



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday July 9, 2020 at 5:30 PM PDT

Location

Teleconference Dial: 1.312.584.2401 Code:1948435#

All members of the public can participate by calling in using the numbers provided above.

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.

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. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

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

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. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m

D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m
F. Approve minutes from Regular Board Meeting- June 11, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on June 11, 2020			
G. Approve minutes from Regular Board Meeting- June 29, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on June 29, 2020			
H. Approve minutes from Special Board Meeting- July 1, 2020	Approve Minutes		1 m
Approve minutes for Special Board Meeting on July 1, 2020			
II. Action Items			5:46 PM
A. Approval of the 2020-2021 EL Master Plan	Vote	K. Mann	10 m
III. Information Items			5:56 PM
A. Overview of Annual Authorizer Oversight Reports for MSA-4, MSA-7, and MSA-Bell (8)	Discuss	D. Yilmaz	10 m
B. 2020-21 Magnolia Public Schools Reopening Plans	Discuss	E. Acar	10 m
IV. Closed Session			6:16 PM
A. Public Announcement of Closed Session	FYI		
B. Public Employment: Chief Executive Officer and Superintendent	Discuss		15 m
C. Report Out From Closed Session	FYI		1 m
V. Closing Items			6:32 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Approve minutes from Regular Board Meeting- June 11, 2020

Section: I. Opening Items
Item: F. Approve minutes from Regular Board Meeting- June 11, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on June 11, 2020

DRAFT



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday June 11, 2020 at 5:30 PM

Location

Teleconference Dial:1-312-584-2401 Code: 1948435#

Board Members:

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

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Orazov (remote), U. Yapanel (remote)

Directors Absent

S. Dikbas

I. Opening Items**A. Call the Meeting to Order**

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jun 11, 2020 @ 5:35 PM at
Teleconference Dial:1-312-584-2401 Code: 1948435#

B. Record Attendance and Guests

Refer to attendance information reported above.

C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

Roll Call

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

D. Public Comments

There were no public comments.

E. Announcements from MPS CEO & Superintendent

A. Rubalcava, MPS CEO & Superintendent, reported to the board information regarding upcoming student graduations and E. Acar, Chief Academic Officer, elaborated on school reopening plans.

F. Approve Minutes from Special Board Meeting- May 12, 2020

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 05-12-20.

H. Beliak seconded the motion.

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

Roll Call

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

G. Approve Minutes from Regular Board Meeting- May 14, 2020

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 05-14-20.

H. Beliak seconded the motion.

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

Roll Call

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

H. Approve Minutes from Special Board Meeting- May 27, 2020

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 05-27-20.

H. Beliak seconded the motion.

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

Roll Call

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

II. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, announced that the board would go into Closed Session to discuss potential litigation matters and the public employment of the Chief Executive Officer and Superintendent and would report out.

B. Conference with Legal Counsel-Potential Litigation- Three Matters

This was discussed in Closed Session.

C. Public Employment: Chief Executive Officer and Superintendent

This was discussed in Closed Session.

D. Report Out From Closed Session

H. Beliak, MPS Board Chair, announced in Open Session that no action were taken during Closed Session, staff was directed accordingly.

III. Consent Agenda

A. Certification of Signatures Form for Charter School Funds Distribution Authorization

H. Beliak made a motion to approve the amended Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective July 1, 2020 through June 30, 2021. Signatories will include the CEO & Superintendent, CFO, COO and MPS Board Members.

S. Orazov seconded the motion.

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

Roll Call

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

Approved under the consent agenda.

B. Approval of 2020-21 Fiscal Policy Manual

H. Beliak made a motion to approve the attached fiscal policies and procedures manual of Magnolia Public Schools for fiscal year 2020-21.

S. Orazov seconded the motion.

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

Roll Call

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

C. Approval of Revisions to the MPS Home Visit Policy

H. Beliak made a motion to approve the revisions to the Home Visit Policy.

S. Orazov seconded the motion.

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

Roll Call

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

IV. Action Items

A. Approval of Ratification of Paycheck Protection Program (PPP) Loan

N. Montijo, Chief Financial Officer, presented this item to the board. She explained the changes that had been made to the resolution since its last approval on April 23, 2020. P. Ontiveros, MPS General Counsel and Director of Facilities elaborated on the legal aspects of the loan and stated that together with staff from the MPS back officer provider the resolution had been ratified. All questions were addressed.

U. Yapanel made a motion to ratify its April 23rd approval of the Paycheck Protection Program (PPP) Loan from Citibank in the amount of \$5,461,600 according to the resolutions attached as Exhibit A.

H. Beliak seconded the motion.

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

Roll Call

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

B. Approval of 2020-21 MPS Board Officers

U. Yapanel, MPS Board Vice-Chair recommended to keep the officers as is, current officers agreed to continue their current roles.

S. Orazov made a motion to appoint H. Beliak to serve as the MPS Board Chair and U. Yapanel as the MPS Vice-Chair beginning July 1, 2020- June 30, 2021.

H. Beliak seconded the motion.

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

Roll Call

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

C. Approval of MPS Board Committee Structure

U. Yapanel made a motion to appoint M. Muhammedov as the MPS Audit/Facilities Committee Chair, and remove U. Yapanel from the committee. 2020-21 committee members are; H. Beliak, D. Gonzalez, M. Muhammedov (chair) and S. Covarrubias (alternate). Additionally, beginning 2020-21 the MPS Finance Committee will be composed of S. Orazov (chair), S. Dikbas, M. Muhammedov and U. Yapanel (alternate). S. Covarrubias stepped down from this committee and U. Yapanel replaced H. Beliak as alternate. Lastly, in 2020-21 the MPS Governance/Nominating Committee will be composed of H. Beliak, U. Yapanel (chair), S. Dikbas, and D. Gonzalez (alternate) replacing S. Covarrubias. D. Gonzalez seconded the motion.

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

Roll Call

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

D. Approval of CEO Metrics and Evaluation Measures

This item is postponed until June 29th.

V. Information/Discussion Items

A. Facilities Update

P. Ontiveros, MPS General Counsel and Director of Facilities gave the board a facilities update on all ongoing, pending and upcoming projects.

VI. 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 7:44 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve minutes from Regular Board Meeting- June 29, 2020

Section: I. Opening Items
Item: G. Approve minutes from Regular Board Meeting- June 29, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on June 29, 2020

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Monday June 29, 2020 at 5:30 PM

Location

Teleconference: Dial: 1-312-584-2401 Code: 1948435#

Board Members:

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

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

None

Directors Arrived Late

S. Dikbas

Directors Left Early

H. Beliak

I. Opening Items

A. Call the Meeting to Order

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Monday Jun 29, 2020 @ 6:00 PM at
Teleconference: Dial: 1-312-584-2401 Code: 1948435#

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

H. Beliak made a motion to approve the agenda with the removal of item IV B. Approval of MPS Summer School Policy and IV D. Certification of Assurances, Protected Prayer Certification, Application for Funding.

D. Gonzalez seconded the motion.

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

Roll Call

U. Yapanel	No
D. Gonzalez	No
S. Orazov	No
H. Beliak	No
S. Dikbas	Absent
S. Covarrubias	No
M. Muhammedov	No

D. Public Comments

A. Rubalcava, MPS CEO & Superintendent and E. Acar, updated the board on the reopening plans for schools and summer school details. No other public comments were made.

II. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, announced that the board would be going into Closed Session to discuss two matters under potential litigation and the CEO and Superintendent's public employment and would be reporting out.

S. Dikbas arrived late.

B. Conference with Legal Counsel-Potential Litigation- Two Matters

This item was discussed in Closed Session.

C. Public Employment: Chief Executive Officer and Superintendent

This item was discussed in Closed Session.

H. Beliak left early.

D. Report Out From Closed Session

U. Yapanel, MPS Board Chair reported out that the CEO metrics was reviewed, after further discussion the metrics was accepted as presented. No actions were taken.

III. Consent Items

A. Approval of 2020-21 MPS Employee Handbook

S. Acar, MPS Chief Operations Officer, went over the changes in the revised employee handbook.

D. Gonzalez made a motion to approve the proposed 2020-21 MPS Employee Handbook as presented as a consent item.

U. Yapanel seconded the motion.

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

Roll Call

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

B. Approval of Revised 2020-21 MPS Board Meeting Calendar

A. Rubalcava, MPS CEO & Superintendent went over the changes in the MPS Board Calendar.

D. Gonzalez made a motion to approve the revised 2020-21 MPS Board Meeting Calendar as a consent item.

U. Yapanel seconded the motion.

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

Roll Call

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

IV. Action Items

A. Approval of the COVID-19 Operations Written Reports for MSA 1-8, MSA-Santa Ana, and MSA-San Diego

D. Yilmaz, MPS Chief Accountability Officer, went over the COVID-19 operations written reports for all Magnolia Science Academies. He went over the report requirements, how it was developed and evaluated by home office and school site staff. A couple of MPS Principals provided additional information regarding the report as it related to their sites.

U. Yapanel made a motion to approve the COVID-19 Operations Written Report for all MPS.

S. Dikbas seconded the motion.

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

Roll Call

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

B. Approval of MPS Summer School Policy

This item was removed from the agenda.

C. Approval of 2020-2021 EPA Spending Plans for all MPS

The 2020-21 EPA Spending Plans were previously approved by the MPS Finance Committee. N. Montijo, Chief Financial Officer, briefly presented the plans to the board and addressed all questions.

S. Orazov made a motion to approve the 2020-21 EPA Spending Plans for MSA 1-8, MSA-Santa Ana and MSA- San Diego.

D. Gonzalez seconded the motion.

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

Roll Call

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

D. Certification of Assurances, Protected Prayer Certification, Application for Funding

This item was removed from the agenda.

E. 2020-21 Magnolia Public Schools Budget Including Master List of Contracts over \$25,000

The 2020-21 MPS budget and master list of contracts was previously approved by the MPS Finance Committee. N. Montijo, Chief Financial Officer, went over the budget details, the master list of contracts and the home office management fee.

S. Orazov made a motion to adopt the FY 2020-21 Budget as reviewed and recommended for approval by the MPS Finance Committee, approve all vendors and ongoing contracts over \$25,000 for FY 2020-21 as listed on the attached document, and approve the Home Office Management Fee Structure for FY 2020-21.

M. Muhammedov seconded the motion.

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

Roll Call

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

F. Approval of CEO Metrics, Evaluation Measures, and Contract Renewal

U. Yapanel, reported that the CEO metrics was discussed and accepted as presented during the closed session discussion. However, the contract needed further legal review and Human Resources would be working on it to be approved at a future meeting.

U. Yapanel made a motion to approve the metrics as presented and to extend the current CEO contract until the new contract is finalized along with the compensation study in the July meeting.

S. Orazov seconded the motion.

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

Roll Call

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

V. Information Items

A. Overview of Annual Authorizer Oversight Reports

D. Yilmaz, Chief Accountability Officer, went over the authorizer visits and the reports that had already been provided to MPS from the authorizers. He went over the areas of growth and successes as reported out by the authorizers. A. Rubalcava, MPS CEO & Superintendent, stated that the rest of the reports would be submitted at the July 9th meeting and there would be further follow up. This was a discussion item, no actions were taken.

VI. 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 8:06 PM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approve minutes from Special Board Meeting- July 1, 2020

Section: I. Opening Items
Item: H. Approve minutes from Special Board Meeting- July 1, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on July 1, 2020



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Wednesday July 1, 2020 at 7:00 AM

Location

Teleconference Dial:1.312.584.2401 Code:1948435#

Board Members:

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

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Orazov (remote)

Directors Absent

H. Beliak, S. Dikbas, U. Yapanel

Guests Present

B. Torres

I. Opening Items**A. Call the Meeting to Order**

S. Orazov called a meeting of the board of directors of Magnolia Public Schools to order on Wednesday Jul 1, 2020 @ 7:03 AM at

Teleconference Dial:1.312.584.2401 Code:1948435#

B. Record Attendance and Guests

C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Orazov seconded the motion.

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

Roll Call

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

D. Public Comments

There were no public comments.

II. Action Items

A. Approval of MPS 2020 Summer School Programs and Related Expenditures

E. Acar, Chief Academic Officer, presented the 2020 summer school programs and related expenditures item to the board. He explained that summer school would be online due to the school closures related to the ongoing pandemic and stated that MPS expects about 800 students to sign up for summer school. Further details were given on this matter and all questions were addressed.

S. Orazov made a motion to approve 2020 MPS summer school programs and related expenditures.

D. Gonzalez seconded the motion.

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

Roll Call

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

III. 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 7:11 AM.

Respectfully Submitted,
S. Orazov

Cover Sheet

Approval of the 2020-2021 EL Master Plan

Section: II. Action Items
Item: A. Approval of the 2020-2021 EL Master Plan
Purpose: Vote
Submitted by:
Related Material: II A EL Master Plan.pdf



Board Agenda Item #	II A – Action Item
Date:	July 9, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Katie Mann, ELA and EL Program Coordinator
RE:	Proposed EL Master Plan Revisions

Proposed Board Motion

- I move that the board recommend the approval of the updated EL Master Plan

Introduction

- This is an organization-wide implementation and would impact our EL program at all 10 MPS schools. Our annual EL Program review is conducted every spring, which includes a survey to gather feedback from MPS Principals, Deans of Academics, and Site-level EL Coordinators. That feedback, along with recommendations from our authorizers, and updated requirements from the CDE, informed the changes that were made to our EL Master Plan. Specific revisions include the addition of a section which details how our EL Program will function to meet the needs of our students in cases of Distance Learning, and/or a hybrid instructional model. Reclassification criteria #2 (Basic Skills Assessment) has been updated to include a measure specific to TK-2 grade students. Finally, the designated ELD program description was updated to allow schools to keep EL students in a designated ELD course for the entire academic year, as well as to provide additional designated ELD services to Level 3 and 4 students, as needed.

Background

- Revisions to the EL Master Plan include:
 - Designated ELD
 - Updated the middle and high school Designated ELD requirement for EL Level 1 and 2 students to allow them to stay in the D/ELD class for the entire academic year. The change was made based on the needs of our students to have ongoing access to high quality language acquisition instruction. Due to the shift in assessment timelines with

the transition from CELDT to ELPAC (summative testing in Spring rather than Fall), a full year of the D/ELD course is necessary for our students to maximize progress on their language acquisition goals.

- Added language that allows EL Level 3-4 students to also be enrolled in a separate D/ELD course, as needed and based on the schools' resources.
- Clarified that all EL students, regardless of levels, will also receive D/ELD services as part of their ELA classes.
- Distance Learning Supports
 - Added language to describe how our EL program and services will be provided during cases of distance or hybrid learning. Specifically, all D/ELD courses must continue to be offered online through distance/hybrid learning, and all core classes must continue to include Integrated ELD in their courses, whether in-person or through distance learning. English Learners will be supported by teachers, site level EL Coordinators, EL Paraprofessionals, school site SEL leaders, mentors, and Homeless/Foster liaisons, as needed.
- Reclassification Requirements:
 - Criteria #2 – Basic Skills Assessment – Added the option for TK-2nd grade students to meet Criteria #2 through an MPS approved ELA Benchmark assessment. Due to the fact that students are ineligible for SBAC before grade 3, and schools do not administer MAP testing before grade 2, a third option specific to our younger students was needed.

Analysis (If applicable)

- These proposed revisions were made based on feedback gathered during our annual EL Program review, recommendations from our authorizers, and updated requirements from the CDE due to the COVID-19 school closures and reopening guidelines.

Budget Implications

- None

Exhibits (attachments):

- Updated MPS EL Master Plan for the 2020-2021 school year. All changes are shown in blue as “suggestions,” and will be formalized upon approval from the Board.

Magnolia Public Schools
2020-2021 English Learner Master Plan

Deleted: 19
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Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

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

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

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

		<ul style="list-style-type: none"> ● <i>LTEs need a rigorous curriculum.</i> ● <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i> ● <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i> ● <i>An LTE program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

- A. *Identification of English Learners*
- B. *Assessment of English Learners*
- C. *Parent Notification*
- D. *Placement of English Learners*
- E. *Newcomers and Long Term English Learners*
- F. *Monitoring English Learner Progress*
- G. *Reclassification of English Learners*
- H. *Staff Qualifications and Professional Development*
- I. *English Learner Advisory Committee*
- J. *English Language Development Program Evaluation*

A. Identification of English Learners

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

The HLS is made up of the following four questions:

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

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

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

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the English Language Proficiency Assessments for California.

Parent rights regarding the HLS are as follows:

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

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

B. Assessment of English Learners

Assessment of Initial Students: Students whose ELP is “To Be Determined” according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2018 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student’s interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student’s initial enrollment. Parents will be notified again of the student’s official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student’s ELP classification and placement.

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

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

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

C. Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

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

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

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

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

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

D. Placement of English Learners - Structured English Immersion Program

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

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

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

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

Eligible Students	Program Description
All ELD Levels (1-4)	<ul style="list-style-type: none"> Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. This setting is designed to ensure that ELs receive appropriate

	<p>supports to build their proficiency and also meet grade level standards across all content areas.</p> <ul style="list-style-type: none"> • Teacher differentiates language instruction based on ELD levels. • Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. • Primary curriculum used is the designated component of McGraw Hill's <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
<p>Flexible program option: Supplemental ELD during Silent Sustained Reading period</p>	
All ELD Levels (1-4)	<ul style="list-style-type: none"> • Depending on the school site's EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. This supplemental class does not replace the 30 minute minimum required for all levels.

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

Middle School - Grades 6-8	
Eligible Students	Program Description
<p>ELD Levels 1-2 ELs with "minimally" or "somewhat developed" proficiency in English</p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD. • Depending on the school's EL population and resources, this period of designated ELD may be a full class period or it may take place during the school's shorter SSR/Study Skills period. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level

Deleted: A full class period of designated ELD will not exceed one semester per year. Schools that elect to provide this additional designated time may use the full class period to provide intensive language instruction and core academic support to ELs, prior to their English proficiency test, then move students to a shorter designated ELD class during the second semester, so that they may participate in an elective or enrichment class.

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

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High School - Grades 9-12

Eligible Students	Program Description
<p>ELD Levels 1-2 ELs with "minimally" or "somewhat developed" proficiency in English</p>	<ul style="list-style-type: none"> ● <u>EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's SSR period or Study Skills class. This ELD class will not interfere with a student's A-G requirements.</u> ● <u>EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</u> ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Primary curriculum used is the designated component of McGraw Hill's <u>StudySync ELA</u>, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Edge.
<p>ELD Levels 3-4 ELs with "moderately" or "well developed" proficiency in English</p>	<ul style="list-style-type: none"> ● <u>EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</u> ● <u>Depending on the school's EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school's shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student's A-G requirements.</u> ● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. ● Teacher differentiates language instruction based on ELD levels. ● Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.

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	<ul style="list-style-type: none"> • Primary curriculum used is the designated component of McGraw Hill's <u>StudySync ELA</u>, curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
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Integrated English Language Development:

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

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

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

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

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

E. Distance Learning Supports for English Learners

In situations where Distance Learning is required (whether full-time or within a hybrid in-person model), all English Learners will continue to receive both Designated and Integrated ELD, as outlined above, and as explained in the MPS Distance Learning

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Guides and Protocols. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually during any distance learning. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Teachers are provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

E. Newcomers and Long Term English Learners

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

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

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed

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or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

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

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

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

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

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

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

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to

create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal strategies for improving academic outcomes for LTEL students:

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

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

G Monitoring English Learner Progress

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

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

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

Schedule for progress monitoring:

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Weekly/Bi-weekly	Monthly	Annually
<ul style="list-style-type: none"> Core teachers review current class grades and notify parents of ELs if their child is failing. School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.). 	<ul style="list-style-type: none"> Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<ul style="list-style-type: none"> January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

Dually-Identified Students:

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SPED will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually Identified student population of EL/SPED scholars will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the scholars' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents will be informed of this progress at least every six weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed.

H. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	Grades K-5	Grades 6-12
English Language Proficiency Assessment	ELPAC: Overall score of 4	

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

↓ **Staff Qualifications and Professional Development Plan**

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

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

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

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

MPS Site-Level EL Coordinators will:

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

The MPS EL Coordinator will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined

above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

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

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. For the 2018-2019 academic year, effective professional development will include:

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

deans during monthly meetings at the Home Office.

- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

↓ **English Learner Advisory Committee**

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At MPS, all schools meeting the English Learner Advisory Committee (ELAC) requirements host meetings regularly throughout the school year. ELAC requirements are as follows:

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

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the LCAP.

Purpose of the ELAC:

The following tasks are included in the function of every school's ELAC. They are:

- Advise the school principal and staff on the development of the LCAP.
- Advise the School Site Council on the school's program and goals for ELs.
- Conduct a school needs assessment for the school's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

The ELAC shall be responsible for the following tasks (from the California Department of Education):

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the LCAP (formerly SPSA).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Sample calendar for ELAC Meetings:

September/October	November/December	January/February	March/April
-Elect members -Review purpose of ELAC -Provide training and materials -Review most recent ELPAC and reclassification data -Review EL program and reclassification criteria	-Advise principal and staff/SSC on recommendations for LCAP -Review importance of regular school attendance	-Language Census review -Discuss and review progress monitoring for ELs	-Conduct a school needs assessment -Revisit recommendations for upcoming AY's LCAP

English Language Development Program Evaluation

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by school leaders and ELD Coordinators. This is in addition to feedback provided by teachers and parents (ELAC). The first program evaluation will be conducted in December (mid academic year), and the second evaluation will be conducted at the end of the academic year. The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. The program evaluations will take place during leadership meetings and ELC meetings at the home office. Evaluation documents will be maintained in the ELC's Google Drive.

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**Approved by the MPS Board on January 23, 2020*

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

Cover Sheet

Overview of Annual Authorizer Oversight Reports for MSA-4, MSA-7, and MSA-Bell (8)

Section:	III. Information Items
Item: and MSA-Bell (8)	A. Overview of Annual Authorizer Oversight Reports for MSA-4, MSA-7,
Purpose:	Discuss
Submitted by:	
Related Material:	III A Annual Oversight by Our Charter Authorizers - 20200709.pdf



Board Agenda Item #	III A- Information/Discussion Item
Date:	July 9, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Schools Annual Authorizer Oversight Reports

Proposed Board Recommendation

Information/Discussion Item

Background

Oversight Visits Overview

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. As a sample please see **attached** LAUSD annual performance-based binder prep guide 2019-20. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

2019-20 Oversight Visits

All MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2019-20:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	Various Zoom meetings during May
MSA-2	LACOE	Yes	Various Zoom meetings during May
MSA-3	LACOE	Yes	Various Zoom meetings during May
MSA-4	LAUSD	Yes	Zoom meeting on 4/28/20
MSA-5	LACOE	Yes	Various Zoom meetings during May
MSA-6	LAUSD	Yes	2/20/20
MSA-7	LAUSD	Yes	2/19/20
MSA-Bell	LAUSD	Yes	2/27/20
MSA-San Diego	SDUSD	Yes	Zoom meeting on 4/14/20
MSA-Santa Ana	SBE	Yes	2/5-6/20

Oversight Visit Reports

Authorizers typically provide the school with a report after their visit to delineate the school’s areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools.

LAUSD:

In their report LAUSD provides a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. For 2019-20, MSA-4, 6, 7, and Bell received a rating of “4” in Governance and a rating of “3” in Student Fiscal Operations. The following are ratings our LAUSD authorized schools received in 2018-19 and 2019-20.

