

Agenda Item:	IV B: Action Item
Date:	August 10, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Audit & Facilities Committee
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Educational Specifications for MSA-5 Charter School Facility Program Project

1. **Action Proposed:**

I move that the Board approve the Educational Specifications for Magnolia Science Academy 5 (MSA-5) Charter School Facility Program Project at 7111 Winnetka Ave, Winnetka CA 91306.

2. **Purpose:**

The purpose of this action is to provide the design teams with information about the program space required to support the education program of Magnolia Science Academy 5 at their future home, 7111 Winnetka Ave, Winnetka CA 91306. This is also one of the requirements for CDE Site Approval process.

3. **Background:**

Educational specifications are the written medium through which educators and other stakeholders identify the program activities that are necessary for teaching and learning. Educational Specifications provide design teams with information about the program spaces required to support the school’s educational program. They also include the specific area requirements for each type of space.

Acquisition of Winnetka Ave Property

At its December 19, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement (“PSA”) for the purchase of the 7111 Winnetka Ave Property and making a good faith, refundable, escrow deposit of Two Hundred Thousand Dollars (\$200,000). Escrow for the purchase and sale of the Property was opened on December 22, 2021. MPS exercised all three (3) of its options to extend the contingency period. At its June 16, 2022 meeting the Board approved the waiver of the contingencies. At the June 16th meeting the Board also approved a loan from CLI Capital to fund the acquisition of the Property.

MPS assigned to MPM Sherman Winnetka LLC (“Winnetka LLC”) the right to acquire and take title to the Property with a loan from CLI Capital. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. Concurrent with the foregoing assignment, MPS entered into a lease for the Property with Winnetka Ave LLC. Escrow on the Property closed on October 21, 2022.

CSFP Award

MPS Staff applied for funding to the OPSC’s CSFP program during the application period held from May 2, 2022 to June 3, 2022. CSFP provides funding to charter schools for new school facilities. On October 26, 2022, the State Allocation Board (“SAB”) approved a preliminary apportionment in the amount of \$50,832,332. Awards made by CSFP are 50% loan and 50% grant. The loan portion is paid back by the award recipient and is amortized over 30 years. The CSFP award will be used to construct the Project for MSA-5 which is currently co-located with MSA-1 on MSA-1’s campus.

Architect of Record Selection

The DLR Group was selected as the architect of record for the Project at the Board’s January 12, 2023 meeting.

Construction Manager Selection

At its April 13, 2023, the Board approved the selection of Erickson-Hall Construction Inc. as the construction manager (“CM”) for the Project under a multi-prime delivery method.

4. Analysis & Impact:

It is a requirement for receiving our state award.

5. Budget Implications:

There is no budget impact for this item.

6. Exhibits:

Exhibit A Educational Specifications



EXHIBIT A

Ed Specs

Magnolia Science Academy - 5

Educational Specifications
for Middle School / High School Project at 7111 Winnetka,
Winnetka, CA

Version 6/8/2023

Operator: Magnolia Educational & Research Foundation
dba Magnolia Public Schools

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

www.magnoliapublicschools.org

Board of Directors

Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

Magnolia Science Academy-5 Design Committee

Alfredo Rubalcava, CEO, Magnolia Public Schools
Erdinc Acar, Chief Academic Officer, Magnolia Public Schools
Patrick Ontiveros, Esq., General Counsel & Director of Facilities , Magnolia Public Schools
Ali Kaplan, Principal, Magnolia Science Academy - 5
Mustafa Sahin, Facility Project Manager, Magnolia Public Schools

Architect of Record

DLR Group

**Magnolia Science Academy-5
Educational Specifications**

Table of Contents

I. Educational Specificationspg. 4
Educational Specifications, an Introduction; Educational Specifications for the New School; The Project Design Committee

II. Magnolia Educational & Research Foundation.....pg. 5

III. Magnolia Science Academy-5pg. 6

IV. Geographic Area, Demographic Trends and Facility Needs.....pg. 6

V. Educational Programpg. 6
Description of the Educational Program

VI. Project Description: New Schoolpg. 10

VII. Facility Design Conceptspg. 11
New School Design reflects the Educational Program; Two-Story Compact Building Design; Key Spatial Relationships and Building Issues

VIII. Site Considerationspg. 12
Parking, Access, and Traffic Circulation; Security, Landscaping, and Noise Reduction; Utilities

IX. Room and Activity Area Requirementspg. 13
Standard Classrooms; Science Classrooms; Computer Classrooms; Auxiliary and Support Facilities

X. Building Systemspg. 16
Acoustics; Lighting; Climate Control/HVAC/Electrical; Electronics & Technology Infrastructure; Fire/Life Safety Systems; Handicapped Access; Structural

Appendix: Site Plan

I. Educational Specifications

Educational Specifications: An Introduction

In general, Educational Specifications are guidelines that describe the facility requirements to accommodate the instructional program, activities and facilities. This document is a tool that is used to communicate basic facility design requirements and guidelines to the project architect, school staff and school facilities committee members. They are critical to the development of an overall plan and specific design applications.

