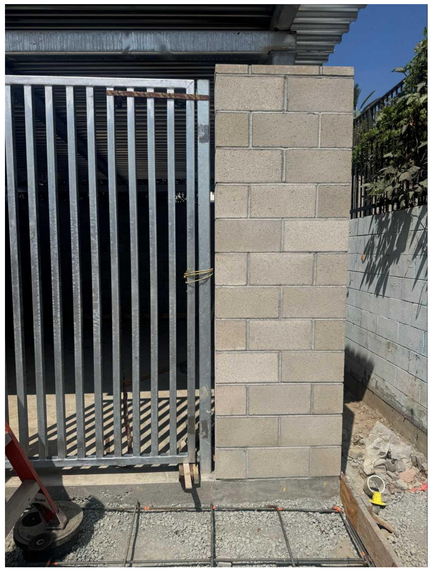
See attached picture

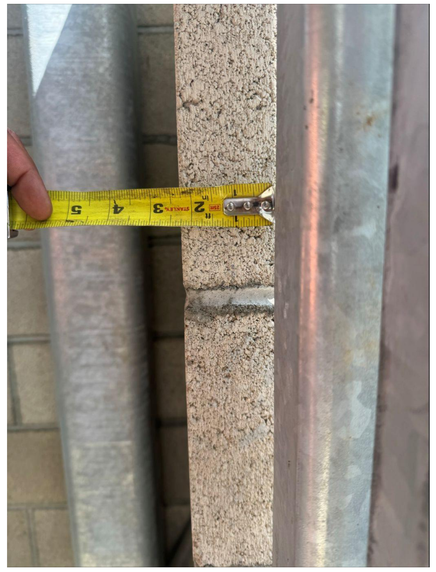
Cost Impact:	TBD	**Time Impact:**	TBD	**Required Date:**	ASAP
Attachments:	Picture			**Submitted By:**	Dena Rad

RFI Response

Response By:			
	Name (Printed)	***Signature***	***Date***

Form: RFC/RFI
Rev B.





HOT DIP GALV. SLEEVE W/ DRAINAGE HOLE FOR DROP PIN

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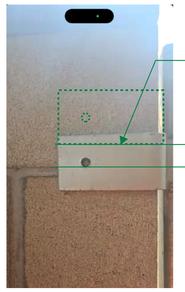
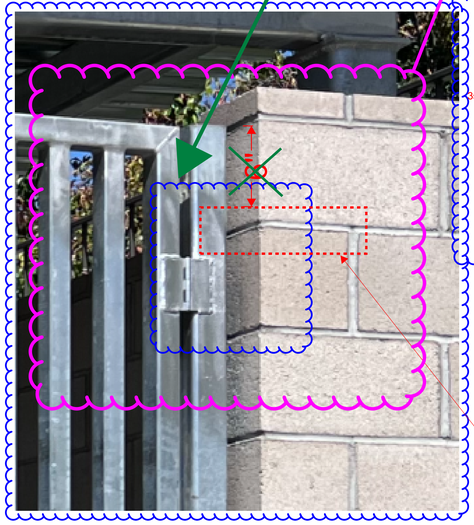


Anchor conflict with opposite leg of L 3x3

2-1/2"

Area of concern
See next page



1 1/2"

4"

CMU WALL

FENCE POST

3sides

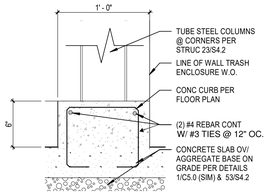
3/16"

PROVIDE Bent Plate 3/8"x 3" W/ 1 - 3/8" DIA KWIK BOLT TZ2, 2" MIN. EMBED

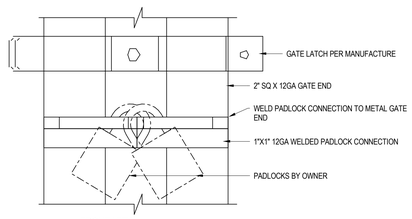
NEW BENT PLATE DETAIL

DLRG, JOSE
5-21-26
6-4-26 Rivised

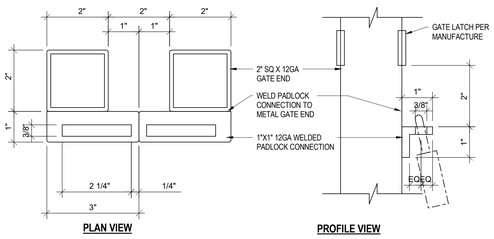
NEW BENT PLATE AT POST TO CMU ON EACH SIDE. ON INSIDE OF WALL / FENCE. POST TO BE PLUM PRIOR TO INSTALLATION OF BENT PLATE.