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2019-20				
MSA-4	4	2	3	3
MSA-6	4	3	4	3
MSA-7	4	3	4	3
MSA-BELL	4	3	4	3
2018-19				
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4

CDE:

We received a letter from the CDE with the subject, “Summary of Annual Site Visit for Magnolia Science Academy – Santa Ana conducted on February 5 and 6, 2020.” The letter states that the school was in compliance with the charter petition and the MOU between the California State Board of Education and MSA-SA.

SDUSD:

We have not received a letter or report from SDUSD yet, but the overall visit has been successful, with no findings for non-compliance.

LACOE:

We have not received 2019-20 oversight visit reports for MSA-1, 2, 3, and 5 from LACOE. LACOE typically provides three separate reports for each school in the following areas:

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

This year the LACOE visits were virtually conducted over Zoom. The schools provided LACOE with the links to sample online synchronous class sessions and staff meetings.

Summary / Recommendations from Oversight Visit Reports

Besides the letter from the CDE, the reports we have been provided by our authorizers are the reports for MSA-4, 6, 7, and Bell. We would like to share the following summary and recommendations from those reports.

GOVERNANCE

Summary of School Performance: See excerpt from MSA-4’s report below that is applicable to all four schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>G2: The Governing Board continues to comply with all material provisions of the Brown Act, including all aspects of SB 126.</p> <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the ESSA Grids and Board minutes.</p> <ul style="list-style-type: none"> • As evidenced in Board minutes, the Board approved to hire an Intervention and Instructional Coach at MSA Bell; Memorandum of Understanding with CSULA and the University of Redlands to partner with MSA Bell in an education internship program from July 2019-June 2021; add a part time Resource Specialist Program Teacher to MSA 4 due to increase of students with disabilities; and added a Computer Teacher to MSA 7. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making.</p> <ul style="list-style-type: none"> • As evidenced in Board agendas and minutes, there has been academic updates given to the Board via school leaders, as well as Magnolia Public Schools (MPS) Home Office staff. Academic updates include providing the Board with an overview of the CA Dashboard Indicators and academic performance of all MPS schools. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
<p>Notes: School leadership shared the following as it relates to how Board meetings are being held due to the COVID-19 Pandemic: “MPS Board meetings continue to take place as scheduled in the approved 2019-2020 Board Meeting Calendar, with the difference of having all meetings via teleconference. Committee meetings also take place as needed. All agendas are posted on the MPS Home Office page and school websites in compliance with the Brown Act. Public comment speakers are asked to email the Board Secretary before any meetings to coordinate their time to speak.”</p>	
<p>*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</p>	

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Summary of School Performance: MSA-4:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> Per CDE, MSA4 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged students). Both subgroups demonstrated growth in Math. Although not numerically significant, Students with Disabilities (SWD) demonstrated growth in Math. <p>A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median (RSM)</p> <ul style="list-style-type: none"> Per the Reclassification Report (CDE), MSA 4's reclassification rate was 27.8%, compared to the RSM of 19.0%. <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM.</p> <ul style="list-style-type: none"> Per the "At-Risk" by Grade Report (CDE), MSA 4's rate was 0%, compared to the RSM of 1.7% <p>A8: The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than RSM.</p> <ul style="list-style-type: none"> Per CDE, MSA 4's Four-Year Cohort Graduation Rate is 97.5%, compared to the RSM at 84.9%. Per school leadership, regarding the 2019 graduating class: 63% of students were accepted to a 4-year college and 90% of students were accepted to a 4-year and 2-year college. As of the date of this oversight visit, 53% of the students in the class of 2020 were accepted to a 4-year college and 94% have been accepted to a 4 or 2 year college. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</p> <ul style="list-style-type: none"> Both numerically significant subgroups demonstrated declines in ELA. Though not numerically significant, SWD and English Learners (ELs) demonstrated growth in ELA <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 6th-8th, 11th Grade on the SBAC in ELA is substantially lower than the RSM.</p> <ul style="list-style-type: none"> Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 27.12% in ELA, compared to RSM at 59.04%. <p>A4: The schoolwide percentage of students who Met or Exceeded Standards in 6th-8th, 11th Grade on the SBAC in Math is substantially lower than the RSM.</p> <ul style="list-style-type: none"> Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 8.47% in Math, compared to RSM at 26.42%. 	
<p>A7: The school's percentage of LTELs is at a rate higher than the RSM.</p> <ul style="list-style-type: none"> Per the LTEL by Grade Report (CDE), MSA 's rate is 15.2%, compared to the RSM of 8.3%. <p>A9: The school continues to demonstrate developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA (but increased growth in Math) for some subgroups and grade-levels.</p> <ul style="list-style-type: none"> MSA 4 continues to administer the NWEA MAP three times per year in ELA and Math Per school leadership, based on the assessments from Fall 2018 to Spring 2019, students made some progress in ELA (Reading) and even more in Math. <ul style="list-style-type: none"> In ELA, 54% of student met their projected growth goals in grades 9 and 10 and 65% of the SWD met their projected growth targets. However, 38% of the students in grade 9 met the projected growth goals from Fall to Spring and in grade 9, Socioeconomically Disadvantaged (SED) and Hispanic student groups did not meet the projected growth goals in ELA. In Math, 75% of students met their projected growth goal in grades 9 and 10 and all subgroups exceed their projected growth targets. School leadership noted that 9th graders performed relatively lower than the students in grade 10. <p>**Per school leadership, in response to the SBAC data in ELA and Math, targeted intervention has been put in place. "Intervention groups were formed at the beginning of the school year by using the SBAC results and our internal MAP data. These groups included our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our ELD blocks for ELLs. We grouped our ELA and Math interventions in the afternoon, after school, and Saturday school focusing on our Tier II students, students at the CAASPP standards nearly met and not met. These interventions are revisited quarterly and changes are made depending on student progress." Also, there is ongoing professional development for teaching staff and weekly/biweekly/monthly progress monitoring.</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> Overall score of 4 on the ELPAC Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC Grade "C" or above in ELA Parent Consultation <p>Graduation requirements: Per the Student/Parent Handbook, a student must earn a total of 210 semester credits in order to receive a high school diploma with a "C" or better. MSA4 has a No "D" Policy.</p>	

MSA-7:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • Per the CDE, MSA7 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). Both subgroups demonstrated growth in Math. <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (RSM).</p> <ul style="list-style-type: none"> • Per CDE and a review of the Data Set from the LAUSD Office of Data & Accountability (ODA), the school's ELA rate was at 44.54%, compared to the RSM at 32.04%. <p>A4: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 5th Grade on the SBAC in Math is at a rate higher than the RSM.</p> <ul style="list-style-type: none"> • Per CDE and a review of the Data Set from the LAUSD ODA, the school's Math rate was at 32.14%, compared to the RSM at 25.95%. <p>A5: The school reclassifies English Learners at a rate higher than the RSM.</p> <ul style="list-style-type: none"> • Per CDE, the school's reclassification rate is 37.3%, compared to the RSM of 21.1% <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM.</p> <ul style="list-style-type: none"> • Per CDE, 11.9% of English Learners are "At Risk" at MSA 7, compared to the RSM of 16.5%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • Per the CDE, both numerically significant subgroups (Latino and Socioeconomically Disadvantaged) demonstrated declines in ELA. <p>A9: The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</p> <ul style="list-style-type: none"> • Per school leadership, TK-1st grade students continue to use curriculum-based benchmark assessments. 2nd grade utilizes NWEA MAP assessments (Reading, Writing, and Math). School leadership shared the following: <ul style="list-style-type: none"> ○ TK/Kindergarten demonstrated growth in both ELA and Math 	
<ul style="list-style-type: none"> ○ First grade demonstrated growth in meeting reading benchmarks, however, they ended the school year below standard. In Math, first grade students demonstrated growth and scored at or above standard by the end of the school year. ○ 83% of second grade Students with Disabilities (SWD) met their growth proficiency goals in Reading by the end of the 2018-2019 school year, while 33% met their growth proficiency goals in Math during the same time period. ○ 71% of English Learners (Els) met their growth proficiency goals in Reading and 43% in Math by the end of the 2018-2019 school year. ○ 59% of Socioeconomically Disadvantaged (SED) met their growth goals in Reading and 31% in Math by the end of the 2018-2019 school year. <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> ▪ Overall score of 4 on the ELPAC ▪ Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC ▪ Grade "C" or above in ELA ▪ Parent Consultation 	
<p><i>*NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.</i></p>	

MSA-Bell:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> A1: All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. Per CDE, MSA Bell has five numerically significant subgroups (English Learners, Latinos, Socioeconomically Disadvantaged, Students with Disabilities, and White). All five subgroups demonstrate growth.</p> <p>A2: All numerically significant subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 6th -8th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (RSM). • Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), MSA Bell's SBAC rate in ELA is 42.42%, compared to the RSM at 36.05%.</p> <p>A4: The schoolwide percentage of students who Met and Exceeded Standards in 6th – 8th Grade on the SBAC in Math is at a rate similar to the RSM. • Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), MSA Bell's SBAC rate in Math is 23.86%, compared to the RSM at 24.96%.</p> <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM. • Per the "At-Risk" by Grade Report (CDE), MSA Bell's rate was 0.4%, compared to the RSM of 1.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A5: The school reclassifies English Learners at a rate lower than the RSM. • Per the Reclassification Report (CDE), MSA Bell's reclassification rate was 19.0%, compared to the RSM of 27.8%.</p> <p>A7: The school's percentage of LTELs is at a rate higher than the RSM. • Per the LTEL by Grade Report (CDE), MSA Bell's rate is 19.2%, compared to the RSM of 17.2%</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Reclassification Criteria:</p> <ul style="list-style-type: none"> ▪ Overall score of 4 on the ELPAC ▪ Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC ▪ Grade "C" or above in ELA ▪ Parent Consultation 	
<p><i>*NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.</i></p>	

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

Summary of School Performance: MSA-Bell:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O2: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.</p> <ul style="list-style-type: none"> Per evidence in Binder #3, school is compliant with AB 1871 (providing needy students with one adequate free or reduced priced meal each day). <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> Per school leadership and governing Board meeting on August 8, 2019, in addition to utilizing the intervention strategies from the 2018-2019 school year, an Intervention Coach was added to the staff of MSA Bell. Additionally, for teacher internship programs at CSULA and University of Redlands was approved by the MPS Board from July 2019 through June 2021. All teachers were trained by the new ELA/ELD Program Coordinator during the summer in-services and are supported on an ongoing basis to support increased academic achievement for all students. On January 23, 2020, the EL Master Plan was revised in an effort to improve it and to be fully in compliance with the updated guidance from the CDE. Additionally, a section was added to the plan to explain progress monitoring for students who are dually identified as both English Learner and a Student with a Disability. Per school leadership, new this year is the implementation of the MPS High Quality Instruction Observation tool. It was created by MPS staff and is utilized by school administration, MPS Home Office staff, and teacher leads. Some MPS school teachers also use the form for peer observation. <p>O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p> <ul style="list-style-type: none"> School is compliant with AB 2291 (provides procedures for preventing bullying, including cyberbullying) <p>O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p> <ul style="list-style-type: none"> School is compliant with SB 1104 (evidence of informing parents/guardians of human trafficking prevention resources on its website) <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website.</p> <ul style="list-style-type: none"> School is compliant with AB 2022 (evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services) <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>School leadership has noted the following as further steps for improvement:</p> <ul style="list-style-type: none"> Incorporate IAB assessments into the teacher's curriculum map starting in the 2020-2021 school year 	

<ul style="list-style-type: none"> Analyze previous SBAC data to see trends and create new LCAP goals and investigate academic patterns for closing the achievement gap Continue the "push-in" and "pull-out" intervention of all student groups based on schoolwide and grade-level academic and behavior data sets Emphasize STEAM focus projects that engage in the rigor of DOK3 and DOK4 Develop Lexile goals that are reflective of the development state for students, in order to create metrics for closing the achievement gap <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

FISCAL OPERATIONS

Summary of School Performance: MSA-Bell:

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.	3
Other circumstances and information could influence the rating and are noted in this evaluation.	
MSA Bell's (aka MSA 8) fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$4,235,561 and net income of \$151,844. The 2019-2020 Second Interim projects positive net assets of \$4,107,016 and a net loss of (\$128,545) .	
According to MSA Bell's independent audit report dated June 30, 2019, MSA Bell is one of 10 schools operated by Magnolia Educational & Research Foundation. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$28,113,703 and net income of \$1,202,741. MERF, without its charter schools, reported positive net assets of \$1,623,663 and net income of \$829,702. According to MERF, during 2018-2019, MSA Bell paid management fees of \$904,351 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.	

Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	\$3,004,175	\$3,366,399	\$4,083,717	\$4,235,561	\$4,107,016
Net Income/Loss	\$127,510	\$362,224	\$717,318	\$151,844	(\$128,545)*
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*See Item 27 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with the MERF Public Schools Fiscal Policies & Procedures. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each MERF charter school.

1. Late Fees:

Based on the CSD's review of the school's credit card statements and supporting documentation for the period from May 2019 through October 2019, the CSD noted 13 credit card statements that referenced late fees totaling \$1,470.94 in the aggregate. These late fees are summarized below.

Item #	School	Month	Transaction Date	Amount	Transaction Description
1	MSA 4	May 2019	5/1/2019	\$292.56	Delinquent Charges
2	MSA 4	July 2019	7/1/2019	\$92.96	Delinquent Charges
3	MSA 4	August 2019	8/1/2019	\$77.93	Delinquent Charges
4	MSA 4	October 2019	10/1/2019	\$48.75	Delinquent Charges
5	MSA 6	August 2019	8/1/2019	\$96.72	Delinquent Charges
6	MSA 6	September 2019	9/1/2019	\$244.01	Delinquent Charges
7	MSA 7	May 2019	5/1/2019	\$71.51	Delinquent Charges
8	MSA 7	July 2019	7/1/2019	\$149.64	Delinquent Charges
9	MSA 7	August 2019	8/1/2019	\$220.88	Delinquent Charges
10	MSA Bell	July 2019	7/1/2019	\$37.44	Delinquent Charges
11	MSA Bell	August 2019	8/1/2019	\$31.28	Delinquent Charges
12	MSA Bell	September 2019	9/1/2019	\$29.00	Delinquent Charges
13	MSA Bell	October 2019	10/1/2019	\$78.26	Delinquent Charges
			TOTAL	\$1,470.94	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that, during Fiscal Year 2018-2019, the organization implemented a new financial system. The CSD was further advised that, while the organization's 2018-2019 accounts payable were in the process of being closed (at year-end), some delinquency charges were incurred during its reconciliation process. Additionally, MERF's CFO explained that, during Fiscal Year 2019-2020, the organization discovered the 2018-2019 delinquency charges and subsequently implemented a new American Express reconciliation process, whereby statement reconciliations are processed within 10 days of receipt. Finally, MERF's CFO shared that, to avoid additional late charges in the future, MERF has established automatic payments and has developed a system to immediately review and reconcile the organization's credit card statements.

2. Late Payments to Vendors:

Based on the CSD's review of the school's check register for the period spanning from October 1, 2018 through October 1, 2019, a sample of 46 checks and 12 bank transactions were selected for further review. The CSD noted that 3 out of the 46 checks referenced invoices that were paid late (including one that referenced late fees and interest charges). The items in question are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	90154	3/4/2019	6/29/2018	CoolSIS Technologies, Inc.	\$1,342.00	"CoolSIS Tech June not paid Services."
2	73602	6/17/2019	4/1/2019	Eco Home Safe, Inc.	\$175.00	"Monthly Pest Services April."
3	DDP-00000153	8/16/2019	8/1/2019	Pitney Bowes (Purchase power)	\$451.39	"Late fees \$39.99; Finance charges \$9.68."

In response to the CSD's observations above, MERF's CFO explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of vendors not providing the invoices on time. With respect to Item # 3, the CSD was advised that automatic payments have been established for this vendor, to ensure that all future payments to this vendor are timely.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances are paid timely, to prevent the school from incurring additional late fees and/or interest charges in the future.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and the school's action plans concerning the above-noted findings and observations should be discussed at MERF's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

MSA-7:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term, MSA 7 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

The school shall provide a written status report to the Charter Schools Division no later than December 15 of each year of the charter term demonstrating its progress related to the following:

1. MERF's continuous improvement in the school's fiscal management and operations, based on the recommendations made by School Services of California.

To date, MSA 7 has complied with the benchmark cited above. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.

Note:

The report includes the following comment from LAUSD for Fiscal Operations:

“The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and the school's action plans concerning the above-noted findings and observations should be discussed at MERF's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.”

MPS received MSA-6's report on June 11 and presented the report to the Board on June 29. The reports for MSA-4, 7, and Bell were received on June 29. We will provide the board with an action plan with steps, implement our action plan, and provide proof of implementation to the LAUSD CSD.

The Home Office will continue to provide the board with any oversight report and feedback from the authorizer visits.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Oversight Visit Reports for MSA-4, 7, and Bell



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR (REMOTE VERSION)**** FOR

MAGNOLIA SCIENCE ACADEMY 4 (MSA4) - 8011

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

Charter School Name:		Magnolia Science Academy 4 (MSA4)			Location Code:	8011
Current Address:			City:	ZIP Code:	Phone:	Fax:
1330 W. Graham Place B-9			Los Angeles	90064	310-473-2464	310-473-2416
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2018 to June 30, 2023				4	West	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:		Grades To Be Served Per Charter:
131		360		6-12th		6-12th
Total Number of Staff Members:		17	Certificated:	10	Classified:	7
Charter School's Leadership Team Members:			Musa Avsar, Principal;			
Charter School's Contact for Special Education:						
CSD Assigned Administrator:		Yolanda Jordan		CSD Fiscal Services Manager:		Lourdes Echavarria
Other School/CSD Team Members:		N/A				
REMOTE Oversight Visit Date(s):		May 6, 2020		Fiscal Review Date (if different):		February 5, 2020
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):		Webster Middle School
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		10/4/2019

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	2	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/6/2020

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>G2: The Governing Board continues to comply with all material provisions of the Brown Act, including all aspects of SB 126.</p> <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the ESSA Grids and Board minutes.</p> <ul style="list-style-type: none"> • As evidenced in Board minutes, the Board approved to hire an Intervention and Instructional Coach at MSA Bell; Memorandum of Understanding with CSULA and the University of Redlands to partner with MSA Bell in an education internship program from July 2019-June 2021; add a part time Resource Specialist Program Teacher to MSA 4 due to increase of students with disabilities; and added a Computer Teacher to MSA 7. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making.</p> <ul style="list-style-type: none"> • As evidenced in Board agendas and minutes, there has been academic updates given to the Board via school leaders, as well as Magnolia Public Schools (MPS) Home Office staff. Academic updates include providing the Board with an overview of the CA Dashboard Indicators and academic performance of all MPS schools, 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
<p>Notes: School leadership shared the following as it relates to how Board meetings are being held due to the COVID-19 Pandemic: “MPS Board meetings continue to take place as scheduled in the approved 2019-2020 Board Meeting Calendar, with the difference of having all meetings via teleconference. Committee meetings also take place as needed. All agendas are posted on the MPS Home Office page and school websites in compliance with the Brown Act..... Public comment speakers are asked to email the Board Secretary before any meetings to coordinate their time to speak.”</p>	
<p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) COVID-19 UPDATE – Board Meetings
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/6/2020**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • Per CDE, MSA4 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged students). Both subgroups demonstrated growth in Math. • Although not numerically significant, Students with Disabilities (SWD) demonstrated growth in Math. <p>A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median (RSM)</p> <ul style="list-style-type: none"> • Per the Reclassification Report (CDE), MSA 4's reclassification rate was 27.8%, compared to the RSM of 19.0%. <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM.</p> <ul style="list-style-type: none"> • Per the "At-Risk" by Grade Report (CDE), MSA 4's rate was 0%, compared to the RSM of 1.7% <p>A8: The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than RSM.</p> <ul style="list-style-type: none"> • Per CDE, MSA 4's Four-Year Cohort Graduation Rate is 97.5%, compared to the RSM at 84.9%. • Per school leadership, regarding the 2019 graduating class: 63% of students were accepted to a 4-year college and 90% of students were accepted to a 4-year and 2-year college. As of the date of this oversight visit, 53% of the students in the class of 2020 were accepted to a 4-year college and 94% have been accepted to a 4 or 2 year college. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</p> <ul style="list-style-type: none"> • Both numerically significant subgroups demonstrated declines in ELA. • Though not numerically significant, SWD and English Learners (ELs) demonstrated growth in ELA <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 6th -8th, 11th Grade on the SBAC in ELA is substantially lower than the RSM.</p> <ul style="list-style-type: none"> • Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 27.12% in ELA, compared to RSM at 59.04%. <p>A4: The schoolwide percentage of students who Met or Exceeded Standards in 6th – 8th, 11th Grade on the SBAC in Math is substantially lower than the RSM.</p> <ul style="list-style-type: none"> • Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 8.47% in Math, compared to RSM at 26.42%. 	



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A7: The school's percentage of LTELs is at a rate higher than the RSM.

- Per the LTEL by Grade Report (CDE), MSA 's rate is 15.2%, compared to the RSM of 8.3%.

A9: The school continues to demonstrate developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA (but increased growth in Math) for some subgroups and grade-levels.

- MSA 4 continues to administer the NWEA MAP three times per year in ELA and Math
- Per school leadership, based on the assessments from Fall 2018 to Spring 2019, students made some progress in ELA (Reading) and even more in Math.
 - In ELA, 54% of student met their projected growth goals in grades 9 and 10 and 65% of the SWD met their projected growth targets. However, 38% of the students in grade 9 met the projected growth goals from Fall to Spring and in grade 9, Socioeconomically Disadvantaged (SED) and Hispanic student groups did not meet the projected growth goals in ELA.
 - In Math, 75% of students met their projected growth goal in grades 9 and 10 and all subgroups exceed their projected growth targets. School leadership noted that 9th graders performed relatively lower than the students in grade 10.

**Per school leadership, in response to the SBAC data in ELA and Math, targeted intervention has been put in place. "Intervention groups were formed at the beginning of the school year by using the SBAC results and our internal MAP data. These groups included our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our ELD blocks for ELLs. We grouped our ELA and Math interventions in the afternoon, after school, and Saturday school focusing on our Tier II students, students at the CAASPP standards nearly met and not met. These interventions are revisited quarterly and changes are made depending on student progress." Also, there is ongoing professional development for teaching staff and weekly/biweekly/monthly progress monitoring.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC
- Grade "C" or above in ELA
- Parent Consultation

Graduation requirements: Per the Student/Parent Handbook, a student must earn a total of 210 semester credits in order to receive a high school diploma with a "C" or better. MSA4 has a No "D" Policy.



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****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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DATE OF VISIT: 5/6/2020**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/6/2020**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/6/2020**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Graduation Requirements (within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP). Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input type="checkbox"/> No assessment of performance for this indicator.	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Red

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS No Color (28.6%, Low, number of EL students is 14)

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only) No Performance Color (55% prepared, maintained 1.2%)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Yellow

Change Level: Declined

A15: GRADUATION RATE No Performance Color (97.6% graduated, increased 1.4%)

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Red

Change Level: Increased

NOTES: While there is no Performance Level Color for English Learner Progress, the CA Dashboard indicates that 28.6% of English Learner (EL) students are making progress towards English language proficiency. Progress Level of 28.6% is indicated as Low. The number of EL students is 14.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On November 7, 2017, the LAUSD Board of Education adopted by consent vote to renew Magnolia Charter Academy 4 (MSA4), to serve 360 students in grades 6-12, with Academic Benchmarks. MSA 4 must meet the following academic benchmarks during the 2018-2023 charter term as described below:

Academic Benchmarks and status:

The school shall provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).