Educational Specifications for the New School

This Educational Specification is a guideline that was used in planning and designing the new Magnolia Science Academy-5 campus. The Educational Specifications have been developed by Magnolia Educational & Research Foundation in accordance with California Code of Regulations, Title 5, Division 1, Chapter 13, Subchapter 1, Article 4, Section 14030, *Standards for Development of Plans for the Design and Construction of School Facilities*.

The Project Design Committee

A project design committee was organized to develop an overall plan for the New School project, including the development of educational specifications. The committee included representatives from Magnolia Educational & Research Foundation, the school principal and leadership team, the project architect of record, and other technical consultants. The committee has met regularly for several months, from January, 2023 to the present time, to provide input to the project architect regarding the planning of the school.

As a group, the design committee toured Liberty High School Winchester, CA and Del Lago Academy in Escondido, CA. Desirable design elements that influenced the planning of the Magnolia Science Academy-5 are listed below.

- Campus Atmosphere: The school safety and traffic flow should be considered due to being by a busy street, Winnetka Street.
- Entry: Automatic gates at the entry allows uninhibited movement into the space. After the first bell or dismissal, a “buzz-in” system and direct entry to the front office without accessing the other parts of the school premises will provide added security to the campus and prevent unauthorized visitors .
- Library: Not needed; MSA-5 utilizes a digital library, which students can access through chromebooks. Currently, Magnolia Science Academy-5 is contracted with myON, which ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to thousands of enhanced digital books and age-appropriate news articles. Digital Library is suitable for in-person, remote, or blended learning environments. A chromebook and internet connection is provided to each and every student.
- Exterior Windows: Exterior windows in classrooms maximize natural light and outdoor views. However, exterior windows must be above eye level and have guards against vandalism.

- Light Wells: The use of light wells provides abundant natural light and reduces energy costs.
- Ceilings/ Floors: Open ceilings and concrete floors provide a fresh look that is also cost effective.
- Science Labs: One Chemistry and one Science Lab will need specialized equipment (e.g., fume hoods.) Chemistry and Science Labs will need a shared, secured storage room for chemicals. Middle School and general science classes can take place in traditional classrooms. For specific projects and demonstrations, Chemistry and Science labs can be utilized in a rotational manner.
- Other Specialized Classrooms: Music and Art is beneficial for students. Such classrooms should have sinks in them.
- Faculty Restrooms: The faculty should have separate restrooms

II. Magnolia Educational & Research Foundation dba Magnolia Public Schools

Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving students in grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”). MSA-5’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

Magnolia Public Schools

MSA-5 is operated by Magnolia Educational & Research Foundation (“MERF”), dba Magnolia Public Schools (“MPS”),¹ a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’s educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.² MPS addresses the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles

¹ For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.

² Z. Zacharia and A. C. Barton, "Urban Middle-School Students' Attitudes Toward a Defined Science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

District. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we have a total of five charter schools authorized by the Los Angeles Unified School District (“LAUSD”), three authorized by the Los Angeles County Office of Education (“LACOE”), one authorized by the San Diego Unified School District (“SDUSD”), and MSA-5, which is authorized by Los Angeles County of Education. Combined, MPS charter schools now serve almost 4,000 students in grades TK-12.

Since 2008, MSA-5 has had a clear STEM focus. MPS Leadership and its Board of Directors (“Board”) are now committed to expanding on this success and during the 2016-17 school year, began to make the shift towards a strong STEAM focused organization. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields.

- Increase students’ interest in pursuing careers in STEM areas by offering an innovative and engaging instructional design.
- Provide a challenging, standards-based curriculum designed to improve students’ skills in STEAM areas.
- Provide quality core instruction, including humanities and social sciences, that improves students’ reading & writing skills & attitudes.
- Sharpen students’ critical thinking skills by providing hands-on, inquiry-based activities.
- Reduce dropout rates by providing academic and social support in a small school environment.
- Improve students’ organizational and study skills by offering a life-skills course.
- Improve students’ academic skills, especially of those who are performing below grade level, by providing a comprehensive tutoring program.