3D AS2.2 CONCRETE CURB
SCALE: 1 1/2" = 1'-0"



FRONT VIEW

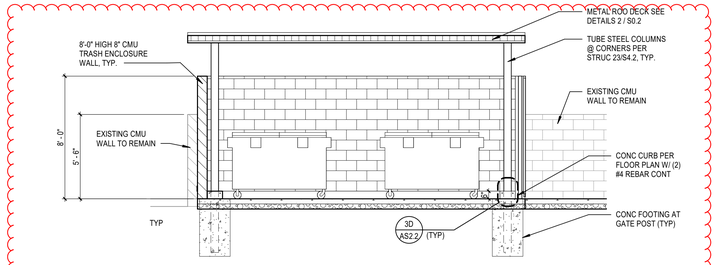


PLAN VIEW

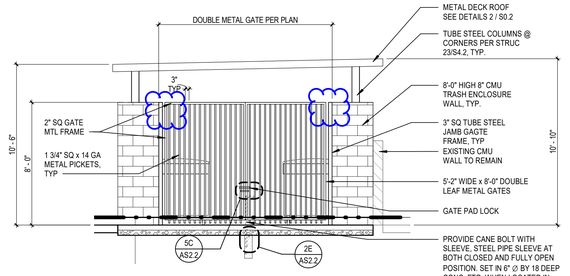
PROFILE VIEW

5C AS2.2 GATE PADLOCK CONNECTION @ TRASH ENCLOSURE
SCALE: 6" = 1'-0"

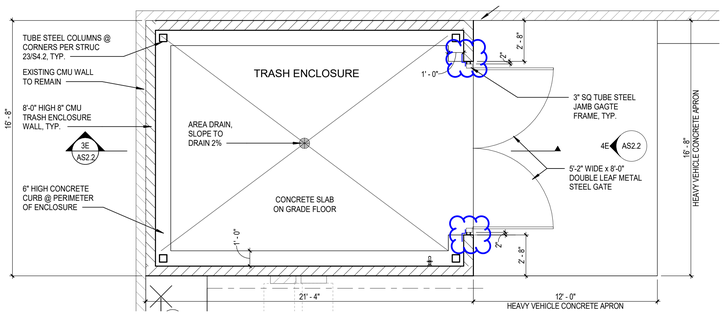
2E AS2.2 DROP PIN @ TRASH ENCLOSURE
SCALE: 1/2" = 1'-0"



3E AS2.2 SECTION - TRASH ENCLOSURE
SCALE: 1/4" = 1'-0"



4E AS2.2 ELEVATION WEST - TRASH ENCLOSURE
SCALE: 1/4" = 1'-0"



5E AS2.2 ENLARGED TRASH ENCLOSURE PLAN
SCALE: 1/4" = 1'-0"

APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC: 1
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 09/25/2024

DLRGROUP
© DLR Group

LICENSED ARCHITECT
MARK R. STANKEVICH
C-29304
06/30/2025
Renewal Date
STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

75-22204-00

ENLARGED PLAN - TRASH ENCLOSURE

AS2.2

Autodesk Docs://75-22204-00 Magnolia Science Academy/Archive_75-22204-00 Magnolia Science Academy_AR_2022.rvt
8/8/2024 5:37:45 PM

Pic# 1 - Anchor too close to the CMU joint

Inland Building Construction Companies Inc
323 South Sierra Way
San Bernardino, California 92408
P: 9098846276

Project: 25-011 Magnolia Science Academy
7111 Winnetka Ave
Winnetka, California 91306