1. **The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**
 - a. **STATUS: Not Met:** At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged), maintained "Orange" performance level on the ELA CAASPP (SBAC) from 2018 to 2019. MSA 4's numerically significant subgroups performed at a rate lower than the Resident Schools Medians: 23.41% of MSA 4 Latino subgroup and 27.08% of MSA 4 SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 54.68% and 55.80%, respectively. Additionally, both numerically significant subgroups performed at a rate lower than the Subgroup Similar Schools Medians at 37.12% (Latino) and 37.23% (SED).
2. **The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**
 - a. **STATUS: Not Met:** At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) maintained "Red" performance level on the Math CAASPP (SBAC) from 2018 to 2019. MSA 4's numerically significant subgroups performed at a rate lower than the Resident Schools Median: 8.51% of Latino subgroup and 10.41% of SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 19.85% and 21.06%, respectively. Additionally, MSA 4's numerically significant subgroups performed at a rate lower than the Similar Schools Median at 27.17% (Latino) and 23.53% (SED).



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O2: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.</p> <ul style="list-style-type: none"> ▪ Per evidence in Binder #3, school is compliant with AB 1871 (providing needy students with one adequate free or reduced priced meal each day) and AB 2009 (AED). <p>O7: School is compliant with AB 2291 (provides procedures for preventing bullying, including cyberbullying)</p> <p>O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p> <ul style="list-style-type: none"> ▪ School is compliant with SB 1104 (evidence of informing parents/guardians of human trafficking prevention resources on its website) <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website.</p> <ul style="list-style-type: none"> ▪ School is compliant with AB 2022 (evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services) 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>O4: The school has implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • School leadership noted some areas for further growth and improvement within the guiding questions (please summary in the STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE section). The school developed a “Measurable Pupil Outcomes and Action Plan” during the 2018-2019 school year. In an effort to build upon the plan, school leadership added some new adjustments. Here are some of them: <ul style="list-style-type: none"> ○ Staffing Changes: There is a new administration team in place; a new math teacher to teach high school math and the middle school grades are being taught by the previous high school math teacher; and a new ELA teacher/EL Coordinator has been brought in to teach the middle school and 12th grade levels and provide ELD support ○ To allow for smaller class sizes, the school spit the combined 6th and 7th grade classes in ELA and Math. This allows teachers to focus on specifically teaching grade-level standards and target instruction to a specific grade level. Smaller class sizes also allow teachers to provide more targeted support, especially to EL and SWD students ○ The MPS Home Office hired an ELA/EL Program Coordinator to support and coach ELA teachers and oversee the ELD program 	



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O7: The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

- Per LAUSD LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality, MSA 4's End of Year 2018-2019 Suspension Event Rate is 10.8% (2017-2018 is 0%). However, the California Dashboard Suspension Indicator (which uses census day enrollment) indicates that the suspension rate is 7.5%.
- School leadership reports that during this current school year there has been a high focus on intervention and supports to decrease tier 2/3 incidents and use data to inform systems, routines, and practices. Furthermore, as of February 18, 2020, there has been 2 suspensions and 2 in-school suspensions which were the result of extreme cases and per recommendation from law enforcement.
- In an effort to address school culture and suspension rate, school leadership indicated the following:
 - MSA4 is in the second year of PBIS program with LAUSD
 - Increased the number of home visits as compared to last year
 - SSPT is utilized to respond to student needs by using a whole-child approach
 - Increased active supervision in the morning, during the transition times, and during recess.
 - Utilizing alternatives to suspension like counseling, community service, behavior monitoring, an behavior contracts to name a few.
 - Professional development for staff in the areas of research-based strategies to improve school climate and positive behavior support for students such as Positive Psychology Training, Behavior Assessment Training, Trauma-Informed Training, and Capacity Building Workshop: Building Resilience in Students
- School is compliant with AB 2022 (evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services)

Corrective Action Required

Notes:

O6: The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.

- Per Welligent, MSA 4 has 6 IEPs that are overdue. 4 of the 6 IEPs were due prior to the COVID-19 Safer at Home ordinance by Los Angeles County.
- School leadership shared that the RSP teacher resigned from the position as of January 15, 2020. While working to hire a replacement, MSA4 solicited support for assessments to be completed by their Non-Public Agency (NPA). There was sporadic support available and no consistency in service delivery. The school was able to fill the RSP position on February 27, 2020.

***NOTE:** A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/6/2020**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Classroom-observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*The school:*

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) – COVID-19 UPDATE – Distance Learning
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

Due to COVID-19, information regarding the Special Education program will be documented in the Notes section.

~~The school has a system in place to ensure that the school:~~

- ~~• Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree~~
- ~~• Provides special education training for staff in accordance with requirements of the Modified Consent Decree~~
- ~~• Conducts a special education self-review annually, using the Special Education Self-Review Checklist~~
- ~~• Maintains timely IEP timeline records and accurate service provision records in Welligent~~

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Student Handbook(s) (B1.10) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/6/2020**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9***The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:***

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020



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	<p style="text-align: center;">Rubric</p>	<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)



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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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DATE OF VISIT: 5/6/2020

8011 Magnolia Science Academy 4	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		495,984	601,711	776,350	776,350		648,571	627,787	1,336,770	1,336,770		0	807,651	1,475,263	1,475,263
Current Assets		1,068,476	1,039,109	1,214,674	1,215,177		1,102,995	963,869	1,494,375	1,494,742		0	1,037,066	1,809,305	1,812,120
Fixed and Other Assets		48,488	48,486	53,729	53,730		106,137	106,137	46,458	46,459		0	39,669	30,803	30,803
Total Assets		1,116,964	1,087,595	1,268,403	1,268,907		1,209,132	1,070,006	1,540,833	1,541,201		0	1,076,735	1,840,108	1,842,923
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		187,420	177,921	232,885	238,748		113,923	11,598	47,725	70,687		0	193,741	517,380	520,194
Other Long Term Liabilities		0	6,500	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		187,420	184,421	232,885	238,748		113,923	11,598	47,725	70,687		0	193,741	517,380	520,194
Net Assets		929,544	903,174	1,035,518	1,030,159		1,095,210	1,058,407	1,493,108	1,470,514		1,187,040	882,994	1,322,728	1,322,729
Total Revenues	2,189,203	2,379,292	2,383,802	2,361,237	2,427,635	2,315,274	2,160,715	2,344,475	2,382,377	2,446,842	2,280,825	2,306,668	2,223,924	2,157,192	2,252,250
Total Expenditures	1,992,237	2,112,238	2,143,118	1,988,209	2,059,966	2,202,177	2,101,023	2,316,227	1,919,428	2,006,487	2,357,549	2,612,736	2,811,443	2,304,978	2,400,035
Net Income / (Loss)	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	(0)	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)
Net Assets, Beginning	548,341	763,641	763,641	763,641	662,490	903,173	1,035,518	1,035,518	1,030,159	1,030,159	1,058,407	1,493,108	1,493,107	1,493,108	1,470,514
Adj. for restatement / Prior Yr Adj	0	(101,151)	(101,151)	(101,151)	0	0	0	(5,359)	0	0	0	0	(22,594)	(22,594)	0
Net Assets, Beginning, Adjusted	548,341	662,490	662,490	662,490	662,490	903,173	1,030,518	1,030,159	1,030,159	1,030,159	1,058,407	1,493,108	1,470,513	1,470,514	1,470,514
Net Assets, End	745,307	929,544	903,174	1,035,518	1,030,159	1,016,271	1,095,210	1,058,407	1,493,108	1,470,514	981,683	1,187,040	882,994	1,322,728	1,322,729

8011 Magnolia Science Academy 4	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	494,503	776,350	1,336,770	1,475,263	0		690,960	1,161,728	0	0
Current Assets	902,173	1,215,177	1,494,742	1,812,120	0		727,529	1,221,064	0	0
Fixed and Other Assets	64,144	53,730	46,459	30,803	0		11,490	45,571	0	0
Total Assets	966,317	1,268,907	1,541,201	1,842,923	0		739,019	1,266,635	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	303,827	238,748	70,687	520,194	0		97,400	603,183	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	303,827	238,748	70,687	520,194	0		97,400	603,183	0	0
Net Assets	662,490	1,030,159	1,470,514	1,322,729	0		641,619	663,452	0	0
Total Revenues	2,280,876	2,427,635	2,446,842	2,252,250	0	2,206,692	1,674,967	1,672,714	0	0
Total Expenditures	2,085,206	2,059,966	2,006,487	2,400,035	0	2,182,703	2,356,076	2,331,990	0	0
Net Income / (Loss)	195,670	367,669	440,355	(147,785)	0	23,989	(681,109)	(659,276)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	195,670	367,669	440,355	(147,785)	0	23,989	(681,109)	(659,276)	0	0
Net Assets, Beginning	466,820	662,490	1,030,159	1,470,514	0	882,995	1,322,728	1,322,728	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	466,820	662,490	1,030,159	1,470,514	0	882,995	1,322,728	1,322,728	0	0
Net Assets, End	662,490	1,030,159	1,470,514	1,322,729	0	906,984	641,619	663,452	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/6/2020

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 4's fiscal condition is positive. According to the 2018-2019 independent audit report, the school had positive net assets of \$1,322,729 and a net loss of (\$147,785). The 2019-2020 Second Interim projects positive net assets of \$663,453 and a net loss of (\$659,276).</p> <p>According to MSA 4's independent audit report dated June 30, 2019, MSA 4 is one of 10 schools operated by Magnolia Educational & Research Foundation. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$28,113,703 and net income of \$1,202,741. MERF, without its charter schools, reported positive net assets of \$1,623,663 and net income of \$829,702. According to MERF, during 2018-2019, MSA 4 paid management fees of \$74,843 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	3



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 5/6/2020**Areas of Demonstrated Strength and/or Progress:**

- The school's fiscal condition is positive.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	\$662,490	\$1,030,159	\$1,470,514	\$1,322,729	\$633,453
Net Income/ Loss	\$195,670	\$367,669	\$440,355	(\$147,785)*	(\$659,276)*
Transfers In/ Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*See Items 27 and 28 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with the MERF Public Schools Fiscal Policies & Procedures. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each MERF charter school.

1. Late Fees:

Based on the CSD's review of the school's credit card statements and supporting documentation for the period from May 2019 through October 2019, the CSD noted 13 credit card statements that referenced late fees totaling \$1,470.94 in the aggregate. These late fees are summarized below.



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Item #	School	Month	Transaction Date	Amount	Transaction Description
1	MSA 4	May 2019	5/1/2019	\$292.56	Delinquent Charges
2	MSA 4	July 2019	7/1/2019	\$92.96	Delinquent Charges
3	MSA 4	August 2019	8/1/2019	\$77.93	Delinquent Charges
4	MSA 4	October 2019	10/1/2019	\$48.75	Delinquent Charges
5	MSA 6	August 2019	8/1/2019	\$96.72	Delinquent Charges
6	MSA 6	September 2019	9/1/2019	\$244.01	Delinquent Charges
7	MSA 7	May 2019	5/1/2019	\$71.51	Delinquent Charges
8	MSA 7	July 2019	7/1/2019	\$149.64	Delinquent Charges
9	MSA 7	August 2019	8/1/2019	\$220.88	Delinquent Charges
10	MSA Bell	July 2019	7/1/2019	\$37.44	Delinquent Charges
11	MSA Bell	August 2019	8/1/2019	\$31.28	Delinquent Charges
12	MSA Bell	September 2019	9/12/2019	\$29.00	Delinquent Charges
13	MSA Bell	October 2019	10/1/2019	\$78.26	Delinquent Charges
			TOTAL	\$1,470.94	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that, during Fiscal Year 2018-2019, the organization implemented a new financial system. The CSD was further advised that, while the organization's 2018-2019 accounts payable were in the process of being closed (at year-end), some delinquency charges were incurred during its reconciliation process. Additionally, MERF's CFO explained that, during Fiscal Year 2019-2020, the organization discovered the 2018-2019 delinquency charges and subsequently implemented a new American Express reconciliation process, whereby statement reconciliations are processed within 10 days of receipt. Finally, MERF's CFO shared that, to avoid additional late charges in the future, MERF has established automatic payments and has developed a system to immediately review and reconcile the organization's credit card statements.

2. Late Payments to Vendors:

Based on the CSD's review of the school's check register for the period spanning from October 1, 2018 through October 1, 2019, a sample of 46 checks and 12 bank transactions were selected for further review. The CSD noted that 3 out of the 46 checks referenced invoices that were paid late (including one that referenced late fees and interest charges). The items in question are summarized below.



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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	90154	3/4/2019	6/29/2018	CoolSIS Technologies, Inc.	\$1,342.00	“CoolSIS Tech June not paid Services.”
2	73602	6/17/2019	4/1/2019	Eco Home Safe, Inc.	\$175.00	“Monthly Pest Services April.”
3	DDP-00000153	8/16/2019	8/1/2019	Pitney Bowes (Purchase power)	\$451.39	“Late fees \$39.99; Finance charges \$9.68.”

In response to the CSD’s observations above, MERF’s CFO explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of vendors not providing the invoices on time. With respect to Item # 3, the CSD was advised that automatic payments have been established for this vendor, to ensure that all future payments to this vendor are timely.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances are paid timely, to prevent the school from incurring additional late fees and/or interest charges in the future.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at MERF’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



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Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Use of Alternative Payment Methods for School Expenditures (PayPal):

Based on the CSD's review of a sample of the school's credit card transactions, the CSD noted one school expenditure purchased through a PayPal account for the month of May 2019 (in the amount of \$1,203.16, dated 5/3/2019 and payable to PayPal).

During the CSD's "Segregation of Duties" review at MSA 6 (conducted with MSA 6's School Principal and its Office Manager), the CSD inquired as to whether the school utilized any alternative payment methods other than credit cards and checks (which would include PayPal and/or any other payment processors). The responses provided to the CSD by all parties who participated in the Segregation of Duties review indicated that the school does not have a PayPal account. During the MERF Home Office visit, the CSD also inquired about the utilization of any alternative payment methods other than credit cards and checks. The CSD was advised that MERF did not utilize a PayPal account.

In response to the CSD's observations above, MERF's Controller stated that MERF would no longer utilize PayPal as one of its payment methods.

The CSD recommends that, if the organization elects to utilize alternative payment methods in the future, MERF should establish written policies and procedures pertaining to the use of alternative payment methods by third party processors and establish proper controls to monitor such transactions. These procedures should also include written guidance regarding: 1) The use of third-party processors (such as PayPal or others that provide comparable services and specify that alternate payment methods are not preferred to and should only be considered when merchants will not accept school checks, ACH transfers, or MERF credit cards; 2) Clarification that purchases made via third-party processor are subject to the same criteria and requirements as all other purchases; (3) Confirmation that, in advance of purchase approvals, MERF staff members shall submit signed copies of the appropriate purchase forms substantiating details concerning:

- a) Who the expenditure is for;
 - b) What the expenditure is for;
 - c) Where the expenditure is made;
 - d) Why the expenditure is made; and
 - e) When the expenditure is made; and
- 4) Guidance stressing that the use of third-party processors shall not be used to bypass appropriate purchase or payment procedures.

2. Intraorganizational Borrowing:

Based on the CSD's review of various MERF governing board meeting minutes during its 2019-2020 fiscal review (including minutes dated October 10, 2016, February 8, 2018, June 13, 2019, July 18, 2019, November 22, 2019, and March 5, 2020), the CSD noted that the MERF schools have been engaging in intraorganizational borrowing/lending. For example, MERF's October 10, 2016 meeting minutes disclosed its governing board's approval of intraorganizational loans in Fiscal Year 2016-2017 totaling \$1,150,000 in the



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aggregate (including the \$700,000 loan from MSA 8 or MSA Bell to MSA Santa Ana for its operational expenses that specified a repayment period of 20 months and a 0% interest rate).

Additionally, MERF's June 13, 2019 meeting minutes disclosed that its CFO presented the intraorganizational loan repayment plan to the MERF governing board. These meeting minutes indicate that MERF's CFO discussed the previous repayment schedules and shared that some MERF schools had defaulted on their original repayment schedules, and for that reason, a revised repayment schedule was recommended (which was approved by MERF's governing board on June 13, 2019).

Among the four MSA schools currently authorized by LAUSD, as of the date of this report, MSA 8 is the only school that is owed a significant balance from the intraorganizational borrowing referenced above. The accounting of the intraorganizational loans due to MSA 8 and the payment terms are summarized below:

Item #	Date	Due To	Due From	Amount	Terms
1	6/13/2019	MSA 8	MERF (MSA Santa Ana)	\$1,811,055	60 months, with 0% interest rate.
2	7/18/2019	MSA 8	MERF (MSA San Diego)	\$300,000	60 months, with 1.90% interest rate.
3	11/22/2019	MSA 8	MERF (MSA San Diego)	\$400,000	60 months, with 1.90% interest rate.
4	3/5/2020	MSA 8	MERF (MSA San Diego)	\$100,000	60 months, with 1.90% interest rate.
Total				\$2,611,055	

In response to the CSD's observations above, MERF's CFO provided the following explanation: "Prior to now, all Intraorganization loans have been at 0% interest. However, following discussion[s] with our authorizers (LACOE and LAUSD), MERF has begun charging a reasonable interest rate of new loans in this fiscal year and thereafter. MERF has used the board-approved repayment schedule as representative of the loan agreement, as the repayment schedule contains all of the loan detail information discussed in the sample loan agreement in the FCMAT Guidance. However, we concur that having an actual Intraorganization Loan Agreement in place will help strengthen our documentation process for all future Intraorganization Loans and aligns as closely as possible with the FCMAT recommended procedure."

The CSD shared information with MERF's CEO from chapter 8 of the 2017 Fiscal Crisis & Management Assistance Team (FCMAT) California School Accounting and Best Practices Manual (the FCMAT Manual) - which discusses Related Organizations and Intraorganizational Loans and states: "At the end of the fiscal year, each school's receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intercompany accounts and the repayment terms.



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Intraorganization receivables and payables terms include the following:

- All intraorganization receivables and payables that may be settled to a zero balance as of the end of the fiscal year are not subject to any repayment terms or interest accruals.
- Any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year should be converted to intraorganization loan agreements, with terms that includes a reasonable interest rate, monthly or quarterly payments, and a specific duration. The final settlement terms should be determined no later than two months after the close of the fiscal year and are subject to approval by the governing board at its next meeting but before the fiscal year-end independent audit report is completed.”

MERF’s Intra-Organization Receivables and Payables (Due To/Due From) fiscal policy (effective January 2019) states: “At the end of the fiscal year, each school’s receivable or payable account will be reconciled in accordance with G&A 105 Period-End-Review & Closing. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.” However, MERF’s policy is silent regarding its intraorganizational receivables and payables that are not settled to zero balances as of the end of the fiscal year, and the conversion of these balances to intraorganizational loan agreements with terms that include a reasonable interest rate, monthly or quarterly payments, and specific repayment schedules.

The CSD recommends that MERF incorporate the aforementioned FCMAT’s guidelines into its fiscal policies and procedures, requiring intraorganizational loan agreements for intraorganizational receivables and payables that are not settled or netted to zero balances at the end of the fiscal year.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



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1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from May 2019 through October 2019. Selected the months of May 2019 through October 2019 for sample testing. No discrepancies were noted.
 - a. Citi Bank Checking Account Ending in X5041 (MSA Bell)
 - b. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - c. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from May 2019 through October 2019. Selected the months of May 2019, July 2019, and September 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
4. Reviewed the following 46 checks and 12 bank transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 43059, 43069, 43092, 43094, 43105, 43106, 43134, 43158, 70143, 70184, 70201, 70211, 70217, 70238, 73398, 73499, 73553, 73597, 73602, 73612, 73629, 73632, 73636, 73638, 73661, 73666, 73667, 73670, 73674, 73681, 73709, 90154, 90292, 90300, 90316, 90317, 90331, 90335, 90343, 90344, 90347, DDP-00000095, DPP-00000096, DDP-00000116, DDP-00000153, and DDP-00000159.
 - b. Citi Bank Checking X6769 Transactions: (1) 04/01/2019 – (\$21,874.28); (2) 04/15/2019 – (\$387.79); and (3) 04/26/2019 - \$51.84.
 - c. Citi Bank Checking X6121 Transactions: (1) 04/02/2019 – (\$3,871.02); (2) 04/12/2019 – (\$33,143.19); and (3) 09/30/2019 - \$7,944.34.
 - d. Citi Bank Checking X2703 Transactions: (1) 04/10/2019 – (\$381.60); (2) 09/04/2019 – (\$233.23); and (3) 09/09/2019 – (\$2,076.10).
 - e. Citi Bank Checking X5041 Transactions: (1) 04/01/2019 – (\$48,269.06); (2) 04/22/2019 - \$150,000; and (3) 09/23/2019 - \$36.61).
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$1,475,263, and total expenditures equal \$2,400,035. Therefore, the school's cash reserve level is 61.47%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) reviews were conducted at MSA 6. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD. This includes the following transactions:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/6/2020

- a. MERF borrowed \$1,811,055 from MSA 8 (with no interest rate and a maturity date of July 15, 2024). Per MERF's governing board resolution dated 6/13/2019, the purposes of this loan were to fund the completion of MSA Santa Ana's Gymnasium project and to cover other operational expenditures.
 - b. MSA San Diego borrowed \$800,000 from to MSA 8 (at 1.90% interest and a maturity date of January 15, 2025). Per MERF's governing board resolution dated 3/5/2020, the purpose of this loan was to meet MSA San Diego's cash needs- including the funding of payroll and other operational expenditures.
10. Pursuant to AB 1871, a signed written statement that indicates that MS4 4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
 11. MERF provided documentation regarding 13 pending legal matters. Five of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2019-2020. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
 12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
 13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
 14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
 15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
 16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
 17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
 18. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
 19. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
 20. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
 21. Equipment inventory was provided.
 22. The 2019-2020 LCAP was submitted to LAUSD.
 23. The most current LCAP is posted on the charter school's website.
 24. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
 25. The most current Audited Financial Statements are posted on the charter school's website.
 26. The 2018-2019 audited and unaudited actuals nearly mirror each other.
 27. According to MERF's the back office provider firm, DMS, the net loss of (\$147,785) as reflected in MSA 4's 2018-2019 Audited Financials is primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.
 28. According to MERF's CFO, the projected net loss of (\$659,276) as reflected in MSA 4's 2019-2020 Second Interim is primarily due to: 1) The school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students); 2) The LAUSD overallocation fees incurred; and 3) The school's enrollment of Special Education students (which was 33% higher than expected and was accompanied by increased related expenditures).



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, during the 2018-2023 charter term, MSA 4 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

1. The school shall provide the Charter Schools Division (CSD) with the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California's (SSCal), as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017.
2. MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.
3. MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018.
4. Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may *not* terminate or cease SSCal's work without the CSD's or District's prior consent in writing.
5. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023.
6. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 5 above.