The founders of the Magnolia Science Academy-5 believe that educated citizens of the 21st Century must have a solid background in math and science, as well as history and literature. With such knowledge they not only will be able to keep up with the rapid growth of science, and technology, but they will also be able to contextualize it and understand what it means.

III. Magnolia Science Academy-5

In accordance with its charter, the Magnolia Science Academy-5 has been planned as a math and science oriented college preparation school. The school will serve students in grades 6 through 12.

IV. Geographic Area Served, Demographic Trends and Facility Needs

The San Fernando Valley Area consists of highly densely-populated neighborhoods so there is a strong need for a new school in this region, and the student demographics at the new Magnolia Science Academy-5 will likely mirror the surrounding areas. In addition, the closest high schools are beyond 2-mile radius, which will make a great option to students, who are lacking in motorized transportation. Based on the recent CENSUS data, there are 1,521,893 residents in San Fernando Valley, with a median age of 38. Of this, 49.4% are males and 50.6% are females. US-born citizens make up 61.55% of the resident pool in San Fernando Valley, while non-US-born citizens account for 22.98%. Additionally, 15.47% of the population is represented by non-citizens. 41.5% of its residents Hispanic-Latino and 45.4% is white. Magnolia Science Academy-5’s specialized programs and Community School model will support the diverse communities of Winnetka, Canoga Park and Reseda. The new school will continue supporting first-gen students, English Learners, newcomers, and students coming from socio-economically disadvantaged families.

V. Educational Program

MSA-5’s Instructional design is based on three pillars: **Academic Excellence, Innovation, and Connection.**

We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-5 aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student’s individual needs by which a passion for learning is created that will be sustainable for life.



Academic Excellence (Scientific Thinkers)	Innovation (Intrinsically Driven and Self-Motivated)	Connection (Socially Responsible Global Citizens)
<ul style="list-style-type: none"> ▪ STEAM Focus ▪ Learning Approaches (Experiential, Constructivist Social) 	<ul style="list-style-type: none"> ▪ Data-driven Instruction to Ensure College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring 	<ul style="list-style-type: none"> ▪ Community Service and Volunteerism ▪ World Languages ▪ International Visits, Trips, Speakers

<p>Learning, Inquiry and Project-Based Learning)</p> <ul style="list-style-type: none"> ▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning 	<ul style="list-style-type: none"> ▪ After-school Interventions TK-5th ▪ College Mentorship Program ▪ College Tracking Program ▪ Portfolio Module with Learning Targets ▪ AP Courses ▪ Honors ▪ Individualized scheduling ▪ GATE Testing in grades 6, and 9th grades. 	<ul style="list-style-type: none"> ▪ Home Visits ▪ Field Trips STEAM focused for TK-12 ▪ Students achieve self-actualization ▪ Business and Industry Partnerships ▪ Higher Education Collaboration ▪ Internships/externships ▪ Dual enrollment with local colleges for our 10th, 11th, and 12th graders
--	---	--

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE (SCIENTIFIC THINKERS)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis.

Science learning across all grades immerses students in the scientific method and encourages them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science instruction employs technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each student will be equipped with a laptop (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. Digital citizenship is introduced and embedded in our curriculum. Students can access class work, homework, and projects for all subjects through our McGraw-Hill curriculum. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-5 all students learn about **Engineering Design**, technology, and applications of science as part of their core learning.

Teachers use Inspire Science through McGraw-Hill as well as Science Gizmos to further enrich our inquisitive and investigative thinkers. Computer courses will be offered at all levels and skills are further developed in after school enrichment classes. Students will take AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. Furthermore, **Engineering** is also embedded in electives offered such as robotics, architecture and design as well as after school. Other enrichments are myON, iXL, Khan Academy, xtra math, Science Gizmos, BrainPOP, Coding/Gaming, and McGraw-Hill which has extensions for students on level, below level, and above level extension activities. All of these are used with fidelity during school and after school. **Arts** instruction focuses on developing students’ creativity, imagination, discipline and self-expression through drawing and fine arts, music, drama and improvisation, and dance. Teachers incorporate the arts across the curriculum so that our students gain exposure to all mediums of creativity, self-expression, and disciplines. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below).