RFI #IBCC010: Anchor at CMU Joints

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Project Name:	Magnolia Science Academy	**Troys Project #:**	25018
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RFI #	**005.1**	**RFI Date**	**06/23/2026**
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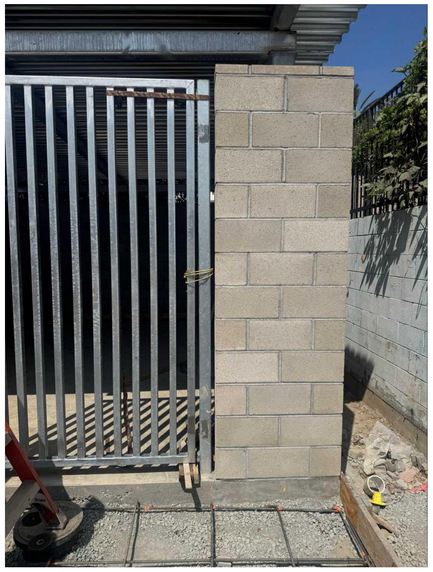

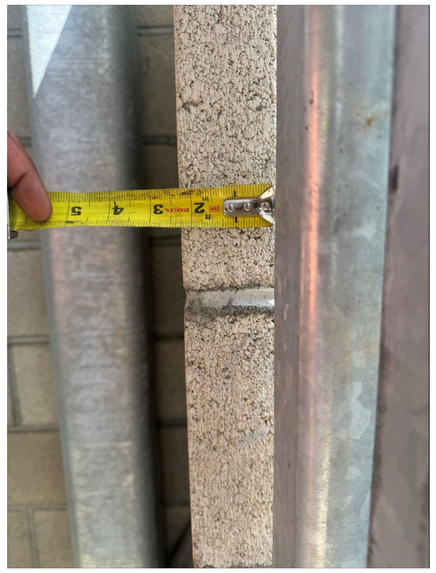

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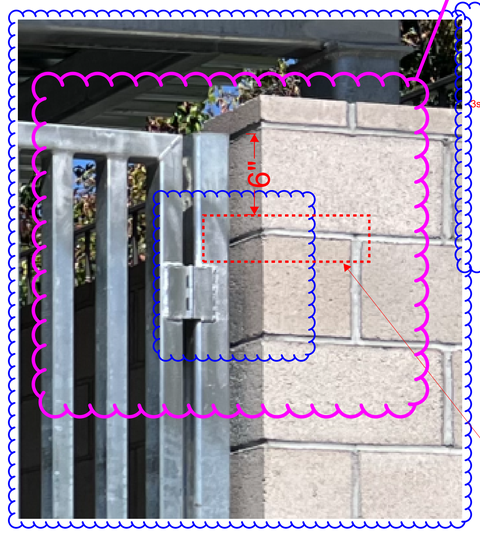

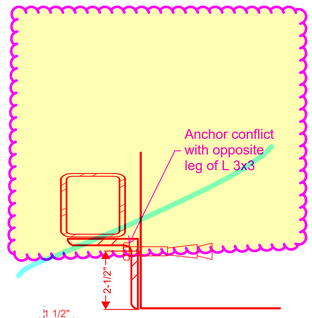

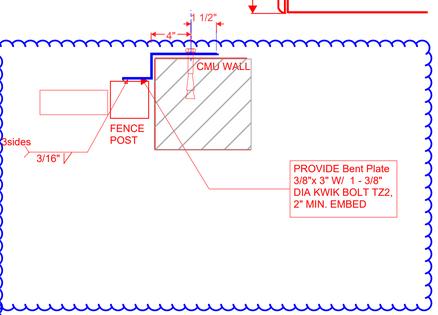

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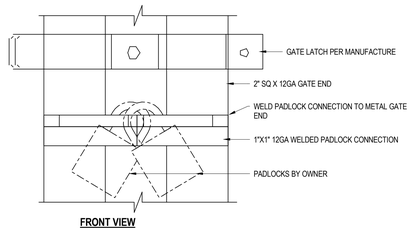

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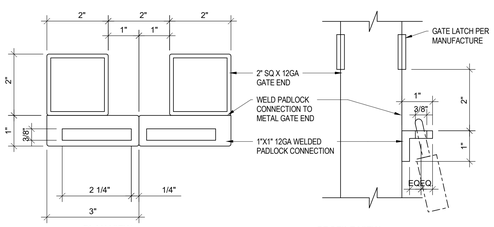

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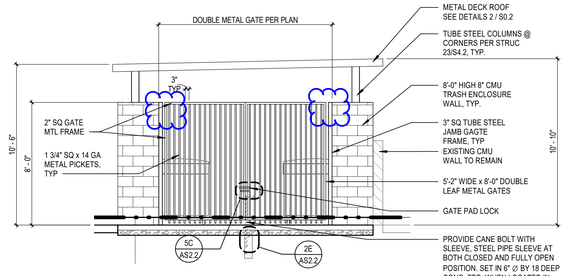