To date, MSA 4 has complied with the benchmarks cited above. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmarks above through the remainder of the school's charter term.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



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DATE OF VISIT: 5/6/2020

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

A new school would be assessed as Unsatisfactory based on the statements below:

New Schools:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2019-2020 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 7 - 8014

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2020

Charter School Name:		Magnolia Science Academy 7 (MSA7)			Location Code:	8014
Current Address:			City:	ZIP Code:	Phone:	Fax:
18355 Roscoe Blvd.			Northridge	91325	818-221-5328	818-975-5215
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2019 to June 30, 2024				3	Northwest	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
291		300		TK-5 th	TK-5 th	
Total Number of Staff Members:		Certificated:	14	Classified:	18	
32		Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Erdinc Acar, CAO; Brenda Lopez, Director of Student Services; Derya Hajmeirza, Director of HR; Murat Akbas, HR Manager; Katie Mann ELA/ELD Program Coordinator; Traci Lewin, Director of Math Programs				
Charter School's Leadership Team Members:						
Charter School's Contact for Special Education:		Diana Harris, Special Education Coordinator/RSP				
CSD Assigned Administrator:		Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Echavarria	
Other School/CSD Team Members:		Jeen Yu				
Oversight Visit Date(s):		February 21, 2020		Fiscal Review Date (if different):	February 5, 2020	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		No		LAUSD Co-Location Campus(es) (if applicable):	N/A	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	4	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2020

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/21/2020

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>G2: The Governing Board continues to comply with all material provisions of the Brown Act, including all aspects of SB 126.</p> <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the ESSA Grids and Board minutes.</p> <ul style="list-style-type: none"> • As evidenced in Board minutes, the Board approved to hire an Intervention and Instructional Coach at MSA Bell; Memorandum of Understanding with CSULA and the University of Redlands to partner with MSA Bell in an education internship program from July 2019-June 2021; add a part time Resource Specialist Program Teacher to MSA 4 due to increase of students with disabilities; and added a Computer Teacher to MSA 7. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making.</p> <ul style="list-style-type: none"> • As evidenced in Board agendas and minutes, there has been academic updates given to the Board via school leaders, as well as Magnolia Public Schools (MPS) Home Office staff. Academic updates include providing the Board with an overview of the CA Dashboard Indicators and academic performance of all MPS schools, 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes: None	
<p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/21/2020**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

	Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • Per the CDE, MSA7 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). Both subgroups demonstrated growth in Math. <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (RSM).</p> <ul style="list-style-type: none"> • Per CDE and a review of the Data Set from the LAUSD Office of Data & Accountability (ODA), the school's ELA rate was at 44.54%, compared to the RSM at 32.04%. <p>A4: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 5th Grade on the SBAC in Math is at a rate higher than the RSM.</p> <ul style="list-style-type: none"> • Per CDE and a review of the Data Set from the LAUSD ODA, the school's Math rate was at 32.14%, compared to the RSM at 25.95%. <p>A5: The school reclassifies English Learners at a rate higher than the RSM.</p> <ul style="list-style-type: none"> • Per CDE, the school's reclassification rate is 37.3%, compared to the RSM of 21.1% <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM.</p> <ul style="list-style-type: none"> • Per CDE, 11.9% of English Learners are "At Risk" at MSA 7, compared to the RSM of 16.5%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • Per the CDE, both numerically significant subgroups (Latino and Socioeconomically Disadvantaged) demonstrated declines in ELA. <p>A9: The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</p> <ul style="list-style-type: none"> • Per school leadership, TK-1st grade students continue to use curriculum-based benchmark assessments. 2nd grade utilizes NWEA MAP assessments (Reading, Writing, and Math). School leadership shared the following: <ul style="list-style-type: none"> ○ TK/Kindergarten demonstrated growth in both ELA and Math 	



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- First grade demonstrated growth in meeting reading benchmarks, however, they ended the school year below standard. In Math, first grade students demonstrated growth and scored at or above standard by the end of the school year.
- 83% of second grade Students with Disabilities (SWD) met their growth proficiency goals in Reading by the end of the 2018-2019 school year, while 33% met their growth proficiency goals in Math during the same time period.
- 71% of English Learners (ELs) met their growth proficiency goals in Reading and 43% in Math by the end of the 2018-2019 school year.
- 59% of Socioeconomically Disadvantaged (SED) met their growth goals in Reading and 31% in Math by the end of the 2018-2019 school year.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA
- Parent Consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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DATE OF VISIT: 2/21/2020**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 (B2.1)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input type="checkbox"/> No assessment of performance for this indicator.	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP English Language Arts - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Maintained

A11: CAASPP Mathematics - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Yellow

Change Level: Increased

A12: English Learner Progress No Color Indicated

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: College/Career (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: Chronic Absenteeism

Performance Level Color: Orange

Change Level: Maintained

A15: Graduation Rate

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: Suspension Rate

Performance Level Color: Blue

Change Level: Maintained



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NOTES: While there is no Performance Level Color for English Learner Progress, the CA Dashboard indicates that 46.4% of English Learner (EL) students are making progress towards English language proficiency. Progress Level of 46.4% is indicated as Medium. The number of EL students is 56.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 23, 2018, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy 7 (MSA7), to serve up to 300 students in grades TK-5, with Academic Benchmarks. MSA 7 must meet the following benchmarks during the 2019-2024 charter term in order to address academic concerns. Below is the status of each benchmark:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Not Met: English Learners maintained an “Orange” rating, per the CA School Dashboard. Though not numerically significant (27 students assessed), 0% Met or Exceeded the ELA Standard, compared to the RSM at 1.30%.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Not Met: English Learners maintained an “Orange” rating, per the CA School Dashboard. Though not numerically significant (29 students assessed), 3.45% Met or Exceeded the Math Standard, compared to the RSM at 3.75%.**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O2: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.</p> <ul style="list-style-type: none"> ▪ Per evidence in Binder #3, school is compliant with AB 1871 (providing needy students with one adequate free or reduced priced meal each day). <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> ▪ In an effort to increase student achievement, school leadership shared school-wide goals. While the school will continue utilizing some of the same intervention supports (e.g. MTSS, afterschool tutoring, etc.), school leadership shared some new interventions that will be utilized this school year, including the following: <ul style="list-style-type: none"> ○ A new online program, NexGen Math. This program “allows all students to be exposed to more rigor and higher order thinking math problems that are directly aligned to our Math Common Core Standards. ○ Guided Math program. “During the guided math instruction, each classroom has support of a teacher’s assistant, student teacher, and/or Chicago School volunteer.” Teachers were trained by the Bureau of Educational Research (BER). Teaching staff will utilize existing curriculum and supplemental materials. ○ Re-integrating novel-based instruction in conjunction with Wonders ELA curriculum. Per leadership, “novel-based instructional allows our teachers to strengthen vocabulary acquisition, support reading comprehension sills, and enhance our students’ writing skills and strategies.” ▪ Per school leadership, this is the first year of the implementation of the MPS High Quality Instruction Observation too. It was created during the Summer of 2019 using input from administrators, teachers, and other staff. It is solely used for coaching and feedback purposes. <p>O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p> <ul style="list-style-type: none"> ▪ School is compliant with AB 2291 (provides procedures for preventing bullying, including cyberbullying) ▪ School continues to have 0% suspensions. <p>O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p> <ul style="list-style-type: none"> ▪ School is compliant with SB 1104 (evidence of informing parents/guardians of human trafficking prevention resources on its website) ▪ Per the Stakeholder Survey results (from students, family, and staff), the overall satisfaction rate of MSA7 indicating that, “<i>Overall, I am satisfied and would recommend this school to other students/parents/educators,</i>” yielded the following percentages: Student = 89%; Family 98%; and Staff 93%. <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <ul style="list-style-type: none"> ▪ School is compliant with AB 2022 (evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services) 	



LAUSD CHARTER SCHOOLS DIVISION

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Per school leadership, the following are some areas noted for further growth and/or improvement:

- Improving instructional support for SWE and English Learners
- Increasing proficiency growth in ELA and Math school-wide and student subgroups as measured by the SBAC
- Increase ELAC meeting participation rates
- Increasing ADA rates for all students

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Visitor Policy <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2*****The school has a system in place to ensure that:***

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Epi-pen documentation (B3.2c) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> AED (schools with an interscholastic athletic program) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*The school:*

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence



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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/21/2020**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements **(high schools only)**
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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Performance	<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website



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	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <input type="checkbox"/> Other: (Specify)

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to system for evaluation of staff and administrator(s) (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



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8014	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 7															
Cash and Cash Equivalents		418,153	418,912	830,140	830,140		951,941	1,008,028	1,269,979	1,269,979		0	601,058	1,314,944	1,314,944
Current Assets		1,088,560	1,097,540	1,241,021	1,237,021		1,338,710	1,366,084	1,607,504	1,610,557		0	1,143,608	1,748,558	1,748,558
Fixed and Other Assets		200,208	61,884	31,590	35,589		78,421	65,317	168,099	175,325		0	152,110	168,098	168,098
Total Assets		1,288,768	1,159,424	1,272,610	1,272,610		1,417,131	1,431,401	1,775,603	1,785,882		0	1,295,718	1,916,656	1,916,656
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		281,541	232,528	254,417	260,280		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015
Other Long Term Liabilities		0	14,500	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		281,541	247,028	254,417	260,280		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015
Net Assets		1,007,228	912,396	1,018,193	1,012,330		1,153,980	1,101,891	1,498,659	1,498,196		1,311,921	1,220,432	1,542,640	1,542,641
Total Revenues	3,692,766	3,817,312	3,625,736	3,551,194	3,620,605	3,503,588	3,527,538	3,695,027	3,784,761	3,851,149	3,706,710	3,781,111	4,008,044	3,760,147	3,931,854
Total Expenditures	3,657,044	3,757,437	3,660,692	3,480,352	3,555,627	3,468,344	3,391,751	3,605,465	3,298,432	3,365,283	3,607,797	3,967,849	4,285,808	3,715,702	3,887,409
Net Income / (Loss)	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445
Net Assets, Beginning	981,587	939,108	939,108	939,108	947,352	912,396	1,018,193	1,018,193	1,012,330	1,012,330	1,101,891	1,498,659	1,498,658	1,498,658	1,498,196
Adj. for restatement / Prior Yr Adj	0	8,244	8,244	8,244	0	0	0	(5,863)	0	0	0	0	(462)	(463)	0
Net Assets, Beginning, Adjusted	981,587	947,352	947,352	947,352	947,352	912,396	1,018,193	1,012,330	1,012,330	1,012,330	1,101,891	1,498,659	1,498,196	1,498,195	1,498,196
Net Assets, End	1,017,309	1,007,228	912,396	1,018,193	1,012,330	947,640	1,153,980	1,101,891	1,498,659	1,498,196	1,200,803	1,311,921	1,220,432	1,542,640	1,542,641

8014	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 7										
Cash and Cash Equivalents	914,277	830,140	1,269,979	1,314,944	0		1,340,343	1,177,482	0	0
Current Assets	1,427,398	1,237,021	1,610,557	1,748,558	0		1,711,329	1,547,429	0	0
Fixed and Other Assets	42,801	35,589	175,325	168,098	0		139,181	423,065	0	0
Total Assets	1,470,199	1,272,610	1,785,882	1,916,656	0		1,850,510	1,970,494	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	522,847	260,280	287,686	374,015	0		100,539	223,745	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	522,847	260,280	287,686	374,015	0		100,539	223,745	0	0
Net Assets	947,352	1,012,330	1,498,196	1,542,641	0		1,749,971	1,746,749	0	0
Total Revenues	3,515,135	3,620,605	3,851,149	3,931,854	0	3,740,644	3,888,283	3,911,147	0	0
Total Expenditures	3,405,285	3,555,627	3,365,283	3,887,409	0	3,660,305	3,680,952	3,707,038	0	0
Net Income / (Loss)	109,850	64,978	485,866	44,445	0	80,339	207,331	204,109	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	109,850	64,978	485,866	44,445	0	80,339	207,331	204,109	0	0
Net Assets, Beginning	837,502	947,352	1,012,330	1,498,196	0	1,220,433	1,542,640	1,542,640	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	837,502	947,352	1,012,330	1,498,196	0	1,220,433	1,542,640	1,542,640	0	0
Net Assets, End	947,352	1,012,330	1,498,196	1,542,641	0	1,300,772	1,749,971	1,746,749	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p>	3
<p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	
<p>MSA 7's fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$1,542,641 and net income of \$44,445. The 2019-2020 Second Interim projects positive net assets of \$1,746,750 and net income of \$204,109.</p>	
<p>According to MSA 7's independent audit report dated June 30, 2019, MSA 7 is one of 10 schools operated by Magnolia Educational & Research Foundation. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$28,113,703 and net income of \$1,202,741. MERF, without its charter schools, reported positive net assets of \$1,623,663 and net income of \$829,702. According to MERF, during 2018-2019, MSA 7 paid management fees of \$498,952 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	



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- The school's fiscal condition is positive.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	\$947,352	\$1,012,330	\$1,498,196	\$1,542,641	\$1,746,750
Net Income/Loss	\$109,850	\$64,978	\$485,866	\$44,445	\$204,109
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with the MERF Public Schools Fiscal Policies & Procedures. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each MERF charter school.

1. Late Fees:

Based on the CSD's review of the school's credit card statements and supporting documentation for the period from May 2019 through October 2019, the CSD noted 13 credit card statements that referenced late fees totaling \$1,470.94 in the aggregate. These late fees are summarized below.



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Item #	School	Month	Transaction Date	Amount	Transaction Description
1	MSA 4	May 2019	5/1/2019	\$292.56	Delinquent Charges
2	MSA 4	July 2019	7/1/2019	\$92.96	Delinquent Charges
3	MSA 4	August 2019	8/1/2019	\$77.93	Delinquent Charges
4	MSA 4	October 2019	10/1/2019	\$48.75	Delinquent Charges
5	MSA 6	August 2019	8/1/2019	\$96.72	Delinquent Charges
6	MSA 6	September 2019	9/1/2019	\$244.01	Delinquent Charges
7	MSA 7	May 2019	5/1/2019	\$71.51	Delinquent Charges
8	MSA 7	July 2019	7/1/2019	\$149.64	Delinquent Charges
9	MSA 7	August 2019	8/1/2019	\$220.88	Delinquent Charges
10	MSA Bell	July 2019	7/1/2019	\$37.44	Delinquent Charges
11	MSA Bell	August 2019	8/1/2019	\$31.28	Delinquent Charges
12	MSA Bell	September 2019	9/12/2019	\$29.00	Delinquent Charges
13	MSA Bell	October 2019	10/1/2019	\$78.26	Delinquent Charges
			TOTAL	\$1,470.94	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that, during Fiscal Year 2018-2019, the organization implemented a new financial system. The CSD was further advised that, while the organization's 2018-2019 accounts payable were in the process of being closed (at year-end), some delinquency charges were incurred during its reconciliation process. Additionally, MERF's CFO explained that, during Fiscal Year 2019-2020, the organization discovered the 2018-2019 delinquency charges and subsequently implemented a new American Express reconciliation process, whereby statement reconciliations are processed within 10 days of receipt. Finally, MERF's CFO shared that, to avoid additional late charges in the future, MERF has established automatic payments and has developed a system to immediately review and reconcile the organization's credit card statements.

2. Late Payments to Vendors:

Based on the CSD's review of the school's check register for the period spanning from October 1, 2018 through October 1, 2019, a sample of 46 checks and 12 bank transactions were selected for further review. The CSD noted that 3 out of the 46 checks referenced invoices that were paid late (including one that referenced late fees and interest charges). The items in question are summarized below.



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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	90154	3/4/2019	6/29/2018	CoolSIS Technologies, Inc.	\$1,342.00	“CoolSIS Tech June not paid Services.”
2	73602	6/17/2019	4/1/2019	Eco Home Safe, Inc.	\$175.00	“Monthly Pest Services April.”
3	DDP-00000153	8/16/2019	8/1/2019	Pitney Bowes (Purchase power)	\$451.39	“Late fees \$39.99; Finance charges \$9.68.”

In response to the CSD’s observations above, MERF’s CFO explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of vendors not providing the invoices on time. With respect to Item # 3, the CSD was advised that automatic payments have been established for this vendor, to ensure that all future payments to this vendor are timely.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances are paid timely, to prevent the school from incurring additional late fees and/or interest charges in the future.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at MERF’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



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Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Use of Alternative Payment Methods for School Expenditures (PayPal):

Based on the CSD's review of a sample of the school's credit card transactions, the CSD noted one school expenditure purchased through a PayPal account for the month of May 2019 (in the amount of \$1,203.16, dated 5/3/2019 and payable to PayPal).

During the CSD's "Segregation of Duties" review at MSA 6 (conducted with MSA 6's School Principal and its Office Manager), the CSD inquired as to whether the school utilized any alternative payment methods other than credit cards and checks (which would include PayPal and/or any other payment processors). The responses provided to the CSD by all parties who participated in the Segregation of Duties review indicated that the school does not have a PayPal account. During the MERF Home Office visit, the CSD also inquired about the utilization of any alternative payment methods other than credit cards and checks. The CSD was advised that MERF did not utilize a PayPal account.

In response to the CSD's observations above, MERF's Controller stated that MERF would no longer utilize PayPal as one of its payment methods.

The CSD recommends that, if the organization elects to utilize alternative payment methods in the future, MERF should establish written policies and procedures pertaining to the use of alternative payment methods by third party processors and establish proper controls to monitor such transactions. These procedures should also include written guidance regarding: 1) The use of third-party processors (such as PayPal or others that provide comparable services and specify that alternate payment methods are not preferred to and should only be considered when merchants will not accept school checks, ACH transfers, or MERF credit cards; 2) Clarification that purchases made via third-party processor are subject to the same criteria and requirements as all other purchases; (3) Confirmation that, in advance of purchase approvals, MERF staff members shall submit signed copies of the appropriate purchase forms substantiating details concerning:

- a) Who the expenditure is for;
 - b) What the expenditure is for;
 - c) Where the expenditure is made;
 - d) Why the expenditure is made; and
 - e) When the expenditure is made; and
- 4) Guidance stressing that the use of third-party processors shall not be used to bypass appropriate purchase or payment procedures.

2. Intraorganizational Borrowing:

Based on the CSD's review of various MERF governing board meeting minutes during its 2019-2020 fiscal review (including minutes dated October 10, 2016, February 8, 2018, June 13, 2019, July 18, 2019, November 22, 2019, and March 5, 2020), the CSD noted that the MERF schools have been engaging in intraorganizational borrowing/lending. For example, MERF's October 10, 2016 meeting minutes disclosed its governing board's approval of intraorganizational loans in Fiscal Year 2016-2017 totaling \$1,150,000 in the



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aggregate (including the \$700,000 loan from MSA 8 or MSA Bell to MSA Santa Ana for its operational expenses that specified a repayment period of 20 months and a 0% interest rate).

Additionally, MERF's June 13, 2019 meeting minutes disclosed that its CFO presented the intraorganizational loan repayment plan to the MERF governing board. These meeting minutes indicate that MERF's CFO discussed the previous repayment schedules and shared that some MERF schools had defaulted on their original repayment schedules, and for that reason, a revised repayment schedule was recommended (which was approved by MERF's governing board on June 13, 2019).

Among the four MSA schools currently authorized by LAUSD, as of the date of this report, MSA 8 is the only school that is owed a significant balance from the intraorganizational borrowing referenced above. The accounting of the intraorganizational loans due to MSA 8 and the payment terms are summarized below:

Item #	Date	Due To	Due From	Amount	Terms
1	6/13/2019	MSA 8	MERF (MSA Santa Ana)	\$1,811,055	60 months, with 0% interest rate.
2	7/18/2019	MSA 8	MERF (MSA San Diego)	\$300,000	60 months, with 1.90% interest rate.
3	11/22/2019	MSA 8	MERF (MSA San Diego)	\$400,000	60 months, with 1.90% interest rate.
4	3/5/2020	MSA 8	MERF (MSA San Diego)	\$100,000	60 months, with 1.90% interest rate.
Total				\$2,611,055	

In response to the CSD's observations above, MERF's CFO provided the following explanation: "Prior to now, all Intraorganization loans have been at 0% interest. However, following discussion[s] with our authorizers (LACOE and LAUSD), MERF has begun charging a reasonable interest rate of new loans in this fiscal year and thereafter. MERF has used the board-approved repayment schedule as representative of the loan agreement, as the repayment schedule contains all of the loan detail information discussed in the sample loan agreement in the FCMAT Guidance. However, we concur that having an actual Intraorganization Loan Agreement in place will help strengthen our documentation process for all future Intraorganization Loans and aligns as closely as possible with the FCMAT recommended procedure."

The CSD shared information with MERF's CEO from chapter 8 of the 2017 Fiscal Crisis & Management Assistance Team (FCMAT) California School Accounting and Best Practices Manual (the FCMAT Manual) - which discusses Related Organizations and Intraorganizational Loans and states: "At the end of the fiscal year, each school's receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intercompany accounts and the repayment terms.



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Intraorganization receivables and payables terms include the following:

- All intraorganization receivables and payables that may be settled to a zero balance as of the end of the fiscal year are not subject to any repayment terms or interest accruals.
- Any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year should be converted to intraorganization loan agreements, with terms that includes a reasonable interest rate, monthly or quarterly payments, and a specific duration. The final settlement terms should be determined no later than two months after the close of the fiscal year and are subject to approval by the governing board at its next meeting but before the fiscal year-end independent audit report is completed.”

MERF’s Intra-Organization Receivables and Payables (Due To/Due From) fiscal policy (effective January 2019) states: “At the end of the fiscal year, each school’s receivable or payable account will be reconciled in accordance with G&A 105 Period-End-Review & Closing. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.” However, MERF’s policy is silent regarding its intraorganizational receivables and payables that are not settled to zero balances as of the end of the fiscal year, and the conversion of these balances to intraorganizational loan agreements with terms that include a reasonable interest rate, monthly or quarterly payments, and specific repayment schedules.

The CSD recommends that MERF incorporate the aforementioned FCMAT’s guidelines into its fiscal policies and procedures, requiring intraorganizational loan agreements for intraorganizational receivables and payables that are not settled or netted to zero balances at the end of the fiscal year.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



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1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from May 2019 through October 2019. Selected the months of May 2019 through October 2019 for sample testing. No discrepancies were noted.
 - a. Citi Bank Checking Account Ending in X5041 (MSA Bell)
 - b. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - c. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from May 2019 through October 2019. Selected the months of May 2019, July 2019, and September 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
4. Reviewed the following 46 checks and 12 bank transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 43059, 43069, 43092, 43094, 43105, 43106, 43134, 43158, 70143, 70184, 70201, 70211, 70217, 70238, 73398, 73499, 73553, 73597, 73602, 73612, 73629, 73632, 73636, 73638, 73661, 73666, 73667, 73670, 73674, 73681, 73709, 90154, 90292, 90300, 90316, 90317, 90331, 90335, 90343, 90344, 90347, DDP-00000095, DPP-00000096, DDP-00000116, DDP-00000153, and DDP-00000159.
 - b. Citi Bank Checking X6769 Transactions: (1) 04/01/2019 – **(\$21,874.28)**; (2) 04/15/2019 – **(\$387.79)**; and (3) 04/26/2019 - \$51.84.
 - c. Citi Bank Checking X6121 Transactions: (1) 04/02/2019 – **(\$3,871.02)**; (2) 04/12/2019 – **(\$33,143.19)**; and (3) 09/30/2019 - \$7,944.34.
 - d. Citi Bank Checking X2703 Transactions: (1) 04/10/2019 – **(\$381.60)**; (2) 09/04/2019 – **(\$233.23)**; and (3) 09/09/2019 – **(\$2,076.10)**.
 - e. Citi Bank Checking X5041 Transactions: (1) 04/01/2019 – **(\$48,269.06)**; (2) 04/22/2019 - \$150,000; and (3) 09/23/2019 - \$36.61).
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$1,314,944, and total expenditures equal \$3,887,409. Therefore, the school's cash reserve level is 33.82%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) reviews were conducted at MSA 6. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD. This includes the following transactions:



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- a. MERF borrowed \$1,811,055 from MSA 8 (with no interest rate and a maturity date of July 15, 2024). Per MERF's governing board resolution dated 6/13/2019, the purposes of this loan were to fund the completion of MSA Santa Ana's Gymnasium project and to cover other operational expenditures.
 - b. MSA San Diego borrowed \$800,000 from to MSA 8 (at 1.90% interest and a maturity date of January 15, 2025). Per MERF's governing board resolution dated 3/5/2020, the purpose of this loan was to meet MSA San Diego's cash needs - including the funding of payroll and other operational expenditures.
10. Pursuant to AB 1871, a signed written statement that indicates that MSA 7 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
 11. MERF provided documentation regarding 13 pending legal matters. Five of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2019-2020. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
 12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
 13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
 14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
 15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
 16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
 17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
 18. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
 19. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
 20. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
 21. Equipment inventory was provided.
 22. The 2019-2020 LCAP was submitted to LAUSD.
 23. The most current LCAP is posted on the charter school's website.
 24. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
 25. The most current Audited Financial Statements are posted on the charter school's website.
 26. The 2018-2019 audited and unaudited actuals nearly mirror each other.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term, MSA 7 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

The school shall provide a written status report to the Charter Schools Division no later than December 15 of each year of the charter term demonstrating its progress related to the following:

1. MERF's continuous improvement in the school's fiscal management and operations, based on the recommendations made by School Services of California.