EFFECTIVELY INTEGRATING TECHNOLOGY INTO TEACHING AND LEARNING

At MSA-5, every teacher has access to dedicated computers and interactive display screens in their classrooms along with wireless network access to prepare teaching activities such as class documentary movies, presentations, and more, as well facilitating student use of technology in their learning. Students across all grades at MSA-5 develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio of technology to students thanks to chromebooks and uses digital curriculum and assessments as an integral part of learning. “Blended”/online learning includes such resources/applications as Fuel Education/Odysseyware, Discovery Education, BrainPOP, Renaissance Learning, Khan Academy. In addition to our McGraw-Hill curriculum the following are additional online programs that supplement our curriculum: IXL, myON, BrainPOP, BrainPOP Jr., Khan Academy, Prodigy, GIMKIT, NewsELA, Xtra math, online typing programs, and TCI’s Social Science curriculum. During intervention, teachers use online curricula with embedded assessments that provide review, re-teach and enrichment programs. McGraw Hill Publisher’s resources such as: My Math, Inspire Science, CAASPP Interim Assessments, iXL, StudySync. Other resources include Curriculum Associates’ Ready Common Core program, NWEA’s MAP Testing, Khan Academy, Accelerated Reader Accelerated Math program, and English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials. Intervention Rooms will be utilized for small group support and assessments for students who are below grade level academically and linguistically.

MSA-5 also encourages parents’ active use of the school’s technology resources by offering free tutorial sessions on how to track student’s performance using our student information system, Infinite Campus and providing computer access to all parents who have either limited or no access to a computer outside of school.

To ensure all students develop critical 21st century technology fluency, highly trained faculty lead engaging, grade-level appropriate instruction in technology skills development. The program enables students to personalize learning practice and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes:

- Technology curriculum and in upper grades, dedicated tech-based courses that provide technology tools necessary in the 21st century (keyboarding, document processing and storage, internet research, etc.) and develops critical skills that help students gain acceptance to and graduate from a 4-year college with a STEAM major.
- Students in middle school grades have designed time for typing and computer familiarity. Technology is embedded as a center and students can access typing, basic coding online reading and math enrichments.
- Core class integration projects that require higher order learning and improving critical thinking skills.
- myON is an online reading and comprehension program used in grades 6 through 12th. This program allows students to take interest surveys that unlock genres, appropriate reading level, and tailors to individual student’s needs. Teachers can assign novels and projects to their classes via this program. This robust program eliminates the need for a physical library.

PUBLIC DISPLAYS OF EXCELLENCE IN STEAM

MSA-5 students and faculty organize and participate in numerous STEAM fairs and events for all grade levels. Through various activities, STEAM days become a targeted event to arouse student interest and celebrate their peers’ success. MSA-5 offers a blend of after school clubs to students

to stimulate interest in and extend knowledge of various subjects covered in the classroom. Examples of such clubs include Computer Applications, MathCounts, Robotics, and Science Olympiad.

LIFE-LONG LEARNING

Based on Delors' (1996) four 'pillars' of education for the future,³ MSA-5 believes lifelong learning is broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-5, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge

Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

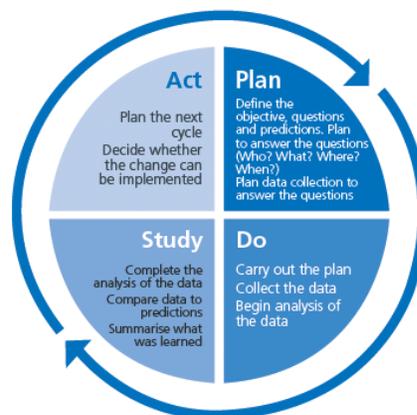
Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-5 aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, subcultures, families and communities, and constructively negotiate conflicts.

INSTRUCTIONAL DESIGN COMPONENTS: INNOVATION (INTRINSICALLY DRIVEN AND SELF-MOTIVATED)

DATA-DRIVEN INSTRUCTION

MSA-5 teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching in positive academic intervention, Universal Design for Learning (UDL), accelerated learning strategies, and differentiated instruction, as well as collaborative planning time with a focus on the use of data to drive instruction. Formative assessment data is gathered from a variety of sources such as, NWEA MAP assessments, Smarter Balanced Interim Assessment Blocks (IAB), annual Panorama Education student survey, personalized skill building software, and overall passing rates. Data-driven instruction is provided by teachers, coaches, ELD teachers and/or coordinators, education specialists, and other interventionists.



MSA-5's system of formative assessments allows us to generate reports that show content and skills mastery, broken down by grade, class, and individual student levels. This system provides

³ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

the data necessary to utilize UDL to build personalized, realistic, and productive lesson plans on a weekly basis. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school’s culture and is required to provide adequate support for students’ learning (Blum, 2004). Furthermore, research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & William, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008). Use of programs, such as IXL, allow MSA-5 to use the data to create individualized skills plans for students to practice ELA and math skills.

