



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday May 26, 2022 at 6:00 PM PDT

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

**Meeting ID:** 978 5606 4990      **Passcode:** 021250

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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

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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. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email [board@magnoliapublicschools.org](mailto:board@magnoliapublicschools.org) or call 213-628-3634 Ext. 100.

**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
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 CEO & Superintendent and Board Members			5 m
F. Approval of Minutes from MPS Regular Board Meeting - April 7, 2022	Approve Minutes		1 m
G. Approval of Minutes from MPS Regular Board Meeting - April 21, 2022	Approve Minutes		1 m
<b>II. Closed Session</b>			<b>6:15 PM</b>
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			10 m
C. Report Out of Closed Session	FYI		1 m
<b>III. Information/Discussion Items</b>			<b>6:27 PM</b>
A. Glows, Grows & Priorities Presentations	Discuss		90 m
<b>Home Office Departments</b>			
• Outreach & Communications Department			
• Finance Department			
• Facilities Department			
• Academic Department			
• Accountability Department			
• Operations Department			
• CEO Department			
B. MPS Annual Authorizer Oversight Reports	Discuss	D.Yilmaz	15 m
<b>IV. Action Items</b>			<b>8:12 PM</b>
A. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum	Vote	D.Hajmeirza	5 m
B. Approval of Waiver of Contingencies for the Acquisition of 18242 Sherman Way	Vote	P.Ontiveros`	10 m
C. Approval of Purchase and Installation Synthetic Turf for MSA-1	Vote	M.Sahin	7 m

	Purpose	Presenter	Time
<b>V. Closing Items</b>			<b>8:34 PM</b>
<b>A. Adjourn Meeting</b>	Vote		1 m

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - April 7, 2022

<b>Section:</b>	I. Opening Items
<b>Item:</b>	F. Approval of Minutes from MPS Regular Board Meeting - April 7, 2022
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on April 7, 2022

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday April 7, 2022 at 6:00 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990 **Passcode:** 021250

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

**Directors Absent**

D. Gonzalez

**Directors who left before the meeting adjourned**

U. Yapanel

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**I. Opening Items**

**A.**

**Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 7, 2022 at 6:03 PM.

**B. Record Attendance and Guests**

Refer to attendance information recorded above.

**C. Approval of Agenda**

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

**Roll Call**

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

**D. Public Comments**

No public comments were given at this time.

**E. Approval of Minutes from MPS Regular Board Meeting - February 10, 2022**

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 02-10-22.  
S. Covarrubias seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**F. Approval of Minutes from MPS Regular Board Meeting - February 24, 2022**

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 02-24-22.  
S. Covarrubias seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**G. Approval of Minutes from MPS Regular Board Meeting - March 10, 2022**

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 03-10-22.  
S. Covarrubias seconded the motion.

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

**Roll Call**

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

**H. Approval of Minutes from MPS Regular Board Meeting - March 24, 2022**

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 03-24-22.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**II. Closed Session**

**A. Public Announcement of Closed Session**

S.Covarrubias announced that the Board would be going into Closed Session regarding a hearing for appeal of expulsion determination and would report out any actions taken.

**B. Hearing for Appeal of Expulsion Determination**

This item was discussed in Closed Session.

U. Yapanel left at 9:01 PM.

**C. Report Out of Closed Session**

M.Muhammedov announced in Open Session at 9:40pm that the Board of Directors of Magnolia Public Schools voted unanimously on a stipulated expulsion with suspended enforcement.

**III. Information/Discussion Items**

**A. 2021-22 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP**

D.Yilmaz, Chief Accountability Officer, went over they survey structure, questions and overall responses that were collected from the Panorama Survey. Students, families and staff participated in the survey. Overall, student and staff participation rates were high. Family participation rates were not as high as the other two categories. Four schools reached their target goals for families. The other schools will improve in the following year to get more input from their families. Each school has their own local target on LCAP in which D.Yilmaz explained. He also shared the five year trends. Results were shared with the schools and meetings were held with school leadership teams to go over the responses and feedback. The leadership teams came up with glows, grows and next steps. The survey results

were used for their schools evaluations. Some Principals shared their school sites survey process and results.