To date, MSA 7 has complied with the benchmark cited above. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.



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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

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DATE OF VISIT: 2/21/2020**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school would be assessed as Unsatisfactory based on the statements below:

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2020

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

A new school would be assessed as Unsatisfactory based on the statements below:

New Schools:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2019-2020 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (MSA Bell)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/27/2020

Charter School Name:		Magnolia Science Academy BELL (PSC)			Location Code:	5166
Current Address:			City:	ZIP Code:	Phone:	Fax:
6411 Orchard Avenue			Bell	90201	323-826-3925	323-826-3926
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020				5	South	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:		Grades To Be Served Per Charter:
481		496		6th – 8th		6th 8th
Total Number of Staff Members:		47	Certificated:	21	Classified:	26
Charter School's Leadership Team Members:			Jason Hernandez, Principal; Arturo Prado, Dean of Students; Maria Mendoza, Dean of Academics; Sam Fagnoli, AP; Traci Lewin, Director of Math Programs; Katie Mann ELA/EL Program Coordinator; Brenda Lopez, Director of Student Services; Erdinc Acar, CAO; Derya Hajmeirza, Director of HR; Murat Argas, Manager of HR			
Charter School's Contact for Special Education:			Cecilia Martinez, Special Education Coordinator			
CSD Assigned Administrator:		Yolanda Jordan		CSD Fiscal Services Manager:		Lourdes Echavarria
Other School/CSD Team Members:		Helena Yoon-Fontamillas				
Oversight Visit Date(s):		February 27, 2020		Fiscal Review Date (if different):		February 5, 2020
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Yes, PSC		LAUSD Co-Location Campus(es) (if applicable):		Orchard Academies
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		N/A

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	3	4	3



LAUSD CHARTER SCHOOLS DIVISION

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CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (MSA Bell)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/27/2020

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>G2: The Governing Board continues to comply with all material provisions of the Brown Act, including all aspects of SB 126.</p> <p>G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the ESSA Grids and Board minutes.</p> <ul style="list-style-type: none"> • As evidenced in Board minutes, the Board approved to hire an Intervention and Instructional Coach at MSA Bell; Memorandum of Understanding with CSULA and the University of Redlands to partner with MSA Bell in an education internship program from July 2019-June 2021; add a part time Resource Specialist Program Teacher to MSA 4 due to increase of students with disabilities; and added a Computer Teacher to MSA 7. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making.</p> <ul style="list-style-type: none"> • As evidenced in Board agendas and minutes, there has been academic updates given to the Board via school leaders, as well as Magnolia Public Schools (MPS) Home Office staff. Academic updates include providing the Board with an overview of the CA Dashboard Indicators and academic performance of all MPS schools, 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes: None	
<p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 2/27/2020**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

	Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A1: All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. Per CDE, MSA Bell has five numerically significant subgroups (English Learners, Latinos, Socioeconomically Disadvantaged, Students with Disabilities, and White). All five subgroups demonstrate growth.</p> <p>A2: All numerically significant subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <p>A3: The schoolwide percentage of students who Met and Exceeded Standards in 6th -8th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (RSM).</p> <ul style="list-style-type: none"> Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), MSA Bell's SBAC rate in ELA is 42.42%, compared to the RSM at 36.05%. <p>A4: The schoolwide percentage of students who Met and Exceeded Standards in 6th – 8th Grade on the SBAC in Math is at a rate similar to the RSM.</p> <ul style="list-style-type: none"> Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), MSA Bell's SBAC rate in Math is 23.86%, compared to the RSM at 24.96%. <p>A6: The school's percentage of "At Risk" English Learners is at rate lower than the RSM.</p> <ul style="list-style-type: none"> Per the "At-Risk" by Grade Report (CDE), MSA Bell's rate was 0.4%, compared to the RSM of 1.8%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A5: The school reclassifies English Learners at a rate lower than the RSM.</p> <ul style="list-style-type: none"> Per the Reclassification Report (CDE), MSA Bell's reclassification rate was 19.0%, compared to the RSM of 27.8%. <p>A7: The school's percentage of LTELs is at a rate higher than the RSM.</p> <ul style="list-style-type: none"> Per the LTEL by Grade Report (CDE), MSA Bell's rate is 19.2%, compared to the RSM of 17.2% <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	



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Notes:

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA
- Parent Consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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DATE OF VISIT: 2/27/2020**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 (B2.1)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) **(high schools only)**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP English Language Arts - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Yellow

Change Level: Increased

A11: CAASPP Mathematics - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Yellow

Change Level: Increased

A12: English Learner Progress No color assigned

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: College/Career (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: Chronic Absenteeism

Performance Level Color: Yellow

Change Level: Increased

A15: Graduation Rate

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: Suspension Rate

Performance Level Color: Yellow

Change Level: Increased We



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NOTES: While there is no Performance Level Color for English Learner Progress, the CA Dashboard indicates that 52.7% of English Learner (EL) students are making progress towards English language proficiency. Progress Level of 52.7% is indicated as Medium. The number of EL students is 55.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Charter Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following academic benchmarks during the 2020-2025 charter term as described below:

Academic Benchmarks:

The school shall provide an update to the Charter Schools Division no later than December 1st of each year of the charter term demonstrating its progress related to the following:

- 1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintain the “Green” performance level or higher by the end of the charter term.**
- 2. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintain the “Green” performance level or higher by the end of the charter term.**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O2: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.</p> <ul style="list-style-type: none"> ▪ Per evidence in Binder #3, school is compliant with AB 1871 (providing needy students with one adequate free or reduced priced meal each day). <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • Per school leadership and governing Board meeting on August 8, 2019, in addition to utilizing the intervention strategies from the 2018-2019 school year, an Intervention Coach was added to the staff of MSA Bell. Additionally, for teacher internship programs at CSULA and University of Redlands was approved by the MPS Board from July 2019 through June 2021. • All teachers were trained by the new ELA/ELD Program Coordinator during the summer in-services and are supported on an ongoing basis to support increased academic achievement for all students. • On January 23, 2020, the EL Master Plan was revised in an effort to improve it and to be fully in compliance with the updated guidance from the CDE. Additionally, a section was added to the plan to explain progress monitoring for students who are dually identified as both English Learner and a Student with a Disability. • Per school leadership, new this year is the implementation of the MPS High Quality Instruction Observation tool. It was created by MPS staff and is utilized by school administration, MPS Home Office staff, and teacher leads. Some MPS school teachers also use the form for peer observation. <p>O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p> <ul style="list-style-type: none"> ▪ School is compliant with AB 2291 (provides procedures for preventing bullying, including cyberbullying) <p>O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p> <ul style="list-style-type: none"> ▪ School is compliant with SB 1104 (evidence of informing parents/guardians of human trafficking prevention resources on its website) <p>O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website.</p> <ul style="list-style-type: none"> ▪ School is compliant with AB 2022 (evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services) <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>School leadership has noted the following as further steps for improvement:</p> <ul style="list-style-type: none"> • Incorporate IAB assessments into the teacher's curriculum map starting in the 2020-2021 school year 	



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- Analyze previous SBAC data to see trends and create new LCAP goals and investigate academic patterns for closing the achievement gap
- Continue the “push-in” and “pull-out” intervention of all student groups based on schoolwide and grade-level academic and behavior data sets
- Emphasize STEAM focus projects that engage in the rigor of DOK3 and DOK4
- Develop Lexile goals that are reflective of the development state for students, in order to create metrics for closing the achievement gap

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Visitor Policy <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Epi-pen documentation (B3.2c) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:*

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**07: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 2/27/2020**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9***The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:***

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020



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	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2020, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2020 <input type="checkbox"/> Other: (Specify)



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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (MSA Bell)

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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



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SCHOOL NAME: Magnolia Science Academy BELL (MSA Bell)

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5166 Magnolia Science Academy Bell BELL (PSC)	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,144,147	985,990	925,839	925,839		1,322,185	1,476,455	1,907,434	1,907,434		0	1,359,518	2,529,656	2,529,656
Current Assets		3,008,552	2,971,596	3,404,463	3,404,463		3,329,626	3,449,373	4,095,300	4,095,300		0	4,283,557	4,789,933	4,877,019
Fixed and Other Assets		139,823	139,822	183,684	183,684		174,987	169,250	133,139	133,139		0	45,521	100,297	100,297
Total Assets		3,148,375	3,111,418	3,588,147	3,588,147		3,504,612	3,618,623	4,228,439	4,228,873		0	4,329,078	4,890,230	4,977,316
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		170,501	5,721	255,076	221,748		36,414	183,672	145,551	145,156		0	74,960	654,671	741,755
Other Long Term Liabilities		0	24,000	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		170,501	29,721	255,076	221,748		36,414	183,672	145,551	145,156		0	74,960	654,671	741,755
Net Assets		2,977,874	3,081,697	3,333,071	3,366,399		3,468,198	3,434,951	4,082,888	4,083,717		4,515,037	4,254,118	4,235,559	4,235,561
Total Revenues	5,343,651	5,449,113	5,561,847	5,543,087	5,693,611	5,505,819	5,602,352	5,768,768	5,807,645	5,937,123	5,831,579	5,757,895	5,718,635	5,488,785	5,762,587
Total Expenditures	5,207,010	5,475,413	5,450,998	5,180,863	5,331,387	5,392,319	5,467,225	5,700,216	5,091,156	5,219,805	5,591,228	5,325,745	5,548,233	5,336,943	5,610,743
Net Income / (Loss)	136,641	(26,301)	110,850	362,224	362,224	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	136,641	(26,301)	110,850	362,224	362,224	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844
Net Assets, Beginning	3,062,109	3,061,347	3,061,347	3,061,347	3,004,175	3,081,697	3,333,071	3,333,071	3,366,399	3,366,399	3,434,951	4,082,888	4,082,888	4,082,888	4,083,717
Adj. for restatement / Prior Yr Adj	0	(57,172)	(90,500)	(90,500)	0	0	0	33,328	0	0	0	0	828	829	0
Net Assets, Beginning, Adjusted	3,062,109	3,004,175	2,970,847	2,970,847	3,004,175	3,081,697	3,333,071	3,366,399	3,366,399	3,366,399	3,434,951	4,082,888	4,083,716	4,083,717	4,083,717
Net Assets, End	3,198,750	2,977,874	3,081,697	3,333,071	3,366,399	3,195,197	3,468,198	3,434,951	4,082,888	4,083,717	3,675,303	4,515,037	4,254,118	4,235,559	4,235,561

5166 Magnolia Science Academy Bell BELL (PSC)	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,029,820	925,839	1,907,434	2,529,656	0		2,972,462	2,369,250	0	0
Current Assets	3,134,582	3,404,463	4,095,734	4,877,019	0		4,527,220	4,691,199	0	0
Fixed and Other Assets	140,696	183,684	133,139	100,297	0		7,887	12,764	0	0
Total Assets	3,275,278	3,588,147	4,228,873	4,977,316	0		4,535,107	4,703,963	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	271,103	221,748	145,156	741,755	0		262,184	596,949	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	271,103	221,748	145,156	741,755	0		262,184	596,949	0	0
Net Assets	3,004,175	3,366,399	4,083,717	4,235,561	0		4,272,923	4,107,014	0	0
Total Revenues	5,547,825	5,693,611	5,937,123	5,762,587	0	5,850,484	5,854,938	5,758,564	0	0
Total Expenditures	5,420,315	5,331,387	5,219,805	5,610,743	0	5,791,779	5,817,574	5,887,109	0	0
Net Income / (Loss)	127,510	362,224	717,318	151,844	0	58,705	37,364	(128,545)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	127,510	362,224	717,318	151,844	0	58,705	37,364	(128,545)	0	0
Net Assets, Beginning	2,876,665	3,004,175	3,366,399	4,083,717	0	4,254,119	4,235,559	4,235,559	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	2,876,665	3,004,175	3,366,399	4,083,717	0	4,254,119	4,235,559	4,235,559	0	0
Net Assets, End	3,004,175	3,366,399	4,083,717	4,235,561	0	4,312,824	4,272,923	4,107,014	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA Bell's (aka MSA 8) fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$4,235,561 and net income of \$151,844. The 2019-2020 Second Interim projects positive net assets of \$4,107,016 and a net loss of (\$128,545).</p> <p>According to MSA Bell's independent audit report dated June 30, 2019, MSA Bell is one of 10 schools operated by Magnolia Educational & Research Foundation. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$28,113,703 and net income of \$1,202,741. MERF, without its charter schools, reported positive net assets of \$1,623,663 and net income of \$829,702. According to MERF, during 2018-2019, MSA Bell paid management fees of \$904,351 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	3



LAUSD CHARTER SCHOOLS DIVISION

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- The school's fiscal condition is positive.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets	\$3,004,175	\$3,366,399	\$4,083,717	\$4,235,561	\$4,107,016
Net Income/Loss	\$127,510	\$362,224	\$717,318	\$151,844	(\$128,545)*
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*See Item 27 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with the MERF Public Schools Fiscal Policies & Procedures. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each MERF charter school.

1. Late Fees:

Based on the CSD's review of the school's credit card statements and supporting documentation for the period from May 2019 through October 2019, the CSD noted 13 credit card statements that referenced late fees totaling \$1,470.94 in the aggregate. These late fees are summarized below.



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Item #	School	Month	Transaction Date	Amount	Transaction Description
1	MSA 4	May 2019	5/1/2019	\$292.56	Delinquent Charges
2	MSA 4	July 2019	7/1/2019	\$92.96	Delinquent Charges
3	MSA 4	August 2019	8/1/2019	\$77.93	Delinquent Charges
4	MSA 4	October 2019	10/1/2019	\$48.75	Delinquent Charges
5	MSA 6	August 2019	8/1/2019	\$96.72	Delinquent Charges
6	MSA 6	September 2019	9/1/2019	\$244.01	Delinquent Charges
7	MSA 7	May 2019	5/1/2019	\$71.51	Delinquent Charges
8	MSA 7	July 2019	7/1/2019	\$149.64	Delinquent Charges
9	MSA 7	August 2019	8/1/2019	\$220.88	Delinquent Charges
10	MSA Bell	July 2019	7/1/2019	\$37.44	Delinquent Charges
11	MSA Bell	August 2019	8/1/2019	\$31.28	Delinquent Charges
12	MSA Bell	September 2019	9/12/2019	\$29.00	Delinquent Charges
13	MSA Bell	October 2019	10/1/2019	\$78.26	Delinquent Charges
			TOTAL	\$1,470.94	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that, during Fiscal Year 2018-2019, the organization implemented a new financial system. The CSD was further advised that, while the organization's 2018-2019 accounts payable were in the process of being closed (at year-end), some delinquency charges were incurred during its reconciliation process. Additionally, MERF's CFO explained that, during Fiscal Year 2019-2020, the organization discovered the 2018-2019 delinquency charges and subsequently implemented a new American Express reconciliation process, whereby statement reconciliations are processed within 10 days of receipt. Finally, MERF's CFO shared that, to avoid additional late charges in the future, MERF has established automatic payments and has developed a system to immediately review and reconcile the organization's credit card statements.

2. Late Payments to Vendors:

Based on the CSD's review of the school's check register for the period spanning from October 1, 2018 through October 1, 2019, a sample of 46 checks and 12 bank transactions were selected for further review. The CSD noted that 3 out of the 46 checks referenced invoices that were paid late (including one that referenced late fees and interest charges). The items in question are summarized below.



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Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	90154	3/4/2019	6/29/2018	CoolSIS Technologies, Inc.	\$1,342.00	“CoolSIS Tech June not paid Services.”
2	73602	6/17/2019	4/1/2019	Eco Home Safe, Inc.	\$175.00	“Monthly Pest Services April.”
3	DDP-00000153	8/16/2019	8/1/2019	Pitney Bowes (Purchase power)	\$451.39	“Late fees \$39.99; Finance charges \$9.68.”

In response to the CSD’s observations above, MERF’s CFO explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of vendors not providing the invoices on time. With respect to Item # 3, the CSD was advised that automatic payments have been established for this vendor, to ensure that all future payments to this vendor are timely.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances are paid timely, to prevent the school from incurring additional late fees and/or interest charges in the future.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at MERF’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Use of Alternative Payment Methods for School Expenditures (PayPal):

Based on the CSD’s review of a sample of the school’s credit card transactions, the CSD noted one school expenditure purchased through a PayPal account for the month of May 2019 (in the amount of \$1,203.16, dated 5/3/2019 and payable to PayPal).

During the CSD’s “Segregation of Duties” review at MSA 6 (conducted with MSA 6’s School Principal and its Office Manager), the CSD inquired as to whether the school utilized any alternative payment methods other than credit cards and checks (which would include PayPal and/or any other payment processors). The responses provided to the CSD by all parties who participated in the Segregation of Duties review indicated that the school does not have a PayPal account. During the MERF Home Office visit, the



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CSD also inquired about the utilization of any alternative payment methods other than credit cards and checks. The CSD was advised that MERF did not utilize a PayPal account.

In response to the CSD's observations above, MERF's Controller stated that MERF would no longer utilize PayPal as one of its payment methods.

The CSD recommends that, if the organization elects to utilize alternative payment methods in the future, MERF should establish written policies and procedures pertaining to the use of alternative payment methods by third party processors and establish proper controls to monitor such transactions. These procedures should also include written guidance regarding: 1) The use of third-party processors (such as PayPal or others that provide comparable services and specify that alternate payment methods are not preferred to and should only be considered when merchants will not accept school checks, ACH transfers, or MERF credit cards; 2) Clarification that purchases made via third-party processor are subject to the same criteria and requirements as all other purchases; (3) Confirmation that, in advance of purchase approvals, MERF staff members shall submit signed copies of the appropriate purchase forms substantiating details concerning:

- a) Who the expenditure is for;
 - b) What the expenditure is for;
 - c) Where the expenditure is made;
 - d) Why the expenditure is made; and
 - e) When the expenditure is made; and
- 4) Guidance stressing that the use of third-party processors shall not be used to bypass appropriate purchase or payment procedures.

2. **Intraorganizational Borrowing:**

Based on the CSD's review of various MERF governing board meeting minutes during its 2019-2020 fiscal review (including minutes dated October 10, 2016, February 8, 2018, June 13, 2019, July 18, 2019, November 22, 2019, and March 5, 2020), the CSD noted that the MERF schools have been engaging in intraorganizational borrowing/lending. For example, MERF's October 10, 2016 meeting minutes disclosed its governing board's approval of intraorganizational loans in Fiscal Year 2016-2017 totaling \$1,150,000 in the aggregate (including the \$700,000 loan from MSA 8 or MSA Bell to MSA Santa Ana for its operational expenses that specified a repayment period of 20 months and a 0% interest rate).

Additionally, MERF's June 13, 2019 meeting minutes disclosed that its CFO presented the intraorganizational loan repayment plan to the MERF governing board. These meeting minutes indicate that MERF's CFO discussed the previous repayment schedules and shared that some MERF schools had defaulted on their original repayment schedules, and for that reason, a revised repayment schedule was recommended (which was approved by MERF's governing board on June 13, 2019).

Among the four MSA schools currently authorized by LAUSD, as of the date of this report, MSA 8 is the only school that is owed a significant balance from the intraorganizational borrowing referenced above. The accounting of the intraorganizational loans due to MSA 8 and the payment terms are summarized below:



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Item #	Date	Due To	Due From	Amount	Terms
1	6/13/2019	MSA 8	MERF (MSA Santa Ana)	\$1,811,055	60 months, with 0% interest rate.
2	7/18/2019	MSA 8	MERF (MSA San Diego)	\$300,000	60 months, with 1.90% interest rate.
3	11/22/2019	MSA 8	MERF (MSA San Diego)	\$400,000	60 months, with 1.90% interest rate.
4	3/5/2020	MSA 8	MERF (MSA San Diego)	\$100,000	60 months, with 1.90% interest rate.
Total				\$2,611,055	

In response to the CSD's observations above, MERF's CFO provided the following explanation: "Prior to now, all Intraorganization loans have been at 0% interest. However, following discussion[s] with our authorizers (LACOE and LAUSD), MERF has begun charging a reasonable interest rate of new loans in this fiscal year and thereafter. MERF has used the board-approved repayment schedule as representative of the loan agreement, as the repayment schedule contains all of the loan detail information discussed in the sample loan agreement in the FCMAT Guidance. However, we concur that having an actual Intraorganization Loan Agreement in place will help strengthen our documentation process for all future Intraorganization Loans and aligns as closely as possible with the FCMAT recommended procedure."

The CSD shared information with MERF's CEO from chapter 8 of the 2017 Fiscal Crisis & Management Assistance Team (FCMAT) California School Accounting and Best Practices Manual (the FCMAT Manual) - which discusses Related Organizations and Intraorganizational Loans and states: "At the end of the fiscal year, each school's receivable or payable loan account (also known as due to/due from account) should be reconciled. Once balances are reconciled, any charter school or central office intraorganization receivable or payable balance that is not fully repaid as of the close of the fiscal year may result in and be subject to an intraorganization loan agreement. Intraorganization loan agreements between each school and the central office are prepared at the end of the fiscal year to formally document the amount owed between the intercompany accounts and the repayment terms.

Intraorganization receivables and payables terms include the following:

- All intraorganization receivables and payables that may be settled to a zero balance as of the end of the fiscal year are not subject to any repayment terms or interest accruals.
- Any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year should be converted to intraorganization loan agreements, with terms that includes a reasonable interest rate, monthly or quarterly payments, and a specific duration. The final settlement terms should be determined no later than two months after the close of the fiscal year and are subject to approval by the governing board at its next meeting but before the fiscal year-end independent audit report is completed."