PERIODIC BENCHMARK TESTS

MSA-5 uses NWEA’s Measures of Academic Progress (MAP) computer-adaptive tests to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of just-in-time interventions and/or accelerated learning pathways.

MAP is administered in the fall and spring of every academic year from grades 6 through 12 in Reading and Mathematics. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as to how students are performing. The assessments adapt to the student's ability, accurately measuring what a student knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

MSA-5 also administers IABs according to curriculum maps provided by our MPS Home Office. IABs provide feedback about student performance on a targeted cluster of standards in both Math and ELA. IABs are administered after the unit is taught and provide formative assessment data to further inform instruction.

EXPANDED LEARNING PROGRAMS

TUTORING

As part of its expanded learning program, MSA-5 offers free tutoring to all students. The tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving are offered an intensive program tailored towards their individual needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject’s content standards, with the goal of closing the achievement gap.

MSA-5 Expanded Learning program structure

Students in need of English Language Development (“ELD”) support	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
---	---------------	--

Students in need of core class support	Tutoring program for core learning/classes:	Mathematics, Science, English-Language Arts and History-Social Science
---	---	--

Academic and Enrichment Clubs

MSA-5 offers academic and enrichment clubs to all students. During these clubs, students are given the opportunity to participate in subjects and topics that pique their interest but also build upon skills that are learned during instructional time. MSA-5’s clubs offer a safe environment that is student-led and developed with the supervision of a teacher.

All students	Expanded Learning clubs:	Academic Decathlon, Science Olympiad, Lego Robotics, VEX Robotics, Coding and Gaming, History Bee and College Leadership Mentorship Program, Sports, Art, Arts and Crafts, Homework, etc.
---------------------	--------------------------	---

Intersessions

MSA-5 offers intersession opportunities for all students during extended breaks throughout the school year. During intersession, students are given the opportunity to participate in fun and interactive enrichment and physical education activities that pique their interest but also help build leadership skills. Our intersession opportunities offer a safe and supportive environment that promotes active and engaged learning and skill building.

Summer School

MSA-5’s Summer School focuses on learning enrichment and acceleration, credit Recovery and Makeup, Bridge Programs, incorporate social-emotional learning, mental health and life skills programs as day camps, overnight camps, field trips and STEAM excursions. 9-hours days with before and after school programs are offered with ELOP partners. Expanded learning activities (sport, field trips, excursions). Programming covers a wide array of subject areas that are often not available in the school year (like robotics, engineering, gardening, theater, dance, and art). Students who are homeless, foster youth, SPED EYS, and English learners are prioritized.

MSA-5 develops Summer School SMART goals, objectives and outcomes including, student ADA goal, IXL Goal with weekly diagnostic in Math and ELA, MyOn Goal, Class pass rate, Skills mastery, dual enrollment and completion. We use pre and post surveys for students, staff, and parents and do program evaluation for impact and improvement.

COLLEGE AND CAREER READINESS PROGRAM

MSA-5 holds the belief that college is attainable through academic success and persistence. The MSA-5 college preparation program provides high school students with the emotional preparation and support they need to graduate college and be career ready. By providing timely information and guiding students through the college application process, college advisors in

grades 9-12 play an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of the MSA-5 college preparation program is the active participation of students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. This plan is created in the 9th grade and monitored/updated on an annual basis. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, college advisors and students regularly visit college campuses, research admissions requirements, and explore financial aid and scholarship options. College advisors track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, personal statements, progress towards college application submission, and more.

Additionally, MSA-5 is invested in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year and 2-year colleges, trade/technical schools, and the military. This data is monitored in partnership with the home office and supported via the MPS-wide "Alumni Success Team".

Students that are interested in entering the workforce directly after high school are supported by the college counselor by being guided on career exploration and planning activities. Each student will then develop a career plan in conjunction with their counselor and guardian.

ALUMNI SUCCESS COACHES

MSA-5 has staff members that receive additional stipends to be Alumni Success coaches to support students after graduation. This takes the form of structured data-gathering and mentoring conversations with alumni throughout their first four years after graduation. Coaches check with students about needs and status in the areas of financial aid, academics, housing, and job searching with the aim that they connect students to resources at the college or nearby social services as needed. The goal of this program is to increase college and certificate achievement rates by providing hands-on support to our graduates.

COMMUNITY (SOCIALY RESPONSIBLE GLOBAL CITIZENS)

MSA-5 believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development of our students and the communities in which they live, in order to enrich the global society.

COMMUNITY SERVICE

MSA-5 students engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

LIFE SKILLS PROGRAM

Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, instructional field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most “at-risk” students, to have a vision and be more specific on their goals to be successful at school and during their life.