**B. Discussion and Update Regarding Sale of Strip of Land to City Recreation and Parks for Purpose of Constructing Ice Hockey Rink**

P.Ontiveros, General Counsel & Director of Facilities, gave an update on the construction of the ice hockey rink which is adjacent to the MSA-1 High School property. He said that City Recreational and Parks has funded to move forward with this project. MPS agreed to partner with them for the community and students best interest to have an athletic facility. He explained that the city wants to purchase land to construct the hockey rink in which would eliminate 33 parking spaces from MSA-1. Currently, MPS is in escrow to purchase the JAM property and once in fruition would replace the entirety of the parking lot. MPS is also speaking with CitiBank for leasing spaces and will come back to the Board for approval. Board Members questions were addressed by staff.

**IV. Action Items**

**A. Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953**

MPS Board of Directors discussed and reconsidered the circumstances of the State of Emergency related to COVID-19 in which meeting in person can directly impact the ability of the Board in addition to the all standing Board Committees (Finance, Audit/Facilities, Academic, Stakeholder and Development & Nominating/Governance Committees) and public to meet safely. As such, local officials are still continuing to recommend measures to promote social distancing. Board Members questions were addressed by staff.

S. Covarrubias made a motion to adopt the findings relating to the ability of the MPS Board and all MPS Committees to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**B. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum**

D.Hajmeirza, Director of Human Resources, presented the updated Health and Safety Policy and IIPP Addendum which reflects recent guidelines from CDC, CDPH and other county public health officials. Those changes in the policy include; indoor masking is strongly encourages at all MSA school sites and individuals new to LAUSD are required to baseline test upon their start of school or work.

M. Muhammedov made a motion to approve the updated MPS Health & Safety Policy alongside the Injury Illness Prevention Program (“IIPP”) COVID-19 addendum.

S. Dikbas seconded the motion.

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

**Roll Call**

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

**C. Approval of Assurance of Compliance for 2022 Significant Disproportionality Comprehensive Coordinated Early Intervening Services for Magnolia Science Academy-5**

A.Callaham, Director of Special Education, presented that MSA-5 has fallen under the significant disproportionality as this is the third year in a row of the school having more that 3% of their Latino population under the eligibility of learning disability. They are working with schools to reduce the numbers so that are not under significant disproportionality for the following year. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve the Assurance of Compliance for the 2022 Significant Disproportionality Comprehensive Coordinated Early Intervening Services for MSA-5 and for the MPS Board Chair to sign.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**D. Approval of Magnolia Public Schools Student Recognition and Incentive Policy**

J.Hernandez, Director of Student Services, explained that they recognition and incentive policy originated from staff using their personal money to purchase snacks and items to show recognition to the students. The policy would seek to remedy that and to to increase effectiveness of positive outcomes of students academic, behavioral, and social emotional education. Recognizing students for not just how they are currently but also recognizing students for their continuous stride and effort. He went over the parameters of what those recognitions are. He added that he is learning from other promising practices from school districts and would be working with the Deans of Students at each school site regarding implementation. Board Members expressed their support to recognize and motivate students.

S. Covarrubias made a motion to approve the Student Recognition and Incentive Policy for all schools.

S. Dikbas seconded the motion.

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

**Roll Call**

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

**E.**

### **Approval to Extend Due Diligence Period for Purchase of 18242 Sherman Way**

P.Ontiveros, General Counsel & Director of Facilities, provided background for this item. In November 2021 the Board approved to sign a purchase and sale agreement for the purchase of the JAM property. This opened escrow by January 2022. Since that time, MPS has been doing their due diligence. They worked with an architect to produce a master plan. Once they receive a term sheet, MPS would review and share with Los Angeles County Office of Education. The due diligence period expires April 28, 2022 and are seeking for an extension which would buy an additional thirty days to continue with their due diligence. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve (1) the exercise by MPS of its option under that certain purchase and sale agreement signed by MPS dated as of January 13, 2022 for the purchase of the property located at 18242 Sherman Way (the "Property") to extend its contingency/due diligence period for one (1) thirty (30) day period from April 28, 2022 to May 30, 2022, and in conjunction therewith, (2) the release by MPS of Ten Thousand Dollars (\$10,000.00) from the escrow established for the aforementioned transaction as consideration for the exercise of the extension option, and (3) the execution by the MPS CEO and Superintendent, or his designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.