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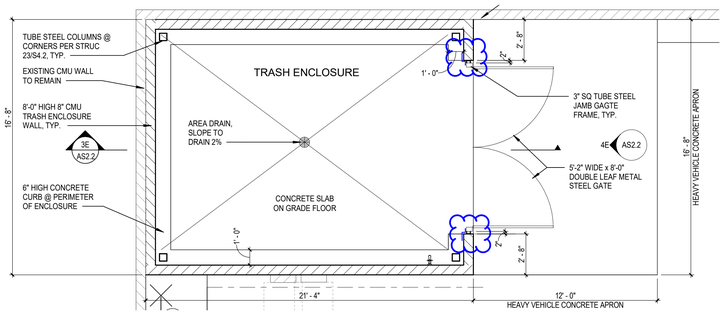

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APPROVED
DIV. OF THE STATE ARCHITECT
APP: 03-123228 INC: 1
REVIEWED FOR
SS ☑ FLS ☑ ACS ☑
DATE: 09/25/2024

DLRGROUP
© DLR Group

LICENSED ARCHITECT
MARK R. STANKEVICH
C-29304
06/30/2025
Renewal Date
STATE OF CALIFORNIA

MAGNOLIA PUBLIC SCHOOLS

MAGNOLIA SCIENCE ACADEMY 5 - INCREMENT 1
NEW 2-STORY BUILDING & SITE WORK
7111 WINNETKA AVE, WINNETKA, CA 91306

DSA SUBMISSION
A# 03-123228
Issue Date: 5/23/2023
REVISIONS
REVISION 1 6/1/2024

75-22204-00

ENLARGED PLAN TRASH ENCLOSURE

AS2.2

Autodesk Docs://75-22204-00 Magnolia Science Academy/Archive_75-22204-00 Magnolia Science Academy_AR_2022.rvt
8/6/2024 5:37:45 PM

	John DeFalco (Inland Building Construction Companies Inc) **Andrea Arroyo (Inland Building Construction Companies Inc)**
Attachments:	**None**

Please see linked RFI.

Pursuant to the contract General Conditions, in the event there is any additional costs, credits, and/or schedule impacts resulting from the response to the ***RFI***, it is the responsibility of the subcontractor to notify Inland Building Construction Companies, Inc. of such within FIVE (5) DAYS of the receipt of this notice. Notification stating the factual basis for the claim and citing in detail the Project Documents upon which the claim is based, including a detailed cost breakdown, is to be transmitted to our office.

NOTE: FAILURE TO RESPOND WITHIN THE REQUIRED TIME PERIOD OF FIVE (5)DAYS WITH THE REQUIRED DOCUMENTATION, WILL EITHER RESULT IN INLAND BUILDING CONSTRUCTION COMPANIES, INC. NOTIFYING THE OWNER OF A NO COST CHANGE OR COMPILING THE COST CREDIT ON YOUR BEHALF

Thank you,

Zulema Betancourt, Project Engineer
D: 909-281-0437 | O: 909-884-6276 x 133
323 S. Sierra Way, San Bernardino, CA 92408
ibccinc.com | zulema@ibccinc.com

Sent From Procore.

Document Details

Document Name:	**RFI 076 - IBCC 010 - Anchor at CMU Joints - Response.pdf**
Download Link:	**Click to Download**

More details: View online

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Exhibit B

Pro-Craft 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

July 18, 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 029, Finish Site Asphalt Add

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the addition of finish asphalt to Pro-Craft's scope of work. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
In order to provide an expedited completion of the road way asphalt and striping as well as potentially expediting basketball court completion, Pro-Craft Construction subcontractor Peterson was requested to provide a quote for the following:

- Roadway asphalt not presently included in Increment 1 scope
    - Additional crushed aggregate base (not currently accounted for in proposed Change Order) will be required to complete this work
- Seal Coating Option
- Basketball Court Asphalt
- Striping of Roadway and Basketball Court

As of 7/18/26 the following is confirmed:

- Roadway asphalt
- Added base
- Striping of Roadway
- Omission of Seal Coat

The following activities have been removed entirely and will be performed in the future (likely during a school closure such as Thanksgiving or Winter break)

- Seal Coat (removed due to 21 day drying requirements – no time in current schedule)

The following activities are in review and may be shifted back to Del Amo Construction. The final approval of this work will be contingent on which contractor will provide the greatest cost and schedule benefit:

- Basketball Asphalt
- Basketball Striping

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

Scope of Work
The scope of work is detailed above, and final approved scope of work will be determined by factors listed above. It contains all labor, materials, and equipment required for completion of the scope of work.