INSTRUCTIONAL FIELD TRIPS AND GUEST SPEAKERS FOR MOTIVATION

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Students in all grade have the opportunity to visit a research laboratory (e.g., the Jet Propulsion Laboratory), a university campus (e.g., UCLA, USC, Caltech, UCI, and CSU-Long Beach), and to meet with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

HOME VISITS

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students’ outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can reap huge rewards in helping to create happier, healthier, and smarter children. Recognizing these facts, MSA-5 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-5 teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

Curriculum

All curricula at MSA-5 is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards. Teachers use the state-published "Frameworks for Instructional Design" in developing curriculum pacing and lesson plans.

In middle school grades (6-8), students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. All students are also enrolled in a daily SSR class, during which time the myON program is used. Electives are offered in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, and other electives. MSA-5 offers middle school students one period of Life Skills per week.

Finally, in high school grades (9-12), students select from a variety of courses in each of the core subject areas – with graduation requirements aligned to UC/CSU "A-G" requirements – along with engaging electives in Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school's English Learners is described in detail in the sections below.

Special Education

MSA-5 will comply with all applicable State and federal Laws in serving students with disabilities, and will maintain the least restrictive environment for students with disabilities. If a student is receiving special education services, his or her Individualized Education Plan (IEP) will be reviewed in an IEP meeting at least once a year to determine how well the plan meets the needs of the student. Special education students will be mainstreamed in the regular classrooms, and receive specialized instructional materials according to their developmental level and as defined by their IEP.

MSA-5 will have 2 separate locations – one for middle school and one for high school students with disabilities – to provide academic, social-emotional learning, mental support and to create additional work spaces for Resource Specialist Program ("RSP") teachers and psychologists. In addition there will be intervention and assessment spaces. On the second floor there will be a meditation room.

The Resource Specialist Program is designed for students with disabling conditions whose needs have been identified in an IEP. While these students are assigned to a regular classroom for the majority of the school day, they also require special education services, as defined by their IEP. RSP specialist teachers and speech therapists will provide special education students with the needed individualized services. Psychology and counseling services will also be provided.

Physical Education/ Health Education

Physical Education courses are designed to help students develop psychomotor skills such as fundamental movement patterns, sports skills, and five components of physical fitness. In addition, students will develop a positive self-image and the ability to work with other classmates. The curriculum includes team sports, such as volleyball, basketball, and soccer, individual activities, such as exercises, gymnastics, and yoga, as well as group activities, such as folk dancing and games. Students will participate in skill building activities, introduction to sports and activities, and activities that link to the exploration of culture and history. The goal of the Physical Education and Health Education program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. MSA-5 will conduct its physical education program either inside a gym or in an open area.

Art, Music and Drama

Art, and Music activities will take place in specialized classrooms, which can be utilized by other subjects if needed. The music classroom will have a sink, instrument storage and will be soundproof. The art classroom will have displays, storage for the supplies and multiple sinks. In addition, the school partners with local museums, colleges and other entities for joint arts-related activities and programs, which augment the arts curriculum and offer additional opportunities to Arts and school clubs. Lastly, Drama classes will take place in a music classroom, for the performances, the gym with a portable stage will be utilized.

Academic Support Programs

Academic Support Programs such as the English Language Learner Program, Title 1 Programs, Tutoring, and Career Counseling are provided to support student achievement. Some of these programs are conducted within the regular classrooms as well as the available offices (college counselor and deans). Before school and after school programs will utilize available classrooms, lunch areas and the multi-purpose room. No specialized rooms will be required for these purposes as the school's schedule allows for classrooms and support spaces to be used for different purposes and by different teachers.

VI. Project Description: New School

MSA-5's new campus at 7111 Winnetka Ave Winnetka, CA 91306 will be designed as a math and science oriented college preparatory school. The school will serve students in grade levels 6-12.

The school will have a planned enrollment of 461 students. The class sizes vary, but 25-28 students per class is typical, with a maximum class size of 30. Physical Education class sizes will also vary, but the maximum PE class size is 60.

The facilities will include a two-story classroom building housing administration, 17 classrooms, and support facilities. Classrooms whether standard or specialized will meet California Department of Education standards. While not required by its charter petition, MSA-5 will endeavor to build a gymnasium to enhance its physical education program. In addition the campus should include the following:

- student lockers
- multi-purpose room
- lunch servery
- green space to be used as a PE
- covered outdoor seating for student lunches
- security fencing
- adequate parking and circulation.