S. Dikbas seconded the motion.

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

#### **Roll Call**

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

### **F. Approval to Extend Due Diligence Period for Purchase of 7111 Winnetka Ave**

P.Ontiveros, General Counsel & Director of Facilities, presented to the Board the need for a second extension of their due diligence period for the Winnetka property. The Board had previously approved the first option to extend. Similar to the previous item, the term sheet would be provided to the Los Angeles County Office of Education for their feedback. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve (1) the exercise by MPS of its option under that certain purchase and sale agreement signed by MPS dated as of December 15, 2021 for the purchase of the property located at 7111 Winnetka Ave. (the "Property") to extend its contingency/due diligence period for one (1) additional thirty (30) day period from April 21, 2022 to May 21, 2022, and in conjunction therewith, (2) the release by MPS of Twenty Thousand Dollars (\$20,000.00) from the escrow established for the aforementioned transaction as consideration for the exercise of the extension option, and (3) the execution by the MPS CEO and Superintendent, or his designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.

S. Covarrubias seconded the motion.

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

#### **Roll Call**

D. Gonzalez	Absent
S. Covarrubias	Aye

**Roll Call**

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

**G. Approval of Magnolia Public Schools Fiscal Policies and Procedures Manual for 2021-2022**

This was previously presented at the Finance Committee Meeting in which they recommended approval. S.Budhreja, Chief Financial Officer, presented that the finance department in collaboration with the auditors annually reviews their fiscal policy and procedures and make updates to certain information according to protocols and standards set by state and federal guidelines. He went over all of the updates made and added that this would help keep staff up-to-date with the changes. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve the following revisions to the MPS Fiscal Policy and Procedures Manual; G&A103, G&A113, G&A115, G&A118, G&A121, CSH101, CSH104, CSH107, CSH111, INV101, PUR101, PUR102, PUR104 and PUR106 for the 2021/2022 year.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:06 PM.

Respectfully Submitted,  
S. Covarrubias

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - April 21, 2022

<b>Section:</b>	I. Opening Items
<b>Item:</b> April 21, 2022	G. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on April 21, 2022

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday April 21, 2022 at 5:30 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990

**Passcode:** 021250

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

S. Dikbas

**Directors who arrived after the meeting opened**

U. Yapanel

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**I. Opening Items**

**A.**

**Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 21, 2022 at 5:37 PM.

**B. Record Attendance and Guests**

Refer to attendance information stated above.

**C. Approval of Agenda**

U. Yapanel arrived at 5:38 PM.

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

U. Yapanel seconded the motion.

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

**Roll Call**

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

**D. Public Comments**

B.Lopez, Chief External Officer, informed that on April 23rd MSA-8 would be hosting the Girls Leadership and Mentoring Workshop. The event has garnered over 120 students and part of the registered are from surrounding schools in the area. G.Serce, MSA- San Diego Principal, announced that the schools Robotics Team participated in a regional competition and was highlighted in the middle school level. He also congratulated MSA-San Diego's Archery Team for they participated in the State Championship. A student received a gold medal and another received a bronze medal. They will be participating in the National Championship over the weekend. He also highlighted the Cultural Food Festival that was held at the school that showcased a variety of food from different cultures. S.Acar, Chief Operations Officer, mentioned that schools will be celebrating their staff from Teacher Appreciation Week starting on May 3rd.

**II. Closed Session**

**A. Public Announcement of Closed Session**

S.Covarrubias announced that the Board would be going into Closed Session to discuss public employee performance evaluation for the CEO & Superintendent and would report out any actions taken.

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

This item was discussed in Closed Session.

**C. Report Out of Closed Session**

S.Covarrubias announced in Open Session at 5:51pm that the Board directed U.Yapanel and M.Muhammedov to initiate the process of the CEO evaluation.

**III. Action Items**

**A.**

### **Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2022-23**

This was presented at the Educational Partners & Development Committee for their recommended approval. S.Acar explained the process so far regarding the pay raise schedules and went over the evaluation that the raises will be based on. The proposed raise schedule is either 4%, 6% or 8%. S.Budhraj, Chief Financial Officer, went over the fiscal information and budget projections to sustain raises at each school site. He also went over the one time money and a fiscal stabilization plan in detail for all MSA schools. He mentioned the assumption for an \$57,000 base salary for MSA-1 through MSA-8 and a \$53,000 base salary for certificated staff for MSA-Santa Ana and MSA-San Diego in addition to an 8% raise for classified staff for all sites. Which would be further explained in the next agenda item. He went over the ADA and enrollment projections and data for each school site. A.Rubalcava, CEO & Superintendent provided context regarding the Governors May revise and B.Lopez, Chief External Officer, added details regarding enrollment trends and enrollment so far for MPS. Some Principals also provided their feedback. Board Members questions were addressed by staff. S. Covarrubias made a motion to approve the MPS school site classified employee's pay raise schedule for 2022-23 year.