Analysis and Cost
We are recommending the Board approve as a Not to Exceed change order with the expectation that the total cost shall be reduced. The total value of the change order is **$158,531.63.**

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.

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 7/07/2026
PCO#: 0050
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 Peterson to finalize asphalt for Inc#2

Costs for Peterson to finalize asphalt for Inc#2. This is per conversation with Gateway to complete the work for Inc #02 finiaation of paving in parking lot and also completing the asphalt in the basketball court area.

Exclusions: Contract exclusions apply.
-Petersons exclusions noted on proposal

Proposed Change Order Amount **$158,531.63**

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 **08/07/2026** 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: 7/7/2026
CO# 50
RELATED DOC: Costs for Peterson to finialize asphalt

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
Pertson Paving	$147,300.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$147,300.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$147,300.00
			COST SUBTOTAL	$147,300.00
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$7,365.00
			COST W/MARKUP SUBTOTAL	$154,665.00
		2.5%	**Bonds & Ins.**	$3,866.63
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$158,531.63

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 #2 – Magnolia Science Academy – Finish Pave Parking Lot and Playground**
500 Iowa St	**7111 Winnetka Ave**
Redlands, CA 92373	**Winnetka, CA**
Office: (909) 790-5222	
Attn: JOEY GLADISH	**Email:** jgladish@procraftci.com

COR #2 – Magnolia Science Academy – Finish Pave Parking Lot and Playground

ASPHALT PAVING

On Site Paving: (1 Move)

1. **Construct 21,400 sf of 2" AC cap paving per Inc 2 plans**
2. **Construct 7,625 sf of 3" AC/4" per Inc 2 plans**
3. **Construct full depth slot patch at drive approaches**

TOTAL $ 118,900.00

SEAL COATING

Seal Coat: (2 Moves)

1. **Apply (2) coats asphalt seal coating to 29,025 sf of new asphalt**

TOTAL $ 11,650.00

STRIPING

Striping: (1 Move)

1. **Layout & stripe parking lot & playground per Inc 2 Architectural plans**
   a. **Includes ADA stalls & signs**
   b. **Includes 4' wheel stops**
   c. **Includes Basketball & Volleyball courts**
   d. **Includes Tow Away/Entry signs**
   e. **Includes Do Not Enter sign**
   f. **Includes EV stall stencils**

TOTAL $ 16,750.00

GRAND TOTAL $147,300.00

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****

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

1. **All work bid as Prevailing Wage.**
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 **8/31/26.** Price is subject to **increase** for all work performed after **8/31/26.**

- **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:** **July 2, 2026**

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

July 18, 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 030, Site Fine Grade

Dear Mr. Ontiveros,

Our team is in receipt of Pro-Craft's proposed Change Order regarding the addition of site fine grading to Pro-Craft's scope of work. We have reviewed and analyzed the Change Order for conformance to Contract Documents and reasonableness of labor time and material costs.

Background
Fine grading of the site was not included in either contractor scope of work. While it should have been included in Increment 2 contractor scope, design team response to prebid RFI confirming that no subgrade preparation work was required caused it to be excluded from the scope.

Pro-Craft subcontractor Hitchcock Construction was requested to provide a change order to provide fine grade work for roadway, courtyard, basketball court, and electrical enclosure. In order to minimize disruption to the site, the work was scheduled to take place Thursday, Friday, Saturday, and Sunday.

As of 7/18/26 the work has been completed, and no charges are anticipated for Sunday work which was included in the original proposed Change Order. Charges for Sunday will be removed.

In addition, the electrical closure grading was to be handled by Del Amo Construction subcontractor and will also be removed.

Scope of Work
The scope of work includes all labor and equipment required to perform site fine grading at the locations detailed above.

Analysis and Cost
We are recommending the Board approve this as a Not to Exceed change order with the expectation that the total cost shall be reduced. The total value of the change order is **$110,158.49.**

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,

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

Ilya Veyts
Project Manager
Gateway Science & Engineering, Inc.