MERF's Intra-Organization Receivables and Payables (Due To/Due From) fiscal policy (effective January 2019) states: "At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with G&A 105 Period-End-Review & Closing. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office



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<p>to document the amount owed and repayment terms.” However, MERF’s policy is silent regarding its intraorganizational receivables and payables that are not settled to zero balances as of the end of the fiscal year, and the conversion of these balances to intraorganizational loan agreements with terms that include a reasonable interest rate, monthly or quarterly payments, and specific repayment schedules.</p> <p>The CSD recommends that MERF incorporate the aforementioned FCMAT’s guidelines into its fiscal policies and procedures, requiring intraorganizational loan agreements for intraorganizational receivables and payables that are not settled or netted to zero balances at the end of the fiscal year.</p> <p>The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns noted in this report.</p>	



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1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from May 2019 through October 2019. Selected the months of May 2019 through October 2019 for sample testing. No discrepancies were noted.
 - a. Citi Bank Checking Account Ending in X5041 (MSA Bell)
 - b. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - c. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from May 2019 through October 2019. Selected the months of May 2019, July 2019, and September 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
4. Reviewed the following 46 checks and 12 bank transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 43059, 43069, 43092, 43094, 43105, 43106, 43134, 43158, 70143, 70184, 70201, 70211, 70217, 70238, 73398, 73499, 73553, 73597, 73602, 73612, 73629, 73632, 73636, 73638, 73661, 73666, 73667, 73670, 73674, 73681, 73709, 90154, 90292, 90300, 90316, 90317, 90331, 90335, 90343, 90344, 90347, DDP-00000095, DPP-00000096, DDP-00000116, DDP-00000153, and DDP-00000159.
 - b. Citi Bank Checking X6769 Transactions: (1) 04/01/2019 – (\$21,874.28); (2) 04/15/2019 – (\$387.79); and (3) 04/26/2019 - \$51.84.
 - c. Citi Bank Checking X6121 Transactions: (1) 04/02/2019 – (\$3,871.02); (2) 04/12/2019 – (\$33,143.19); and (3) 09/30/2019 - \$7,944.34.
 - d. Citi Bank Checking X2703 Transactions: (1) 04/10/2019 – (\$381.60); (2) 09/04/2019 – (\$233.23); and (3) 09/09/2019 – (\$2,076.10).
 - e. Citi Bank Checking X5041 Transactions: (1) 04/01/2019 – (\$48,269.06); (2) 04/22/2019 - \$150,000; and (3) 09/23/2019 - \$36.61).
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$2,529,656, and total expenditures equal \$5,610,743. Therefore, the school's cash reserve level is 45.08%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) reviews were conducted at MSA 6. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD. This includes the following transactions:



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- a. MERF borrowed \$1,811,055 from MSA 8 (with no interest rate and a maturity date of July 15, 2024). Per MERF's governing board resolution dated 6/13/2019, the purposes of this loan were to fund the completion of MSA Santa Ana's Gymnasium project and to cover other operational expenditures.
 - b. MSA San Diego borrowed \$800,000 from to MSA 8 (at 1.90% interest and a maturity date of January 15, 2025). Per MERF's governing board resolution dated 3/5/2020, the purpose of this loan was to meet MSA San Diego's cash needs- including the funding of payroll and other operational expenditures.
10. Pursuant to AB 1871, a signed written statement that indicates that MSA 8 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
 11. MERF provided documentation regarding 13 pending legal matters. Five of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2019-2020. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
 12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
 13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
 14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
 15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
 16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
 17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
 18. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
 19. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
 20. Evidence of MSA 8 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
 21. Equipment inventory was provided.
 22. The 2019-2020 LCAP was submitted to LAUSD.
 23. The most current LCAP is posted on the charter school's website.
 24. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
 25. The most current Audited Financial Statements are posted on the charter school's website.
 26. The 2018-2019 audited and unaudited actuals nearly mirror each other.
 27. According to MERF's CFO, the projected net loss of (\$128,545) as reflected in MSA 8's 2019-2020 Second Interim is primarily due to: 1) The unbudgeted Special Education expense of approximately \$60K; 2) The purchase of science books using reserves; and 3) Declined enrollment and ADA from the Norm Day to the P-2 count.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual
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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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DATE OF VISIT: 2/27/2020

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school would be assessed as Unsatisfactory based on the statements below:

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

A new school would be assessed as Unsatisfactory based on the statements below:

New Schools:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Cover Sheet

2020-21 Magnolia Public Schools Reopening Plans

Section: III. Information Items
Item: B. 2020-21 Magnolia Public Schools Reopening Plans
Purpose: Discuss
Submitted by:
Related Material: III B 2020-21 MPS Reopening Plans.pdf



Board Agenda Item #:	III B – Information/Discussion Item
Date:	July 9, 2020
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO and Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	2020-21 Magnolia Public Schools Reopening Plans

Recommendation

None- discussion item only.

Background

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

Current Task Force members are comprised of home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

This presentation is aimed to present board and our communities with our considerations and plans for reopening of our schools.

Magnolia schools reopening timeline:

- May 5 - June 30: School-wide Reopening Task Force Meetings
- June 4-18: Reopening Town Hall Meetings for parents (Held 18 meetings for English and Spanish speaking parents) Presentation Links can be found here: [ENGLISH](#) | [SPANISH](#)
- June 18-28: Parent, Student and Staff Surveys (Proposed Options)
- June 23-24 Leadership Retreat
- June 30: Reopening Decisions and Plan of Action - initial version
- May 5 - June 30: School-wide Reopening Task Force Meetings
- July, 9 Board Meeting: Reopening Decisions and Plan of Action - Presentation of the preliminary plans
- Finalize all action plans and checklists - including site specific plans (July 15)
- 2nd Town-hall meetings for parents (present results and plans) - Dates TBD
- Final Board approval of the reopening plans with policy and protocol updates (July 23, 2020)
- August 3-28: Parent and Student Orientations and Staff In-services
 - August 5 - MPS-Wide In-service
 - August 7 - PD for new-to-MPS teachers
- Schools reopen for instruction:
 - MSAs 1-8 – August 18, 2020
 - MSA-Santa Ana – August 10, 2020
 - MSA-San Diego – August 31, 2020

Budget Impact

School reopening plans and its budget implications have been included in 2020-21 budget discussions and projections.

Attachment(s)

MPS Reopening plans – slides presentation



Preliminary Reopening Plans



July 9, 2020 Regular Board meeting

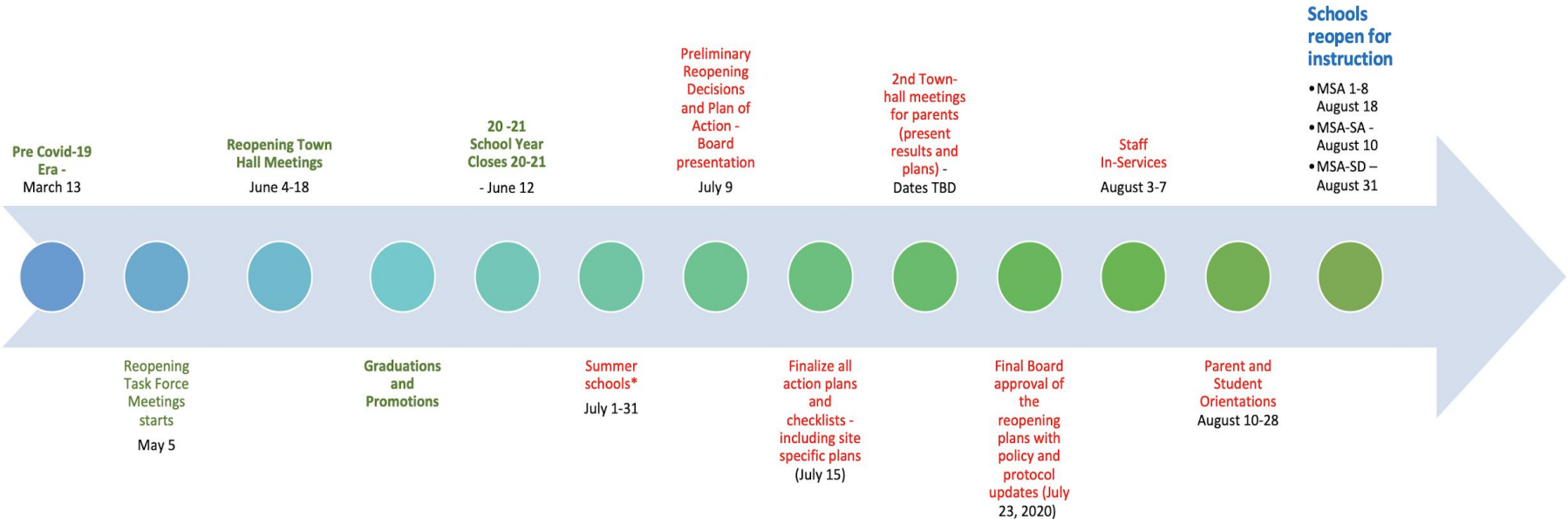
Introduction

- MPS has a school **Reopening Task Force** (TF) that has been meeting since **May 5th** with a goal of reopening our school campuses for the **continuity of High Quality of Education** with the **Safety and Protection of ALL** in mind.
- Current Task Force members are comprised of home office staff, school site admins, and teachers.
- The TF has been working on a **Reopening Plan** based on frameworks and guidance from multiple agencies including, CDE, LACOE, OCDE, SDCOE and related state and local **county health departments**.
- The purpose of this presentation is to inform our board and school communities about MPS' **preliminary reopening plans**.

Guiding Principles

- Equity and access for all
- Inclusive process with voices and choices
- Commitment to MPS values of Innovation, Connections, Excellence

MPS Roadmap for Reopening



Laws, regulations, limitations, threats

- What we don't know

- The situation is fluid. We are in constant communications with all agencies and departments.
-
- We may need to adjust the delivery method of instruction during the year based on **Public/County Health Officer's orders** or school-wide occurrence of infections.
- Currently in all three counties we serve, across CA and Nation, the rate of hospitalizations increase.
- **Public (county) health officer ordinances override and affect our practices**; we are currently at **Stage 3 for LA** meaning that Schools may reopen with some restrictions.
- Spikes in Covid-19 cases may trigger **closures** for the entire school, class, or grade level.
- **Shared campuses** will coordinate plans with co-located principals. No substantial info yet.
- Budget, hold harmless, instructional minutes ...



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

CDC Reopening Flowchart

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO

DO NOT OPEN

Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

ALL YES

OPEN AND MONITOR



Superintendents Rising to the Challenge School Year 20-2021 : A Considerations Model



**Is Los Angeles County in DPH's
PHASE 3 of Reopening?**

No

Yes

Based on public health directives, can schools, for all students, employees & visitors...



- Control interactions, including ingress/egress, hallway traffic?
- Implement health and cleaning protocols? (e.g., temperature checks, PPE, sanitation, handwashing)
- Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
- Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?



- Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
- Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Yes



Based on the critical commitments to
a) family and community engagement
b) social-emotional support systems, have LEAs...

- Executed a Community Listening Program to engage and capture Stakeholder Voice (e.g., surveys, focus groups, town halls) of staff, students, families, professional organizations and community partners?
- Established necessary school-based mental health services?
- Put behavior support systems and family engagement and support practices in place?
- Conducted appropriate trauma-informed training for teachers and staff to help students and staff cope with emotional and mental health concerns?

Yes

Yes



Face to Face

Hybrid



Distance Learning



Based on public health directives, can schools, IF AT A LOWER CAPACITY, for students, employees & visitors...



- Control interactions, including ingress/egress, hallway traffic?
- Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?

And still...

- Implement health and cleaning protocols? (e.g., temperature checks, PPE, sanitation, handwashing)
- Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?



- Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
- Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Yes

LACOE
Reopening
Flowchart

No

No

PreK-12 Schools

- Consensus guidance developed on appropriate distancing, infection control (including enhanced cleaning), cohorting students, contact tracing, and staggered schedules
- Planning for integrated distance learning and campus learning for high schools
- Planning to ensure adequate supply of needed PPE (as appropriate per state and federal directives), and cleaning/disinfecting supplies
- Contingency planning for future school closures
- Offer alternative assignments for employees who are elderly and/or have underlying health conditions

MAY 13

- Continued compliance with current directives, including Minimum Basic Operations
- School campuses remain closed to the public; distance learning continues as appropriate
- Gatherings of any size are prohibited
- Virtual graduation ceremonies are allowed; car drive-in and in-person graduations are prohibited



- Schools reopen with restrictions on class size, cohorting of students, controls on mobility among students and staff to reduce inter-mingling, and occupancy limits in cafeterias, play yards, and auditoriums
- Social events, assemblies and field trips are prohibited; gatherings are limited to 30 people or students from one classroom
- Team sports are allowed only for no-contact sports where distancing and infection control can be maintained, and sporting events are spectator free
- Schools implement schedules that can reduce the number of students and staff arriving and leaving campuses at one time and restrict access to visitors
- Outside community events are not permitted

- Restrictions are maintained on class size, cohorting students and occupancy limits
- Gatherings of 100 people or less is permitted for special artistic events, educational seminars, and meetings as long as physical distancing is maintained
- Field trips for groups under 50 are permitted as long as physical distancing can be maintained
- All team sports are allowed with strict adherence to infection control protocols
- Sporting events are open to 100 spectators or less (family members of players; no others from outside the school community allowed)

- Schools resume normal operations while maintaining physical distancing and infection control protocols
- Outside community events are permitted

General Expectations - What we know

- **Safety and Protection** of ALL will be paramount.
 - We need to identify and protect students, staff, parents/families, vendors with underlying health conditions, which may increase the risk of Covid-19.
 - Students may help spread and transmit the virus back and forth between schools and homes, without becoming sick.
- **Social Emotional needs** will be at the forefront of teaching. More welcoming and supportive systems are needed.
- Increased **student absences** are expected.
- Social distancing and wearing face masks will be challenging for students, especially those in **lower grades**.
- Some **facility updates, Personal Protection Equipment (PPE)** will be needed.
- **Frequent and deeper cleaning** and disinfection are needed for high use areas and places during and after the school hours.

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Stakeholder Responses on School Reopening Surveys

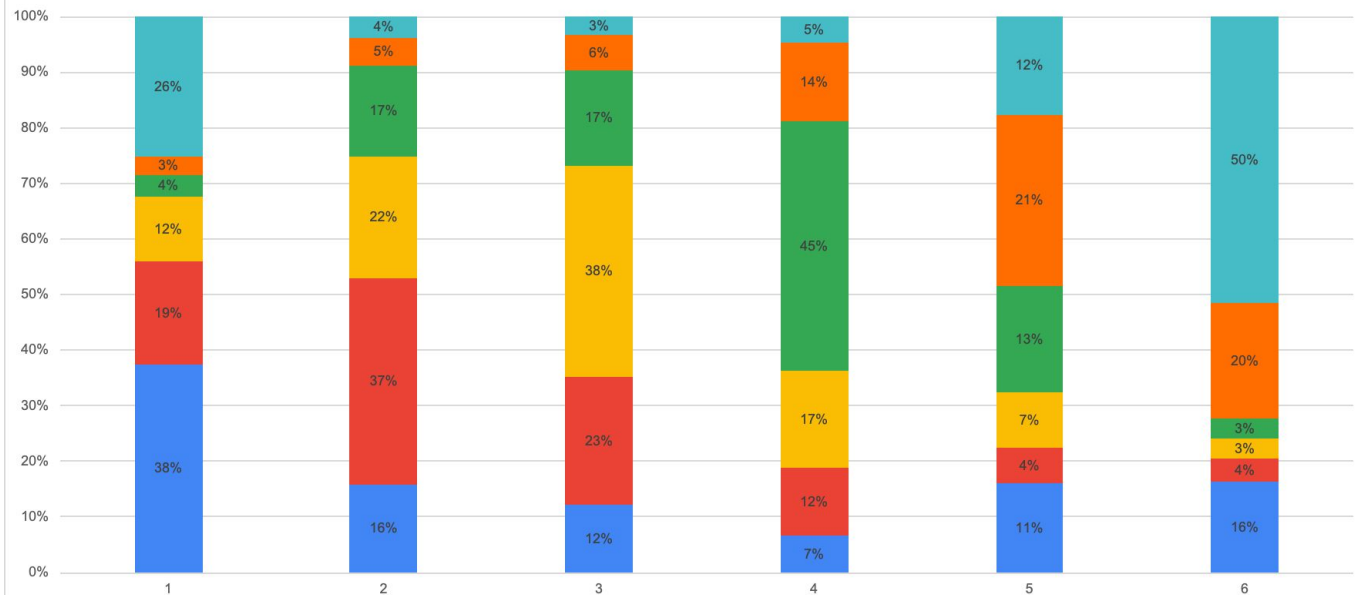
Parent Survey Results

Staff Survey Results

Student Survey Results

Q. If schools are able to reopen in fall using a hybrid model, please rank your preference from most preferred to least preferred

LA PARENTS



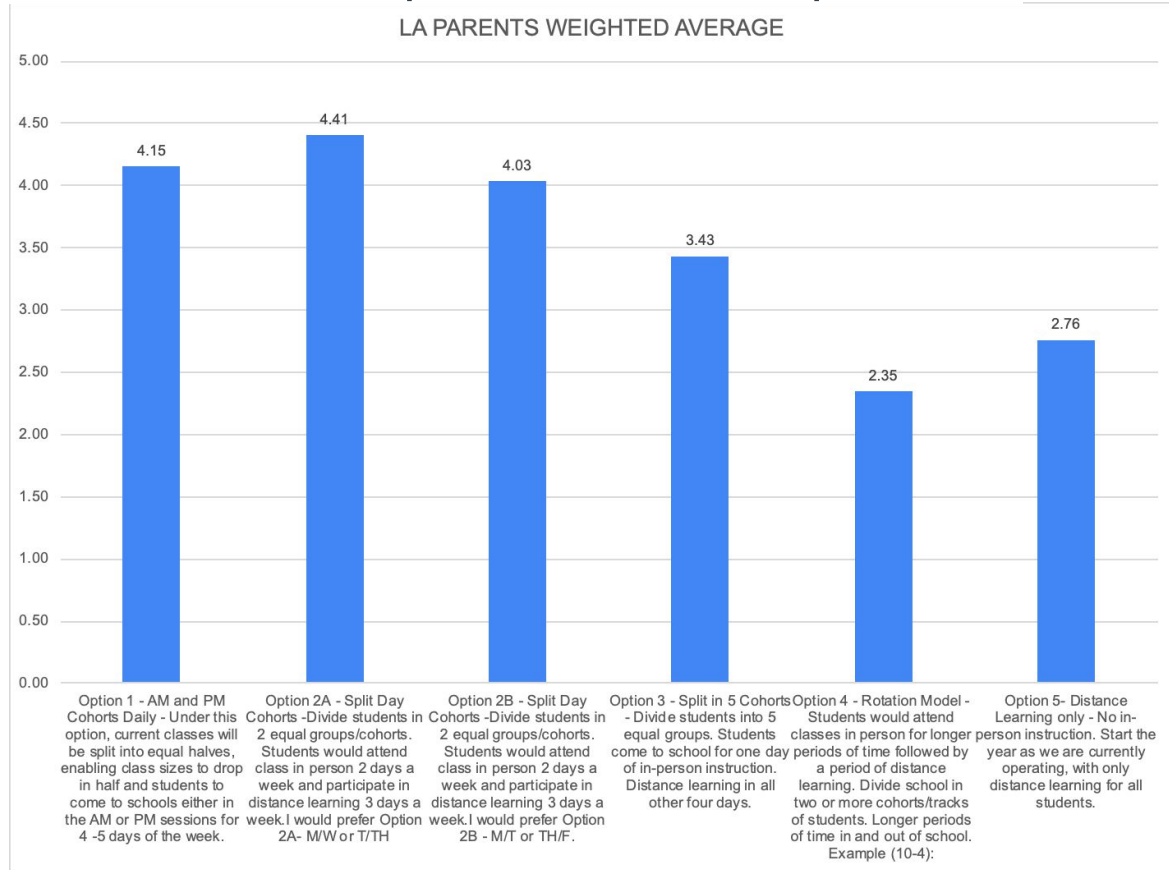
- Option 5 - Distance Learning only - No in-person instruction. Start the year as we are currently operating, with only distance learning for all students.
- Option 4 - Rotation Model - Students would attend classes in person for longer periods of time followed by a period of distance learning. Divide school in two or more cohorts/tracks of students. Longer periods of time in and out of school. Example (10-4):
- Option 3 - Split in 5 Cohorts - Divide students into 5 equal groups. Students come to school for one day of in-person instruction. Distance learning in all other four days.
- Option 2B - Split Day Cohorts - Divide students in 2 equal groups/cohorts. Students would attend class in person 2 days a week and participate in distance learning 3 days a week. I would prefer Option 2B - M/T or TH/F.
- Option 2A - Split Day Cohorts - Divide students in 2 equal groups/cohorts. Students would attend class in person 2 days a week and participate in distance learning 3 days a week. I would prefer Option 2A- M/W or T/TH
- Option 1 - AM and PM Cohorts Daily - Under this option, current classes will be split into equal halves, enabling class sizes to drop in half and students to come to schools either in the AM or PM sessions for 4-5 days of the week.