M. Muhammedov seconded the motion.

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

#### **Roll Call**

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

### **B. Approval of 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders**

S.Acar, Chief Operations Officer, reiterated what was stated in the previous item. This was also presented at the Educational Partners & Development Committee for their recommended approval. He went over the updates that were made in collaboration with the Finance Department. S.Budhraj, Chief Financial Officer, added that his comments made in the previous item is similar to this item. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders as presented.

U. Yapanel seconded the motion.

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

#### **Roll Call**

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

## **IV. 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 6:55 PM.

Respectfully Submitted,  
S. Covarrubias

# Coversheet

## Glow, Grows & Priorities Presentations

<b>Section:</b>	III. Information/Discussion Items
<b>Item:</b>	A. Glow, Grows & Priorities Presentations
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	MPS Home Office GGP 2021-22.pdf



# **GLOWS, GROWS, & PRIORITIES**

**MPS Home Office**

**2021-2022**

# Outreach & Communications Department

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**Presented by Dr. Brenda D. Lopez**  
*Chief External Officer*



**Dr. Brenda D. Lopez**  
Chief External Officer



**Thalia Velazquez**  
Director of Creative  
Branding &  
Communications

# GLOWS

## COMMUNICATIONS

- Launched the Communications Portal as a resource created by the Director of Creative Branding and Communications as a hub for all resources and materials related to communications.
- Focus on following unified branding guidelines across the organization.
- Building name ID through positive stories in the media and through internal and external communication.
- Successfully supported all communication related to health and safety throughout the 2021-2022 school year.
- Contributed to school site crisis response as through partners and communication to educational partners.

## ENROLLMENT

- Analyzed trends and data to determine areas of strength and needs related to enrollment practices.
- Launched digital marketing campaigns and developed a follow up practice with enrollment leads.
- Worked closely with school leaders to learn about promise practices related to enrollment practices.
- Built capacity with Parent and Community Engagement Coordinator (PACE) regarding current practices and creating new opportunities.

- Shared retention and recruitment strategies to use as touch points from the moment enrollment is offered to the first day of the start of the new school year.
- Collaborated with the Executive Office Manager, Lydiett Woods and Jennifer Hook to dive deeper into historical practices and support centralized efforts related to enrollment data tracking.
- Focusing efforts on what second semester looks like as we head into summer regarding enrollment targets Shared retention and recruitment strategies to use as touch points from the moment enrollment is offered to the first day of the start of the new school year.

## DEVELOPMENT

- Received grants totalling and surpassing annual goal of 500K and reached our stretch goal of one million with the recent CA Community Schools Partnership Program Grant totaling 1.8 million (nine schools)
- Worked collaboratively with various departments to complete high level grants i.e. CA Community Schools Grants, Charter Facilities Grants.
- Submitted final reports associated with grant funding received throughout the year.
- Gathered input from various school leaders regarding needs at their school, developed capacity building topics and training.
- Created a MPS Partnership Directory to take inventory of the partnerships that exist organization wide and how understand how efficiently they are being used.

# GROWS

## FAMILY & COMMUNITY ENGAGEMENT

- Hosted three community resource fairs to support with Vaccine Clinic access and community partner support, continue to support this work across all school sites.
- Created five new partnerships to support essential needs for families, students, and staff- monitor how and if the partnerships are being utilized and if we need to add different fields.
- Began formalizing existing partnerships for mental health and wellness, finalize before start of the new school year.
- Survey families and circle back with communication regarding survey results in a 2-3 week window.

## ENROLLMENT

- Continue to develop and track activities being used for recruitment and retention in the new post-Covid era.
- Create space on the communications portal where communication related to enrollment is available.

- At the beginning of the school year already start thinking and planning for the upcoming school year with the school leadership, we never stop connecting with families.
- Survey families and circle back with communication regarding survey results in a 2-3 week window.