Regular school hours are scheduled to be between 7:30 a.m. to 4:30 p.m. The school will also have before and after school programs to support academic achievement.

VII. Facility Design Concepts

New School Design Reflects the Educational Program

The design of the main building will reflect a contemporary aesthetic and generous application of glass to allow for controlled visibility and natural light. The technology and science sections of the building should be distinct in order to emphasize the technology and science orientation of the curriculum and create a strong school identity.

Two-Story Compact Building Design

The school will be located on a small 75,695 square foot square-shaped site fronting onto Winnetka Street and Gault Street. The two-story design of the main school building will maximize the use of the site, especially in terms of maximizing the area for physical education facilities and providing adequate parking and circulation within the campus.

Key Spatial Relationships

- The parking lot should allow sufficient queuing during pick-up and drop off on the premises. Vehicles will enter through Gault St exit onto Winnetka St.
- The two-story main classroom building will house school administration and classrooms. Administration office and support space should be clustered in a central area on the first floor, with some additional offices on the second floor.
- The design should be flexible so that classrooms and support spaces can be used for different purposes and by different teachers.
- The design should provide sufficient space to construct a gymnasium.

- A green space for physical education activities should be approximately situated.
- Spaces to distribute meals and seating to allow students to have meals should be provided and situated to maximize site utilization.

VIII. Site Considerations

Parking, Access, and Traffic Circulation

Most students will live within a close proximity to the school. A suggested Safe Routes to School Plan will be provided to parents and students prior to the opening of the school.

MSA-5 will not provide bussing for students so there is no need for a bus drop-off area.

Middle and high school grades may have different arrival, drop off, and pick up times which will help with traffic circulation and supervision. The school staff will provide supervision of students before and after regular school hours. They can also help direct traffic during drop-off and pick-up times.

Community Use

Currently there are no planned joint-use functions with the community or other institutions. However the gym, play fields and MPR on the school site may be made available for community use in the future on a case by case basis. These areas could be made available while the rest of the campus is secured.

MSA-5 has embraced the Community School Model as a community school. In which graduates are encouraged to commit to creating a more peaceful and inclusive global community by combining innovative thinking, effective communication, and scientific rigor. With the goal of preparing graduates to be productive, innovative, and responsible members of their communities through the pursuit of their passions and educational opportunities. By adapting the Community School Model, MSA-5 was recently awarded with a 5-year grant worth \$1.1 million. MSA-5 intends to use the funds to enhance ties between the school and the community. Along with the existing parent college service, workshops for students, parents, and community members will be given. The usage of facilities has also been considered in order to increase community involvement. The Multi Purpose Room (MPR) will be used for community gatherings such as resource fairs, family events, and gatherings of community partners. Along with the MPR, the gym will be available for community use if an Memorandum of Understanding is established with local non-profit organizations.

Security, Landscaping, and Noise Reduction

There should be a sufficiently high wall around the periphery of the school to allow for security, privacy, and deflection of noise. Landscaping at the periphery of the site should also provide privacy and noise reduction. Parking lot entrances will be gated. All doors in classrooms and the administration area will be lockable.

Utilities

The site is in an urban area with existing connections to water, sewer, gas and power. The school will be able to connect with these existing services.

IX. Room and Activity Area Requirements

Standard Classrooms

All classrooms, whether standard or specialized, should meet California Department of Education standards. Each classroom should be provided with appropriate teaching tools – i.e., smart board, white boards, tack boards, and technology infrastructure.

Science Classrooms

There will be one science lab (room 225) that includes chemistry equipment (fume hood, deluge station, eye wash station and chemical storage, fire resistant tables and desks) and one general sciences classroom. The Science lab will be at least 1300 sf and the general sciences classroom will be 960 sf. The lab will have pre-fabricated lab stations for students. Appropriate ventilation, a fume hood, an eye wash, and a deluge shower will be installed in this room in case caustic or corrosive chemicals are used. There will also be cabinets, lockable storage, and chemical resistant counters with a sink in the lab. The earth sciences classroom will have no special ventilation, fume hood, eye wash, and deluge shower because no caustic or corrosive chemicals will be used. These rooms will be equipped with water, counter space with multiple sinks, and technology infrastructure.

Computer Labs

One computer lab will be provided. In addition to technology infrastructure, there will be desks and computer stations for each student. The computer lab will be equipped with robotics equipment including a 3d printer and a smart board, two white boards, and tack boards. Computer Lab will be furnished with 25-30 laptops to provide access to the grade level appropriate curriculum. Secondly, there will be a station for robotics program as an elective course and extracurricular enhancement. In addition, approximately five 3-D printers will be available for students to apply the content skills.