578
Responses

PARENT SURVEYS

Q. If schools are able to reopen in fall using a hybrid model, please rank your preference from most preferred to least preferred

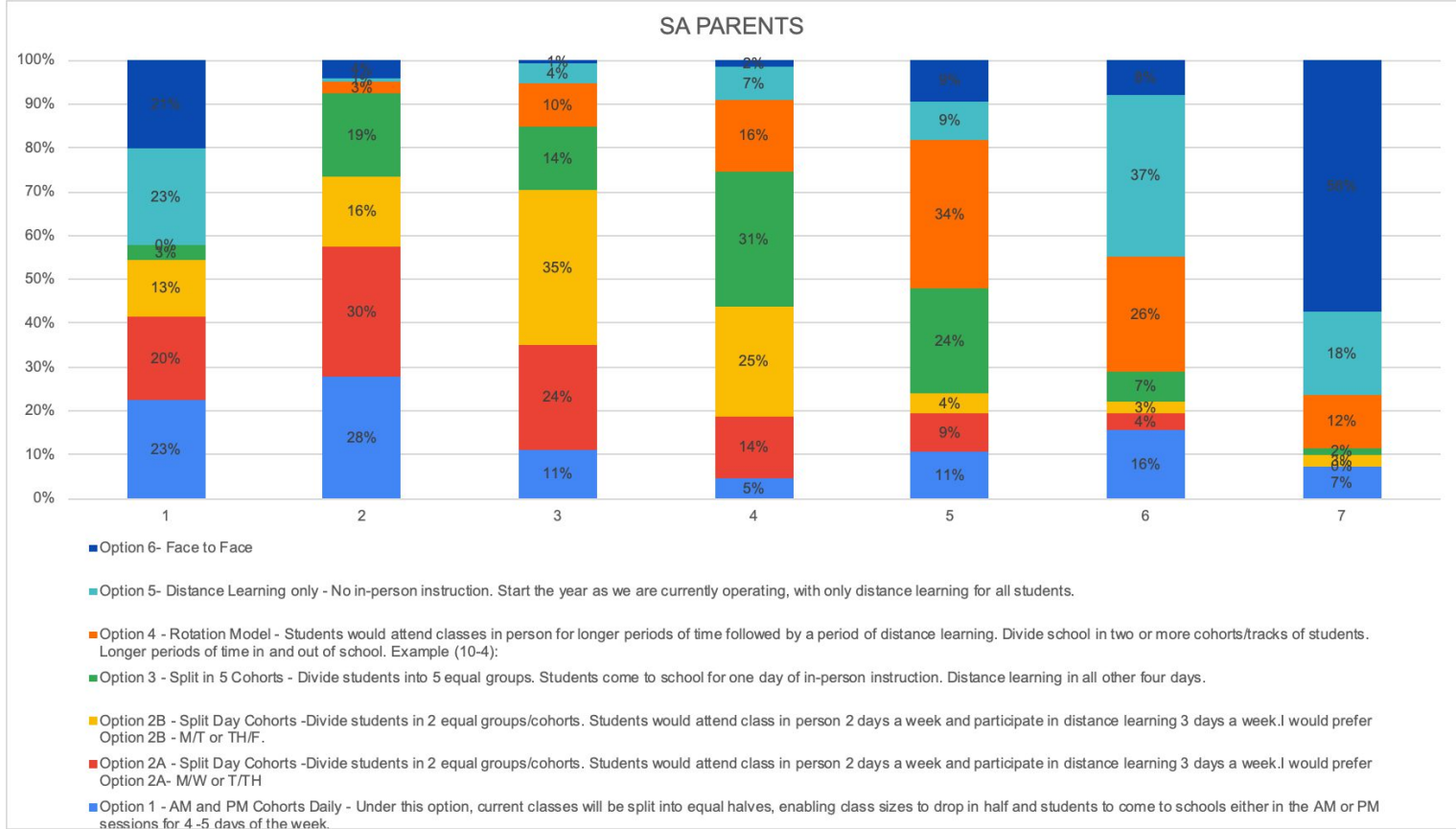
578
Response
s



Q. If schools are able to reopen in fall, please rank your preference from most preferred to least preferred

105
Responses

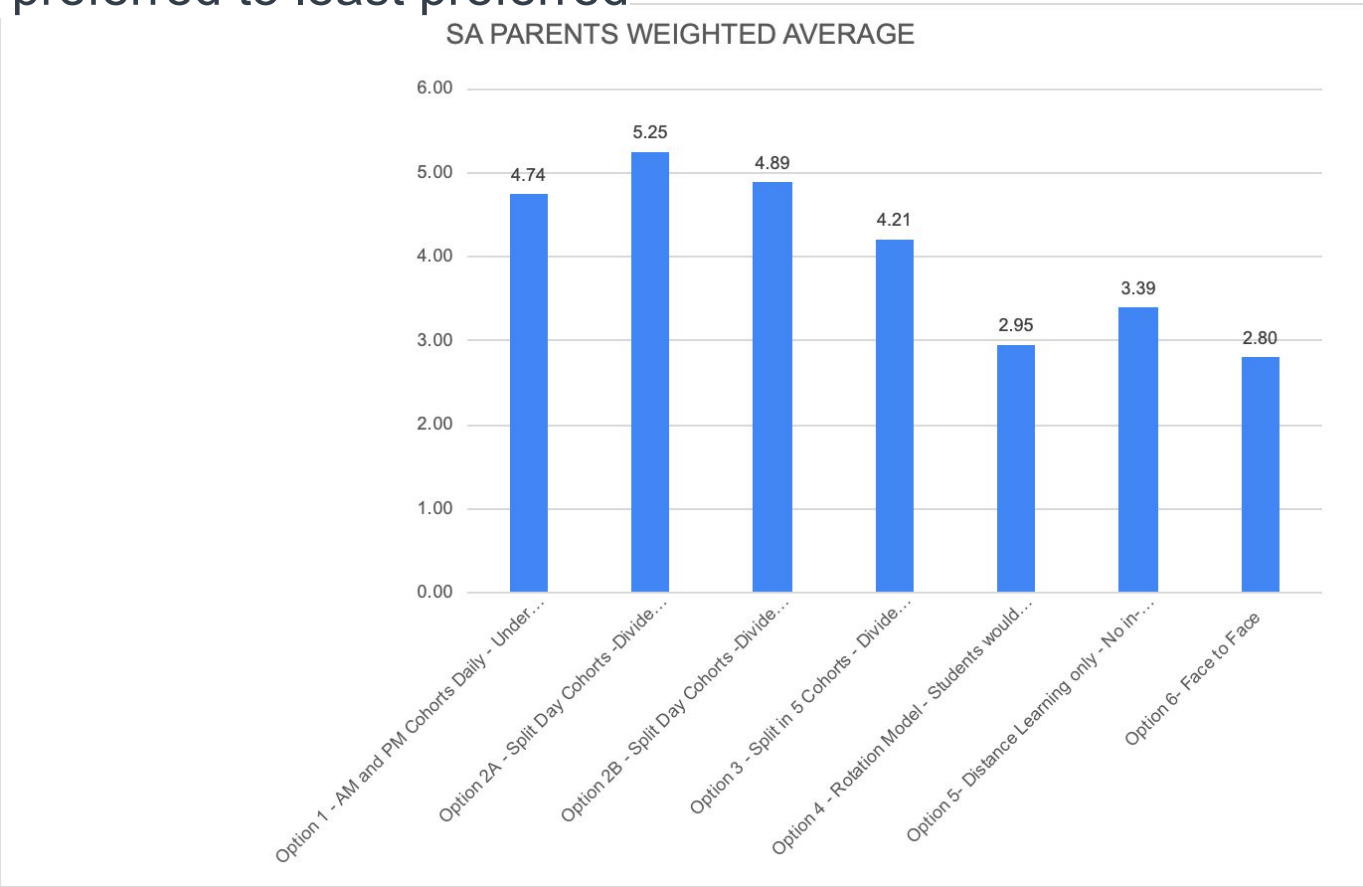
PARENT SURVEYS



Q. If schools are able to reopen in fall, please rank your preference from most preferred to least preferred

105
Responses

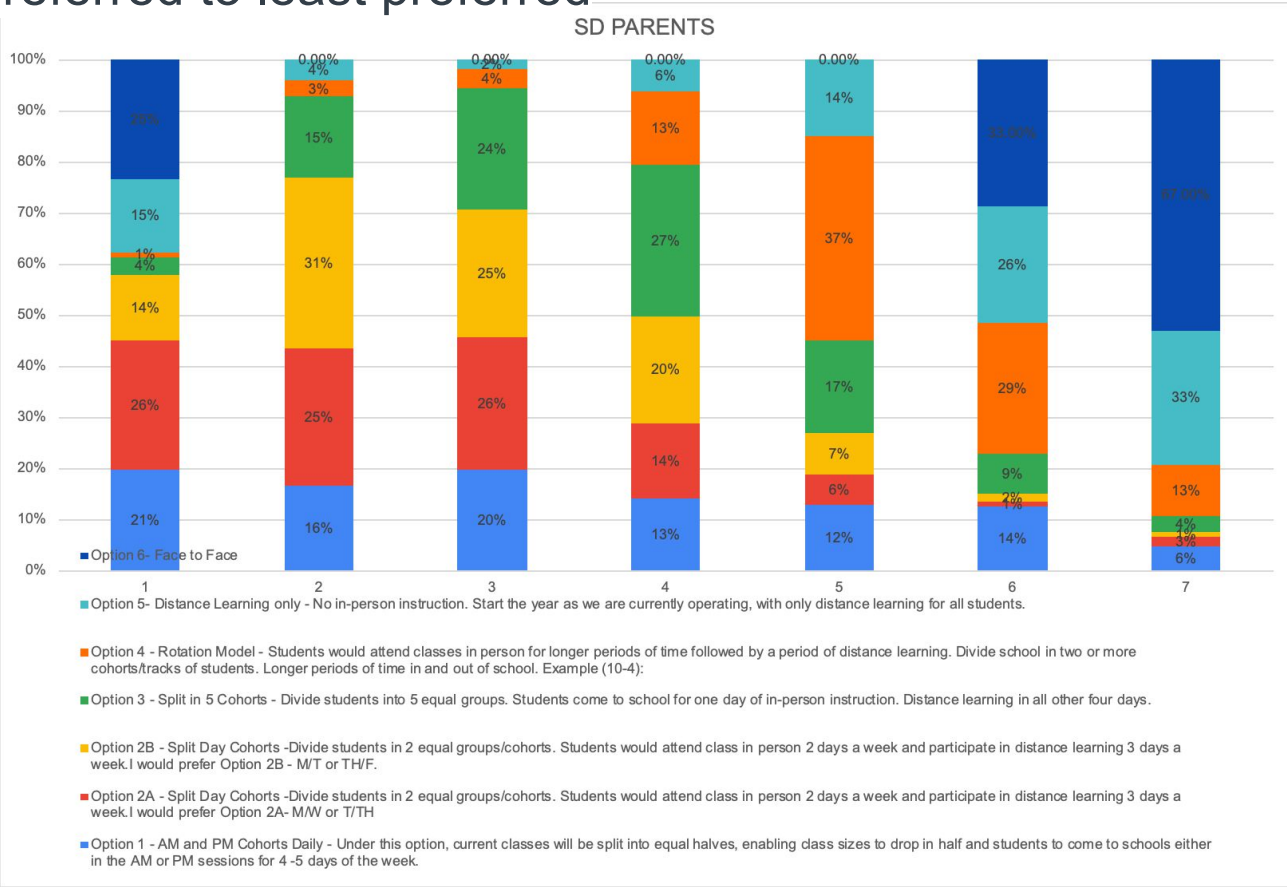
PARENT SURVEYS



Q. If schools are able to reopen in fall, please rank your preference from most preferred to least preferred

163
Responses

PARENT SURVEYS

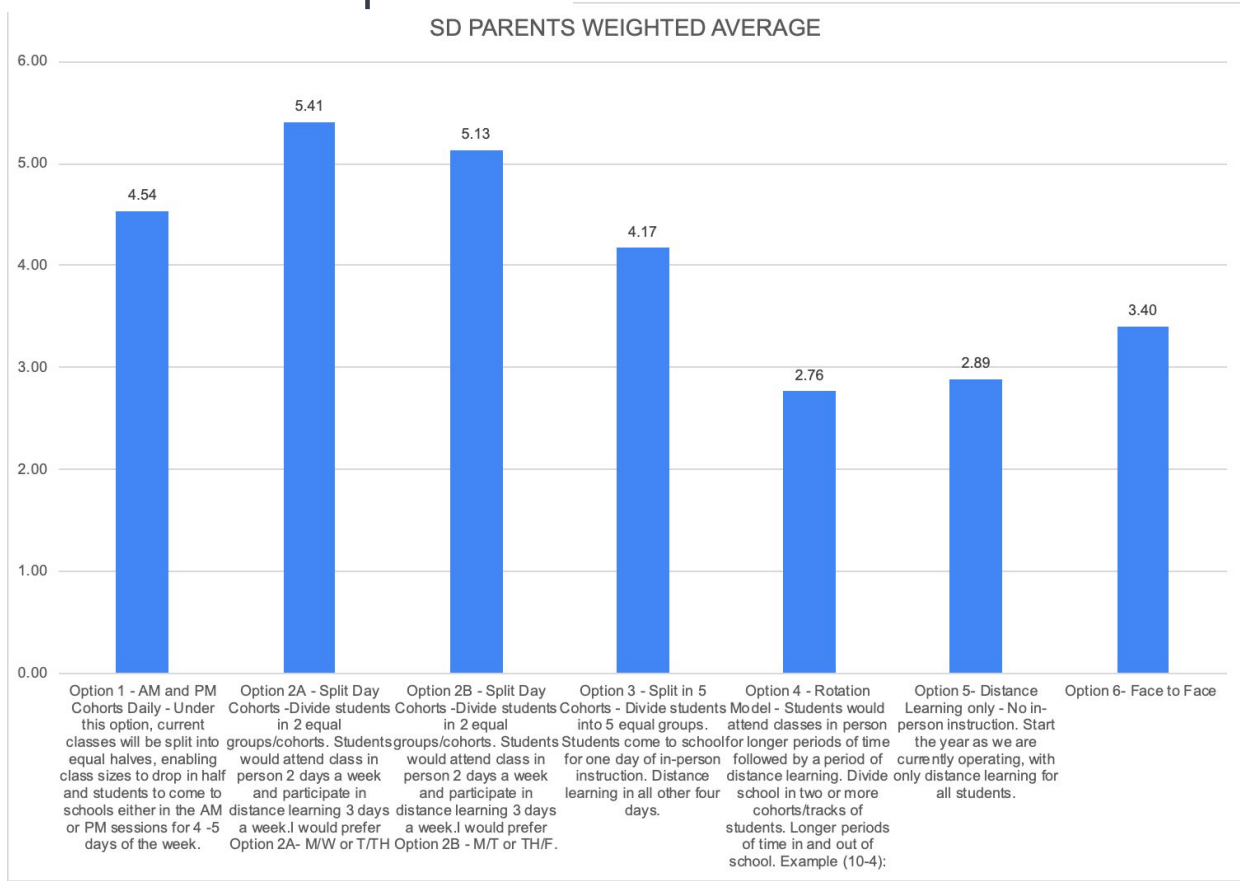


Q. If schools are able to respond in fall, please rank your preference from most preferred to least preferred

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday July 9, 2020 at 5:30 PM

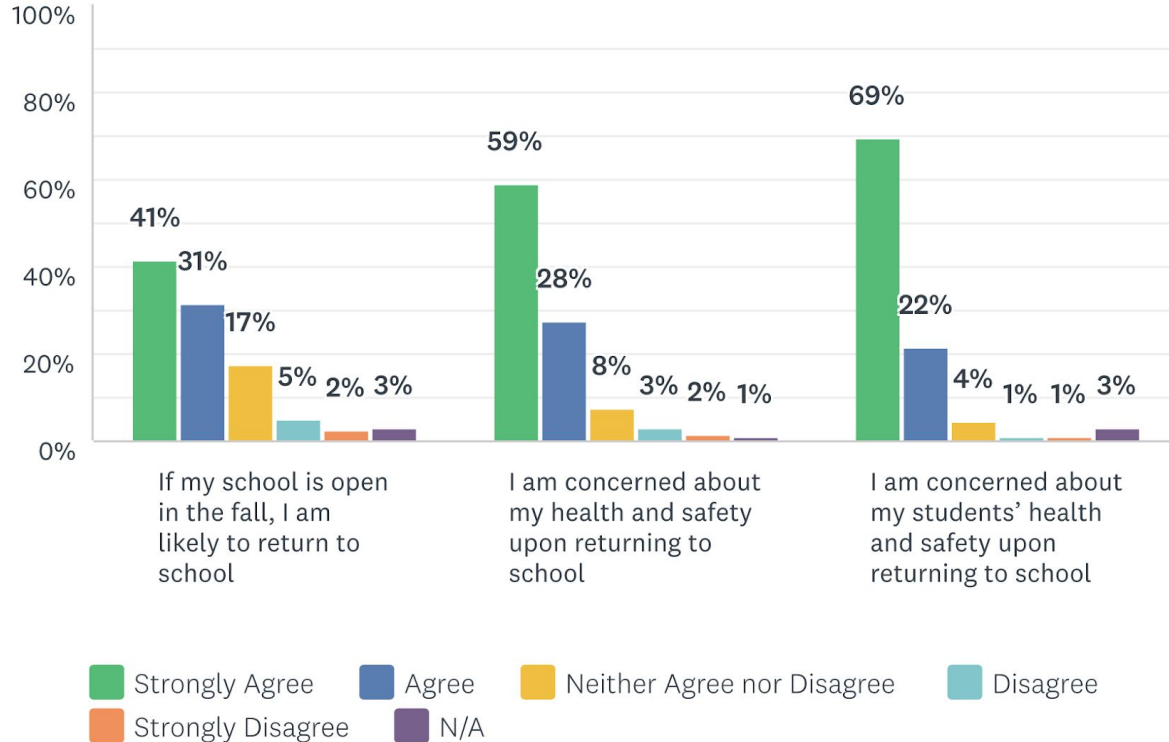
163
Responses

PARENT SURVEYS



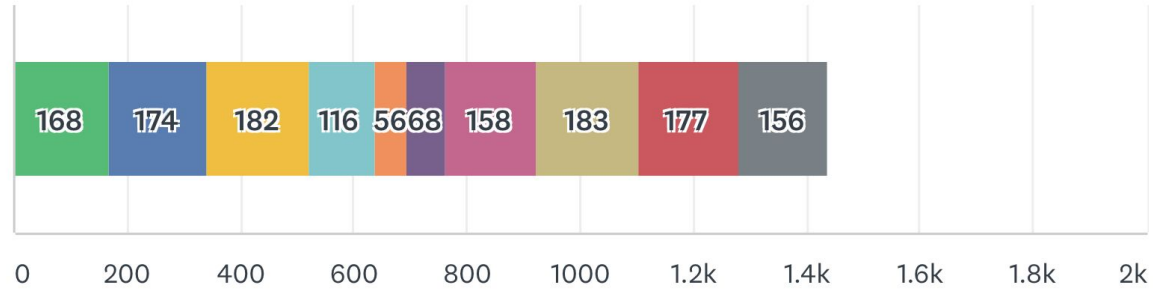
When thinking about returning to school in person on a normal format in the fall, please indicate your agreement with the following statements

Answered: 249 Skipped: 0



I would feel safer at school if: (Check all that apply)

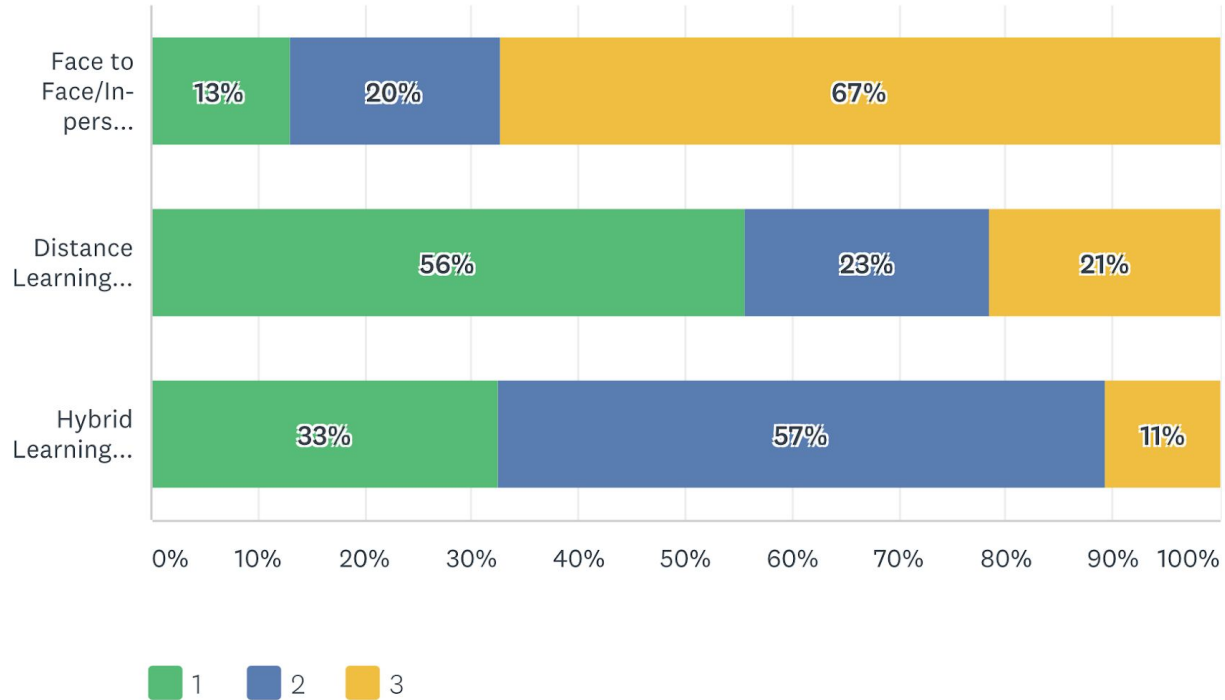
Answered: 246 Skipped: 3



- Students wear masks
- Staff wear masks and/or face covers
- Class sizes were reduced through hybrid (distance and in-person) instruction enabling
- Students remain in their desks during lessons
- Students eat lunch in the classroom
- No playground equipment or ball use
- The school made PPE (e.g. masks) available for students who do not have them.
- Safety measures and policies including routine temperature and symptoms checks are
- Social distancing plans for in-person schooling were developed and implemented
- School continued to operate remotely until a vaccine is developed.

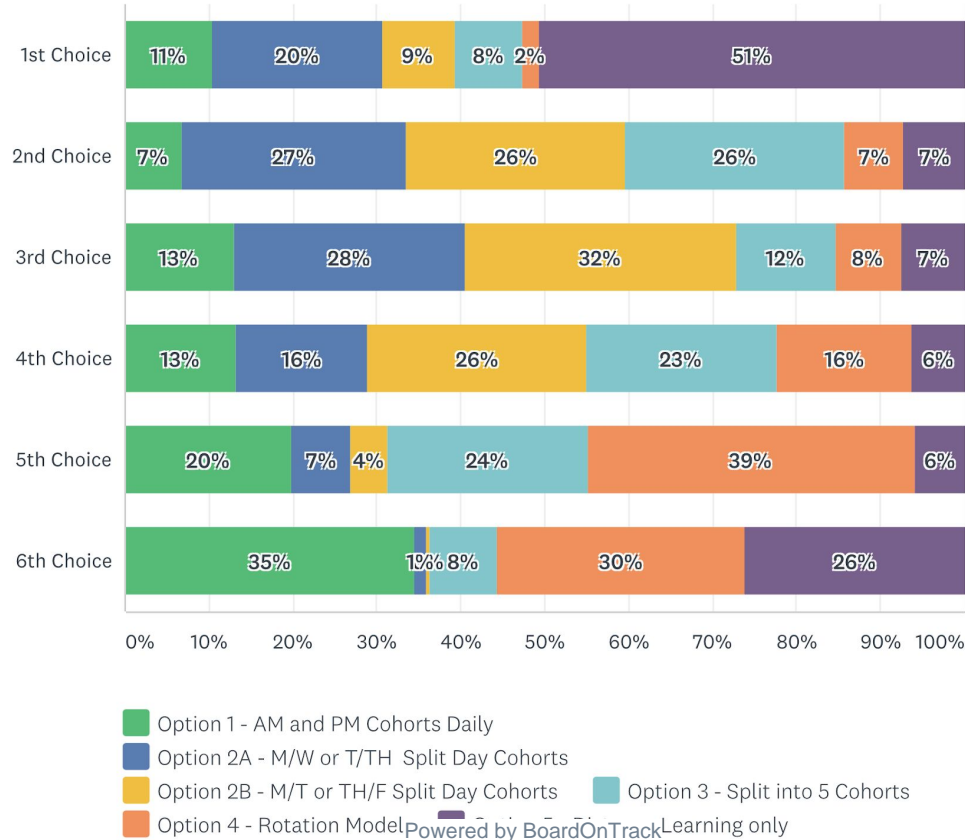
When thinking about returning to school in the fall, please rank your preference for instruction in order from 1-3

Answered: 249 Skipped: 0



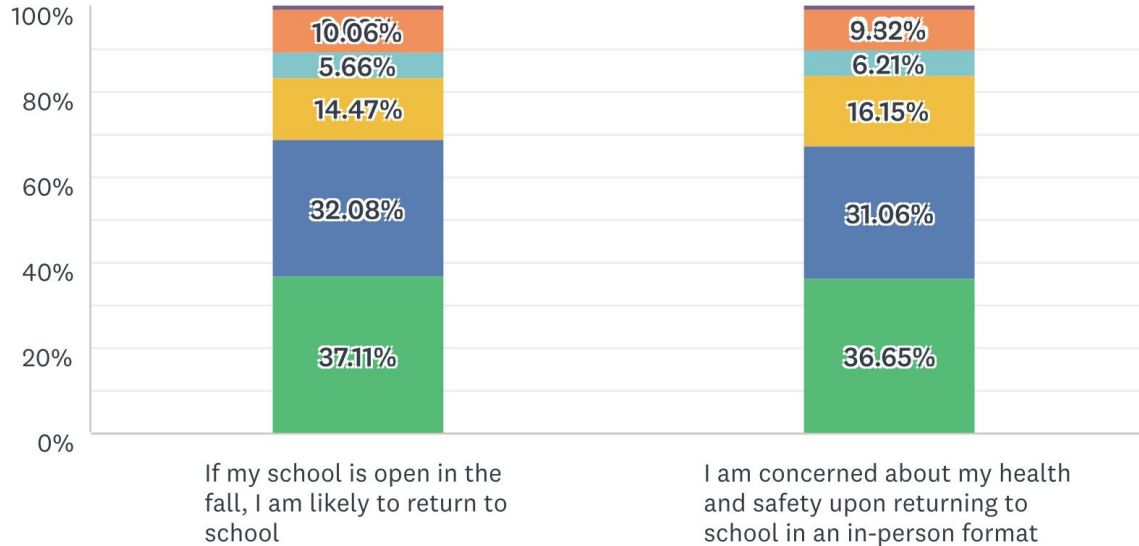
Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday July 9, 2020 at 5:30 PM
 If schools are able to reopen in that using a hybrid model, please rank your preference from most preferred to least preferred.