## DEVELOPMENT

- Update educational partners when a grant is received and how it will be used, celebrate our wins as a community.
- Collaborate with the Board Secretary, CEO & Superintendent and Board of Directors to support a recruitment strategy for new board members.
- Continue to focus on the strategic plan for development and identify any focus areas we need to expand.

# PRIORITIES

## COMMUNICATIONS

- Systematize practices related to critical communication.
- Adjust communications portal to fit daily needs of school sites and home office.
- Focus on effective and efficient communication.
- Build a strategic plan for marketing.
- Continue to build capacity to school site leaders and PACE regarding branding and marketing efforts.
- Build capacity with school leaders on MPS valued pitch and anchor identity.
- Continue highlighting positive stories across MPS and in particular highlighting College and Career readiness and Academic success.

## FAMILY & COMMUNITY ENGAGEMENT

- Build a family champion pipeline.
- Focus on internal advocacy while continuing to expose families to external advocacy opportunities.
- Continue to work with Professional Learning Networks that share promising practices and unify similar efforts.

- Continue to build PACE Coordinator capacity related to leveraging families as partners for academic, social and community support.
- Offer more skill valued workshops for families to empower generational change ie. financial empowerment workshops.
- Work with school leaders and PACE coordinators on the structure of Educational Partner meetings focused on a logic model approach i.e. Parent Task Force meetings.

## ADVOCACY

- Build a strategic plan related to advocacy.
- Build or rebuild community ties especially post pandemic.
- Educate families on school choice and how we are held accountable.
- Support with board recruitment efforts.

# Finance Department

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**Dr. Steve Budhraja**  
Chief Finance  
Officer



**Cafer Turan**  
Controller



**Harun Ciftci**  
Senior Financial  
Analyst

**Presented by Dr. Steve Budhraja**  
*Chief Finance Officer*



**Brock Atar**  
Payroll Manager &  
Financial Analyst



**Lesia Nwankwo**  
Accounts Payable &  
Vendor Relations  
Manager

# GLOWS -1

- Top Score on LAUSD fiscal oversight (highest possible)
  - **Key factors to maintain unmodified audit report and top score on fiscal reports**
    - Strong Finance Policies and Procedures
    - Commitment and Teamwork
    - Issuance and monitoring of all formal protocols; working collaboratively with the authorizers, outside auditors (Edie Bailey), and agencies/departments to resolve and reduce audit findings/recommendations.
    - Maintaining centralized accounting functions that incorporate appropriate internal controls and generate reliable financial information that is in accord with established accounting principles and authorizer recommendation.
- Adaptive Insights New Planning Features:
  - New user friendly dashboard
  - Student/Staff Ratio
  - Average Per Pupil Spending
  - Average Teacher and Staff Salary Amounts
  - Expense % per object categories

# GLOWS -2

- MPS Purchasing Handbook
  - [https://drive.google.com/file/d/1pKJBmTJN\\_DCvdGqjVm7XLPZLgpz6kXMp/view?usp=sharing](https://drive.google.com/file/d/1pKJBmTJN_DCvdGqjVm7XLPZLgpz6kXMp/view?usp=sharing)
- Master Planning Report created for schools rent expense and bond payment.
- Over 30 Professional Development trainings and extension classes for MPS Finance Team..



## 2021-2022 HIGHLIGHTS



CAFER TURAN - SENIOR CONTROLLER

California State University Extension, Payroll Practice & Management



**SPOTLIGHT:** Cafer Turan Sr. Controller, completion of Payroll Practice and Management

## 2021-2022 HIGHLIGHTS

We are the team with the biggest heart, best preparation, deepest passion, strongest experiences, and will go forward - Ty Howard



LAUSD Audit #1

LAUSD Audit



Budget Tools #2

Adaptive Insights



Purchasing Handbook #3

Purchasing Handbook

# GROWS-1

- Create a working environment within our department that encourages personal growth and responsibility within our management and staff.
- Work collaboratively with departments to develop and adopt annual budgets that maximize departments' abilities to achieve their respective vision, values and priorities within the context of sound budgeting practices.
- Capital Plan: annually presenting an analysis of the future operational impact of the capital project.



# GROWS-2

- Respond efficiently to requests by Principals and Teachers.
- Create easy to follow process ( Centralized invoice and purchasing process).
- With recurring payment and ACH system diminish late fees.
- Develop corrective action plan and assist departments/sites in doing so for all repeat and one-time audit findings.