Specialized Classrooms:

Special Education

Special education students will be mainstreamed in the regular classrooms and receive individualized services according to their IEP. A room of at least 240 square feet will be provided where resource specialist teachers and speech therapists can provide special education students with individualized services. An office for psychology and counseling services will also be

provided where confidentiality can be maintained. In addition the campus will include assessment spaces and a meditation room.

Physical Education

Physical education facilities will include an outdoor green space and a planned gymnasium. The on campus grounds and facilities offer sufficient space for PE classes and activities. However, offsite locations such as local parks, community centers and schools may be utilized for after school sports activities, competitions, and clubs.

Auxiliary and Support Facilities

Administration:

Administration office and support space will be located on the first floor, with a few additional offices on the second floor. The main administration office on the first floor regulates the student entrance and provides centralized services.

- Reception Area: The reception area is adjacent to the principal's office, nurse's office, record storage, and other administrative spaces. There will be lockable file cabinets, counters, and copy machines in this area.
- Principal/Vice-Principal Offices: The principal's office, vice-principals, dean, and office manager's offices are located on the first floor.
- Nurse's Office: The nurse's office needs to have a self-contained toilet room with sink, and be located adjacent to the reception area. The nurse's office will be provided with a desk, chairs, lockable storage, and an examination table.
- Staff Lounge: The staff lounge will be on the second floor. There will be cabinets, dishwasher, refrigerator, counter with sink, and microwave in this area.
- Conference Room: The conference room will be on the first floor and will be provided with a smart board, conference table, chairs and cabinets.

Multi-Purpose Room, Servery, Lunch Area:

Food service will be provided in the multi-purpose room and servery. Prepackaged meals will be distributed by staff from the servery. No food will be prepared on the premises.

There will be an outdoor covered area adjacent to the multi-purpose room/servery area for students to have their meals. Shade structures for the outdoor eating area should have integrated forms or shapes to avoid a rigid, institutional atmosphere.

Research & Collaboration

Two Seminar Rooms, one on each floor, will be available for both High School and Middle School students to collaborate and to serve as a quiet space for research in lieu of a library. MSA-5 utilizes a digital library, which students can access through chromebooks. Currently, Magnolia Science Academy-5 is contracted with myON, which ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to thousands of enhanced digital books

and age-appropriate news articles and scientific journals. Digital Library is suitable for in-person, remote, or blended learning environments.

Restrooms:

The restrooms and drinking fountains are centrally located to maximize faculty supervision. In addition, the restrooms have been designed with “hold open” doors which only close during a fire. Because of this the restrooms are essentially door-less and open, though the restrooms have been laid out in such a way to allow adequate visual privacy from the corridor

X. Building Systems

Acoustics

Within the classrooms, dual pane glazing, insulated interior and exterior walls, and floors with concrete topping slabs have been designed to mitigate disruptive sound intrusion into the rooms.

Lighting

In order to maximize the general illumination of classrooms with natural light, exterior glazing will be used to the fullest extent possible. In the classrooms pendant fluorescent fixtures will supply up and down lighting to both supplement general illumination and provide task lighting at desk level. Natural light will also be maximized in the circulation areas by the planned use of Solatubes.

Climate Control/HVAC/Electrical

HVAC will include one package unit for each classroom. Natural ventilation will be provided if possible. Ductwork may be exposed in corridors and labs, while dropped ceilings will be used in classrooms.

Indoor Air Quality

Units will incorporate filters with a minimum rating of MERV 8 and where needed or recommended CO2 sensors will measure indoor air carbon dioxide levels to maintain high enough amounts of fresh air for a good air quality indoors.

Electronics & Technology Infrastructure

Technology in the classrooms will include:

- Smart classroom AV system
- Wireless network, with data ports at perimeter walls
- Phone/data communications
- Centralized clock

Technology infrastructure will also be provided to the administration area, including:

- Wireless network, with data ports at perimeter walls
- Phone/data communications
- Centralized clock

A separate IT room will also be provided.

Fire/Life Safety Systems

Sprinklers and smoke detectors will be provided throughout the building.

Handicapped Access

Handicapped access parking spaces and an accessible path of travel will be provided near the administration building. An internal stairway and elevator in the Lobby of the Administration area allows handicapped access to the second floor.

Structural

The main building is planned to be composed of structural steel. The gym building will likely be composed of concrete block.

Finishes

Classrooms will have acoustical tile ceilings, stained, polished concrete floors, and painted gypsum board wall finishes.

Appendix: Site Plan