Proposed Change Order

24262. - Magnolia Science Academy 5
DATE: 7/09/2026
PCO#: 0051
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 Hitchcock to finalize the grading for Inc# 2

Costs for Hitchcock to finalize the grading for Inc# 2

Exclusions: Contract exclusions apply.

Proposed Change Order Amount **$110,158.49**

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 **08/09/2026** and void thereafter. All work affected by either the acceptance or rejection of the enclosed change order quotation is on hold pending notification.

PRO-CRAFT

CHANGE ORDER REQUEST

TO: Gateway/Magnolia
ATTN: Ilya Veyts
DATE: 7/9/2026
CO# 51
RELATED DOC: Costs foritchcock to finalize grading

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	$102,354.00
	$0.00
	$0.00
SUBCONTRACTOR SUBTOTAL	$102,354.00

COMMENTS		OH&P	Summary	Total
			LABOR SUBTOTAL	$0.00
			MATERIAL SUBTOTAL	$0.00
			EQUIPMENT SUBTOTAL	$0.00
			SUBCONTRACTOR SUBTOTAL	$102,354.00
			COST SUBTOTAL	$102,354.00
		10%	LABOR OH&P	$0.00
		10%	MATERIAL OH&P	$0.00
		10%	EQUIP OH&P	$0.00
		5%	SUB OH&P	$5,117.70
			COST W/MARKUP SUBTOTAL	$107,471.70
		2.5%	**Bonds & Ins.**	$2,686.79
Additional Days to Contract	0	$ 616.44	**Daily OH Rate**	$0.00
Contract Extension:	NO		**QUOTED PRICE**	$110,158.49

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

Hitchcock Construction INC.

Project Number#: 1274 COR 5

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 - Fine 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	**7/31/2026**

Scope of Work

Payments shall be made in full within 30 days of invoice date.

Cost to provide additional fine grading and material export as required. 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 July 31, 2026 for the Total Amount of:

$102,354.00

One Hundred Two Thousand Three Hundred Fifty Four Dollars and No Cents

Hunter Hitchcock — **Submitted by (Owner)**

7/9/2026 — **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

Hitchcock Construction INC.

Project Number#: 1274 COR 5

Bid Form

CA License # 1080210
DIR # 1000821711

Owner Information

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Address	601 S Brand Blvd
City, State ZIP	San Fernando, CA
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Any Waterproofing of any kind.
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Hunter Hitchcock — **Submitted by (Owner)**

7/9/2026 — **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

H L Hitchcock Construction Detail Sheet

Project Number: **100**
Invoice Number **1274 COR 5**

Dates
Invoice Sent to owner **7/9/2026**
Invoiced Approved/denied
Scheduled Completion **7/31/2026**

Mobilization Lump Sum **$ -**

Equipment	Qty	Unit	Unit Price	Subtotal	Notes
Trucking	32	Hour	$ 185.00	$ 5,920.00	Mobilize & Export
Bobcat T76	4	Day	$ 1,017.50	$ 4,070.00	Grading
Double Drum Roller HD8	4	Day	$ 515.75	$ 2,063.00	Grading
Skip Loader	4	Day	$ 1,129.40	$ 4,517.60	Grading
Bobcat T450	4	Day	$ 1,017.50	$ 4,070.00	Grading
Dump Fees - Dirt	15	Each	$ 337.50	$ 5,062.50	Export
Trucking	48	Hour	$ 185.00	$ 8,880.00	Export
Mini Excavator E32/E35	3	Day	$ 682.00	$ 2,046.00	Grading
			#N/A	#N/A	