Answered: 247 Skipped: 2



When thinking about returning to an in-person school format in the fall, please indicate your agreement with the following statements

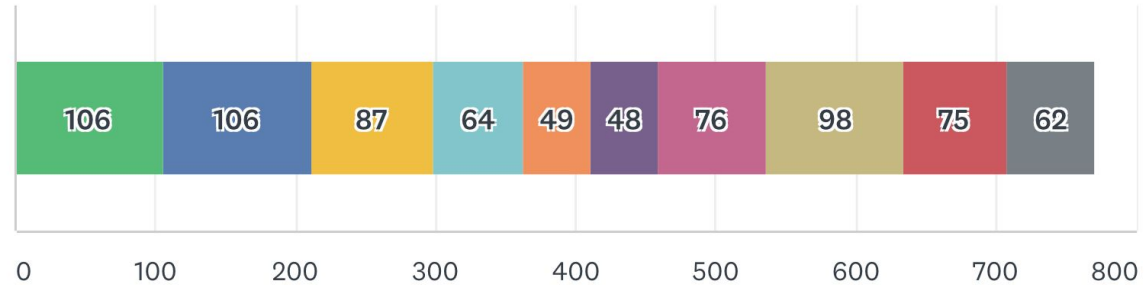
Answered: 162 Skipped: 0



■ Strongly Agree
 ■ Agree
 ■ Neither Agree nor Disagree
 ■ Disagree
■ Strongly Disagree
 ■ N/A

I would feel safer at school if: (Check all that apply)

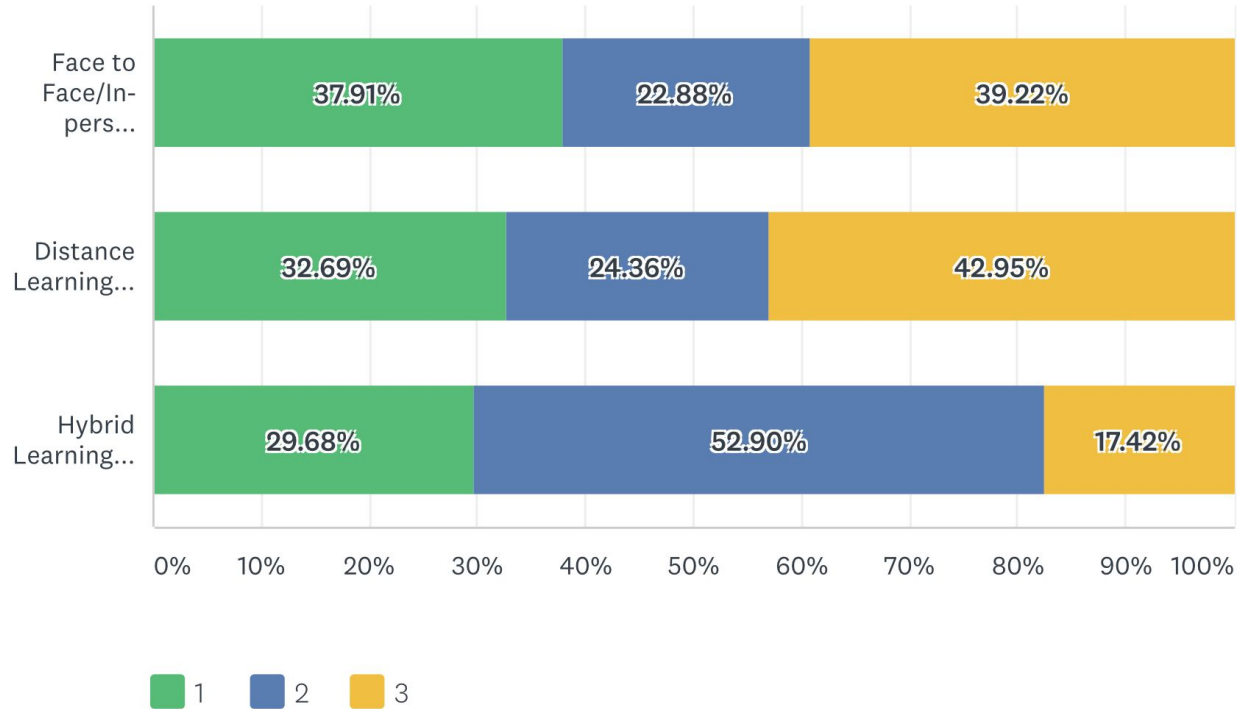
Answered: 159 Skipped: 3



- Students wear masks
- Staff wear masks and/or face covers
- Class sizes were reduced through hybrid (distance and in-person) instruction enabling
- Students remain in their desks during lessons
- Students eat lunch in the classroom
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- The school made PPE (e.g. masks) available for students who do not have them.
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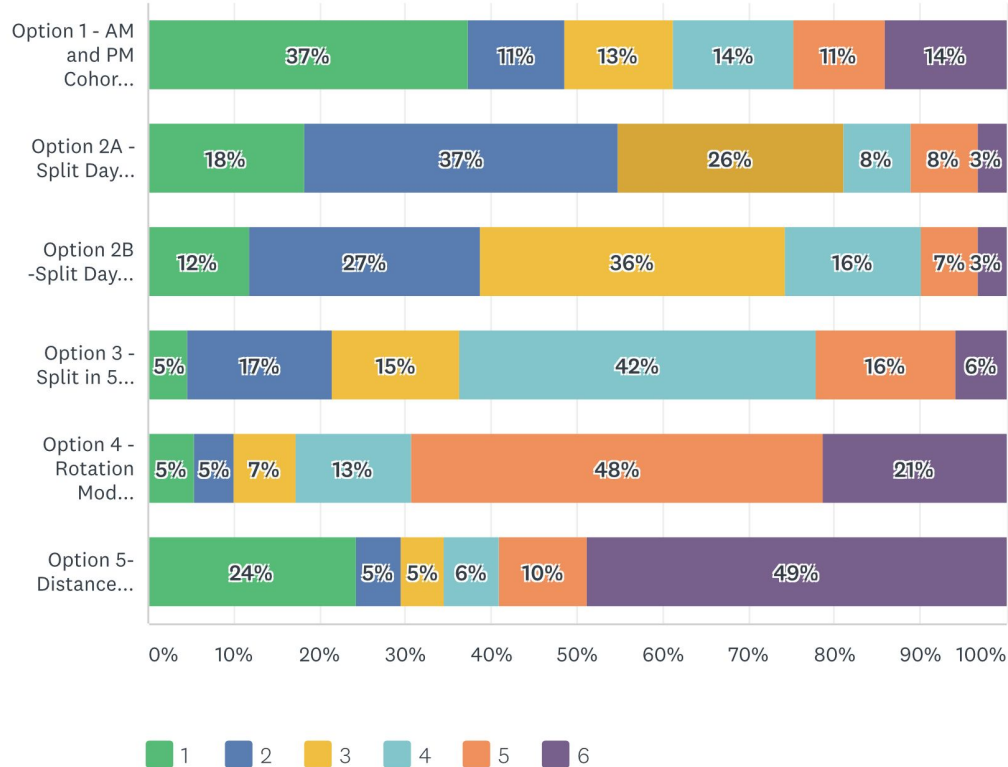
When thinking about returning to school in the fall, please rank your preference for instruction in order from 1-3

Answered: 159 Skipped: 3



If schools are able to reopen in fall using a hybrid model, please rank your preference from most preferred to least preferred

Answered: 158 Skipped: 4



Consideration for Health, Safety and Protection

- Health & Safety Committee is working on a step by step action plan for school sites to use based on the LACOE framework.
- All Health & Safety Recommendations are based on local county and state orders
- Health & Safety Procedures may be modified depending on the instructional model chosen by the school sites.
 - Special considerations to me made for Elementary schools and Co-located sites
 - Sites will make special considerations for Students & Staff with Underlying Health Conditions.



Consideration for Health, Safety and Protection



Health & Safety Recommendations will include:

- **6 feet social/physical distancing** at all times.
- **Face masks/shields** for ALL employees, students, visitors and vendors
- Frequent **Hand-washing**
- **Daily temperature checks** for students, parents and all adults entering the buildings
- **Hire school nurses** to monitor and guide the processes
- **No COVID-19 testing/sampling at campus.** Will refer anyone with suspected symptoms to available testing agencies.
- **School Stakeholder Trainings**
 - Train staff members on new policies, procedures, and special COVID-19 considerations
 - Extra training for custodial staff on COVID-19 considerations when disinfecting
 - Alerts sent throughout the year to update staff on new information, updates & reminders to procedures
 - Train Students & Parents on new procedures and requirements
 - Remind Parents & Students of new norms and provide updates throughout the year.
- **Disinfecting Procedures**
 - Ensure all school sites have adequate janitorial staff that would be able to keep up with new requirements
- **Exposure & Isolation Procedures**
 - Home Isolation procedures will be in line with what is recommended by the CDC and other public health officials
- **Meal Distribution & After School program information still pending**
 - Principals are communicating with their 3rd party afterschool providers to see what options are available
 - Accountability team working with our SFA and Meal Vendor to develop distribution plans at the school sites
 - MSA-5 & Bell will work with their co-located site to develop a plan

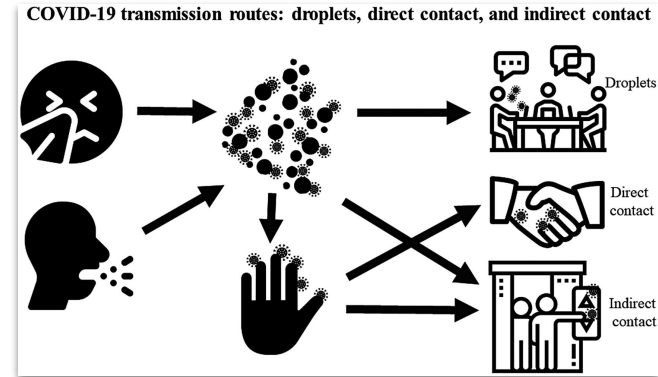
Operations: School Operations-1

- **Spread out vehicles in carpool lanes** at arrival/pickup to ensure people are maintaining distance as they enter/exit vehicles
- **Place dividers** in pickup zones by classroom or maximum occupancy guidelines to ensure students are spread out
- **Office, teacher, admin visit** by appointment only. Outdoor meetings with social distancing observed with masks on.
- **Student lunches** in classrooms/6 feet apart
- Limited/modified **PE classes**
- **No field trips until stage 5**
- No in-person assemblies for students



Operations : School Operations-2

- Assign classes to **meet outside** or in **auditorium/gymnasium**
- Check/upgrade **ventilation systems**
- **Install “sick” and “well” areas in nurse’s office** to minimize student contact with COVID-19
- Install **no touch doors, trash cans, etc.** to minimize touching high-touch items
- Allocate an **“isolation room”** for anyone who exhibits symptoms on campus
- Classrooms: Move desks to ensure **all seats are at least 6 ft. apart**
- Classrooms: **Install plexiglass partitions** between teacher and students
- Hallways: **Reserve hallways to select populations** at a time or consider one-way traffic
- Cafeteria: **Assign seats for lunch** or have students **eat lunch in classrooms**, block access to vending machines and water fountains (or require sanitizing before use)
- Large gathering areas: **Block access to common spaces** or reserve them for select groups at a time (e.g., shared lunch areas, playgrounds)
- Install **handwashing stations** at entrances and/or sanitize hands before entering
- Clean all **benches, tables, and other contact areas in drop-off and pick-up spaces** before and after use each day
- **Clean items delivered to school** immediately upon arrival; dedicate a **waiting room to items brought in by 3rd party vendors** so they can be cleaned before reaching students & staff
- Ensure **students wipe down backpacks / belongings** before getting back into parent vehicles



Operations: Purchases & Plans for COVID-19

1. 2019/20 Funds Used for all these purchases, eligible purchases to be reimbursed via CARES Act (ESSER and GER, see 4-b below)

- a. Total dollar amount of the purchased items: **\$208,339.20**
- b. MERF Ordered **\$124,171.33** of this amount as bulk order to be distributed to schools

2. List of items purchased:

- a. **PPE:** (Hand Sanitizers-460 pcs, Face Shields-347 pcs, Masks: Disposable-10,000 pcs, KN95-5,000 pcs, Cloth Face Covering-56 pcs), Gloves-21,000 pcs): **\$13,388.55**
- b. **Facility:** (Front Office & maintenance Supplies, disinfecting services, towels, wipes, soaps, sneeze guards/barriers): **\$8,795.96**
- c. **IT Materials:** (Hot spots-521 pcs from T-Mobile, Chromebooks-325 pcs from HP): **\$182,763.54**
- d. **Medical Supplies:** Thermometers (no touch or infrared-24pcs): **\$1,596.20**

3. Further plans:

- a. Leasing storage(s) in case we need to store the extra desks at the school sites due to possible hybrid instructional model
- b. 2-sided or 3-sided student desk and meeting room separators (around 5,000 pcs, price range between \$30 per piece to \$60 per piece)
- c. Contracting -more- companies for continuous deep cleaning & janitorial services and printing posters re:COVID-19
- d. Home Office contracted with a third party vendor for having 1 CNA (Certified Nursing Assistant/Health Care professional) for each site under an RN (Registered Nurse), except MSA-Bell (LAUSD PSC School Nurse). The costs of these CNAs and RN is budgeted under each site, not reflected above. The total cost for all sites is expected to be around **\$522,500** for a school RN for 40 hours per week for MSA 1 thru 7 and 8 hours per week for each of MSA-SA and MSA-San Diego plus 1 CNA on every campus for 6 hours per day every school day.

4. Received/Receivables

- a. LACOE, SDCOE, and OCDE will send 2 months worth of PPE supplies to LA, SD, and OC MPS schools. We are pending confirmation from the SDCOE and OCDE.
- b. MPS is expected to receive approximately \$ 1.7 million under the CARES act (ESSER and GER) for all MPS sites. The COVID-19 related expenditures will be reconciled against the funds cc

Social Emotional Support



Leverage Connection, Communication and Care



- Survey Stakeholders to understand and measure Mental Health and Wellness Readiness
- Training for Staff, Parents/Caretakers related to Trauma Informed Training (ACEs) and Promoting Resilience, Reading: *The Deepest Well*
- Teaching Lessons/Curriculum for Students: Cultivate an environment of self-regulation and emotional control
- Create and sustain opportunities promoting a culture of care: Emphasis on Mental Health and Wellness activities (School Calendar)
- List of Supportive resources for Staff, Students, and Parents/Caretakers
- Community Partnerships for a sustainable network of care
- School Safety Plan revisions, in addition include Illness and Injury Prevention Plan (IIPP)
- Crisis Management Team focus on Mental Health and Wellness (Additional PFA Training)
- Sustainable mentorship and motivation programs for staff and students year round
- Growth mindset lens supporting *all* students through equitable and inclusive Positive Behavior Interventions Supports (PBIS) and restorative practices

Family and Community Engagement.



Ensuring all students, staff & community members remain healthy and safe by following best practices in the areas of:

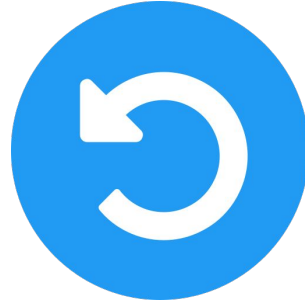
1. Ensuring effective communication systems
2. Engaging stakeholders
3. Utilizing community partnerships
4. Other key systems and supports

Family and Community Engagement.

Areas of Focus Include:

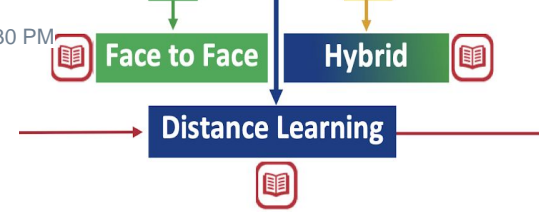
- Engage all families in decision-making
- Multi-faceted communication methods through different platforms
- Multi-dimensional messaging
- Establish and inform families on protocols and procedures
- Maintain a welcoming environment for all families
- Incorporate flexibility
- Budget Implications
- Support families when children are ill/at home
- Creating effective communication systems

MSA and Home Office actions items, along with staffing and financial implications, and timelines have been established by the Family & Community Engagement sub-committee consisting of Magnolia school leaders and home office staff.



School Restart Options

Proposed Instructional Models



To ensure continuity of learning within a **high-quality instructional program for ALL students**, we are considering instructional models which will work best to meet students' needs and Department of Public Health directives, when planning for the 2020-21 school year. The following models are three examples of potential instructional options with social distancing measures in place. This list is not exhaustive. Schools will adopt **the model or combination of models** that best fits their students' needs.

Face to Face/In-person

The teacher and the student meet physically in a set place for a set time for either one on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

Distance Learning

Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Hybrid Learning

Hybrid learning occurs both in the classroom (or other physical space) and via distance learning.

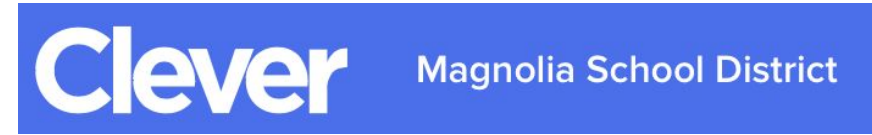
For all options

- **Parents will have options** to choose from depending on their needs, family and work circumstances.
- In all options, **Distance/Virtual Learning will be an integral component** of the instructional delivery method.
- **Longer class periods/block scheduling** is expected.
- To minimize foot traffic, students will be assigned a **designated seats** and will mostly **stay in one classroom**. Teachers will rotate to deliver instruction, except during special classes such as arts, labs and PE.
- **Staggered arrivals and dismissals.**

Distance Learning at MPS

We have the tools and infrastructure...

- We are experienced in **Blended Learning** and **digital instruction**
- Have all of our **curriculum in digital format**
- Have single **sign-on (Clever)** for streamlined and easy access for students and teachers
- Have the **technology 1:1** (chromebooks),
- Provide **hotspots for internet access** to our students and families



Curriculum & Instruction



Distance Learning (DL) at MPS

We have the experience and systems in place...

- **Flexibility, adaptability and speed** in distance learning integration.
- Teachers provide **live sessions**. Lesson plans are available on **DL portals**.
- Teachers do **daily check-ins, track engagement**, provide **office hours** and **contact** parents and students in need.
- **DL mentors** check in with students and parents and intervene as needed.
- Our **counselors** and **psychologists provide SEL support** and collaborate with Gen Ed teachers.
- We continue our **special education and English Learner services**. Instructors join classes and follow up on students' goals and progress.
- In addition to academics, our schools do **fun and engaging events, offer clubs and other virtual social events**.



Option 1 - AM and PM Cohorts Daily - splitting the day

Under this option, current classes will be split into equal halves, enabling class sizes to drop in half and students to come to schools either in the AM or PM sessions for 4 -5 days of the week.

PROS

- Daily in-person engagement for students
- Class sizes cut in half
- More traditional option as compared to other options
- Consistent daily schedule for students

CONS

- Some classes still too big to accommodate social distancing requirements
- Cleaning/Disinfecting between sessions
- Staffing for arrival - more students on campus
- Staggered arrivals
- Meal service for students (schedules, logistics, etc.)
- Teacher schedule - teachers would be teaching 5 periods/day x 2 sessions
- Drop off/pick up problems for families with students with different tracks.

Option 2 - Split Day Cohorts - 2 Days in person -

Option 2A- M/W or T/TH or Option 2B - M/T or TH/F

Divide students in 2 equal groups/cohorts. Students come to school for 2 days of in-person instruction. Distance learning in all other 3 days.

PROS

- Class sizes cut in half
- Teacher schedule
- Effective cleaning/disinfecting
- Lower PPE needs
- Allows for blended learning without too much time away from school

CONS

- Some classes still too big to accommodate social distancing requirements
- Students would only be in school 2 days a week
- Support for students while DL is needed- teachers will be teaching other students and not readily available to support those at home

Option 3 - Split in 5 Cohorts

1 Day per week in person

Divide students into 5 equal groups. Students come school for one day of in-person instruction. Distance learning in all other four days.

PROS

- Class sizes cut to 20% of normal size. Minimal risk option
- Better cleaning and disinfecting
- Allows for small group instruction and personalization of lessons
- Teachers will be available to support small student groups

CONS

- Students only attend school once a week. Limited interaction with teachers and peers.
- Support is needed for students with DL challenges
- Not an ideal solution for working families. Students will be home 4 days of the week on a rotation basis.

Option 4 - Rotation Model (10-4)

Divide school in two or more cohorts/tracks of students. Longer periods of time in and out of school. Example (10-4): 4 days of face to face instruction, followed by 10 days of distance learning.

PROS

- Class sizes cut in half
- Students would get a week or more at a time in school to work with teachers
- Lower cleaning/disinfecting efforts

CONS

- Some classes still too big to accommodate social distancing requirements
- Students would have to complete days of work with no in-person support.
- Support for students while DL is needed- teachers will be teaching other students and not readily available to support those at home

Example Calendar

	<u>Cohort A</u>	<u>Cohort B</u>
Day 1	In-Person	Remote
Day 2	In-Person	Remote
Day 3	In-Person	Remote
Day 4	In-Person	Remote
Day 5	Remote	Remote
Day 6	Remote	Remote
Day 7	Remote	Remote
Day 8	Remote	In-Person
Day 9	Remote	In-Person
Day 10	Remote	In-Person
Day 11	Remote	In-Person
Day 12	Remote	Remote
Day 13	Remote	Remote
Day 14	Remote	Remote

Option 5- Distance Learning only

Start the year as we are currently operating, with only distance learning for all students.

PROS

- Protect all vulnerable populations
- Cleaning/disinfecting and PPE costs lower
- Allows students to work from home without independent study contracts
- Teachers can support DL because they will not have in person classes to teach

CONS

- No in-person interactions/support
- Not as high-quality as in person
- Not all students participate/interact in meaningful ways
- Internet and computers will need to be provided to those without them



DISTANCE LEARNING PLATFORM

Option 6- Face-to-Face/ In Person Learning

Offer the traditional format for those who choose it. The teacher and the student meet physically 5 days of the week in group classroom lessons with social distancing and health and safety measures in place.

PROS

- in-person interactions/support high-quality as in person
- Students participate/interact in meaningful ways
- Save budget on hotspots

CONS

- High risk of transmission
- Cleaning/disinfecting and PPE costs will be higher
- Teachers can support DL because they will not have in person classes to teach

Next Steps

- **Finalize all action plans and checklists** - including site specific plans (July 15)
- **2nd Town-hall meetings** for parents (present results and plans)
- School readiness **visits and checks**
- **Final Board approval** of the reopening plans with policy and protocol updates (July 23, 2020)
- August 3-28: **Parent and Student Orientations**
- August 5 - **MPS-Wide In-service**
- August 7 - **New to MPS teachers PD**
- Schools **reopen for instruction**:
 - MSAs 1-8 – August 18, 2020
 - MSA-Santa Ana – August 10, 2020
 - MSA-San Diego – August 31, 2020