Equipment Total **$ 36,629.10**

Lumber	Qty	Unit	Unit Price	Subtotal	Notes
			#N/A	#N/A	

Lumber Total **$ -**

Materials	Qty	Unit	Unit Price	Subtotal	Notes
			#N/A	#N/A	

Material Total **$ -**

Labor	Count	Weekday	Hours	Man Hours	Hourly	1.50	Subtotal	Notes	Column1
Operating Engineer Gr 8 PW 2024-2	2	1	8	16	$ 120.28		$ 1,924.48	Street Clean Up	Thursday
Operating Engineer Gr 8 PW 2024-2	2	1	4	8	$ 120.28	$ 54.00	$ 1,394.24	Street Clean Up	Thursday OT
Laborer Gr 1 PW 2024-2	2	1	8	16	$ 91.89		$ 1,470.24	Street Clean Up	Thursday
Laborer Gr 1 PW 2024-2	2	1	4	8	$ 91.89	$ 38.92	$ 1,046.48	Street Clean Up	Thursday OT
Operating Engineer Gr 8 PW 2024-2	1	1	8	8	$ 120.28		$ 962.24	Electrical Enclosure Grading	Thursday
Operating Engineer Gr 8 PW 2024-2	1	1	4	4	$ 120.28	$ 54.00	$ 697.12	Electrical Enclosure Grading	Thursday OT
Laborer Gr 1 PW 2024-2	2	1	8	16	$ 91.89		$ 1,470.24	Electrical Enclosure Grading	Thursday
Laborer Gr 1 PW 2024-2	2	1	4	8	$ 91.89	$ 38.92	$ 1,046.48	Electrical Enclosure Grading	Thursday OT
Operating Engineer Gr 8 PW 2024-2	2	1	8	16	$ 120.28		$ 1,924.48	Basketball Court Grading	Friday
Operating Engineer Gr 8 PW 2024-2	2	1	4	8	$ 120.28	$ 54.00	$ 1,394.24	Basketball Court Grading	Fridaty OT
Laborer Gr 1 PW 2024-2	2	1	8	16	$ 91.89		$ 1,470.24	Basketball Court Grading	Friday
Laborer Gr 1 PW 2024-2	2	1	4	8	$ 91.89	$ 38.92	$ 1,046.48	Basketball Court Grading	Friday OT
Operating Engineer Gr 8 PW 2024-2	4	1	8	32	$ 120.28	$ 54.00	$ 5,576.96	Court Yard Grading	Saturday OT
Operating Engineer Gr 8 PW 2024-2	4	1	4	16	$ 120.28	$ 108.00	$ 3,652.48	Court Yard Grading	Saturday DT
Laborer Gr 1 PW 2024-2	3	1	8	24	$ 91.89	$ 38.92	$ 3,139.44	Court Yard Grading	Saturday OT
Laborer Gr 1 PW 2024-2	3	1	4	12	$ 91.89	$ 77.84	$ 2,036.76	Court Yard Grading	Saturday DT
Operating Engineer Gr 8 PW 2024-2	4	1	8	32	$ 120.28	$ 108.00	$ 7,304.96	Court Yard Grading	Sunday DT
Laborer Gr 1 PW 2024-2	3	1	8	24	$ 91.89	$ 77.84	$ 4,073.52	Court Yard Grading	Sunday DT
Operating Engineer Gr 8 PW 2024-2	2	2	8	32	$ 120.28		$ 3,848.96	Grade Checker	Thursday & Friday
Operating Engineer Gr 8 PW 2024-2	2	2	4	16	$ 120.28	$ 54.00	$ 2,788.48	Grade Checker	Thursday & Friday OT
Operating Engineer Gr 8 PW 2024-2	2	1	8	16	$ 120.28	$ 54.00	$ 2,788.48	Grade Checker	Saturday OT
Operating Engineer Gr 8 PW 2024-2	2	1	4	8	$ 120.28	$ 108.00	$ 1,826.24	Grade Checker	Saturday DT
Operating Engineer Gr 8 PW 2024-2	2	1	8	16	$ 113.02	$ 108.00	$ 3,536.32	Grade Checker	Sunday DT
				0	#N/A		#N/A		

Hour Summary

Operating Engineer Gr 8 PW 2024-2	228
Laborer Gr 1 PW 2024-2	132
Total Labor Hours	*360*

Labor Total **$ 56,419.56**

Mobilization	**$ -**
Equipment	**$ 36,629.10**
Lumber	**$ -**
Material	**$ -**
Labor	**$ 56,419.56**
Subtotal	**$ 93,048.66**
Overhead 7%	**$ 6,513.41**
Profit 3%	**$ 2,791.46**
Total	**$ 102,353.53**
ADJ.	**$ -**
Round	**$ 102,354.00**
TOTAL	**$ 102,354.00**

Exhibit C

MSA 5 - 7111 Winnetka
Progress Photos

MAGNOLIA PUBLIC SCHOOLS

MSA 5 - 7111 Winnetka Progress Photos

July 14, 2026

OPENING FALL 2026
MAGNOLIA SCIENCE ACADEMY
NOW ENROLLING
FOR 2026-27

July 14, 2026

July 14, 2026

July 14, 2026

THANK YOU