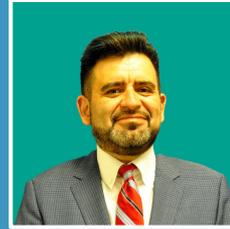
# PRIORITIES

- Unmodified Audit Report FY 20-21.
- Year End Closing FY 21-22.
- Budget Creation FY 22-23
  - New School Year budget development for all sites with a focus on aligning resources with funding
  - Develop additional capability for all site leaders
- Prepare and submit a periodic bond disclosure reports in accordance with the schedule.
- Homogeneous systems ( consistent process across all MPS sites).
- Complete our major software upgrade implementation, go-live transition and training (FP&A).
- Ensure all communications and materials are up to date for changes in business process,policy, and system functionality.
- Issuance and monitoring of formal Finance Policies and Procedures.
- Provide departments/sites with the support necessary to continually strengthen their activities regarding financial monitoring and reporting.

# General Counsel & Facilities Department

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**Presented by Patrick Ontiveros**  
*General Counsel & Director of  
Facilities*



**Patrick Ontiveros**  
General Counsel &  
Director of Facilities



**Mustafa Sahin**  
Facilities Project Manager

# GLOWS

## FACILITIES

- Completed final inspection for Division of State Architect close-out for MSA-SD.
- Applied for and received CalShape grants for plumbing upgrades [MSA-1 \$61,000][MSA-7 \$46,000][MSA-SA \$50,000].
- Applied for CalShape grants for ventilation upgrades [MSA-1 \$91,000][MSA-7 \$31,000][MSA-SA \$88,000].
- Submitted applications to the Charter School Facility Program to access funds to develop projects for MSA-1, MSA-2, MSA-5, and MSA-7.
- Identified and opened escrow for a new campus for MSA-5 (at 7111 Winnetka).
- Opened escrow on 18242 Sherman Way (aka the JAM Building) to expand space for MSA-1.
- Secured financing commitments for MSA-1 and MSA-5 Projects.
- Submitted CUP application for MSA-7 to expand enrollment.
- Signed contract with FacilityOne for asset management software services.
- Implemented weekly meetings with MSA-1, -2, -5, -7, -SA, and -SD.

## LEGAL

- Settled an outstanding dispute matter that was active for more than a year.
- Identified additional legal resources to provide services to MPS.

# GROWS

## FACILITIES

- Continue to seek affordable funding for major capital improvement projects.
- Finding private facilities for MPS schools that are still co-located on District sites – MSA-3, MSA-4, MSA-6.
- Develop multi-year facility plan – expansion, replication.
- Continue to evaluate the quality of services of third party vendors providing asset maintenance.

## LEGAL

- Manage matters internally to the greatest extent possible to lower legal costs.
- Supervise legal counsel on various legal matters (litigation and dispute resolution) and insure superior service.

# PRIORITIES

## FACILITIES

- Create healthy and inspiring spaces in which our young scholars can thrive.
- Close escrow and financing for and start development of 7111 Winnetka campus for MSA-5 in time for July 1, 2024.
- Close escrow for 18242 Sherman Way (JAM Building) for MSA-1.
- Find a permanent location for MSA-2.
- Complete close out MSA-SD and proceed with further campus improvements.
- Continue site search for MPS schools on district property – MSA-3, MSA-4, and MSA-6.
- Complete capital improvement projects across MPS Campuses.
- Implement FacilityOne asset management software.

## LEGAL

- Continue to develop expertise in areas relevant to MPS – Brown Act, Employment Law, Charter School Law -- to allow for more internal handling of legal matters as facilities matters allows.
- Closely review legal bills to be sure we are not being charged for work we did not authorize.
- Work with MPS team to decrease litigation exposure.



**Erdinc Acar**  
Chief Academic  
Officer



**Artis Callaham**  
Director of SPED &  
Support Services



**Traci Lewin**  
Director of Math  
Programs

# Academic Department

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**Presented by Erdinc Acar**  
*Chief Academic Officer*



**Katie Mann**  
Director of EL &  
ELA Programs



**Jason Hernandez**  
Director of Student  
Services



**William Gray**  
College & Career  
Readiness Program  
& TOSA Coordinator



**Jenny Obuchi**  
Administrative  
Assistant

- Successful transition to full in person learning.
- Org wide Professional development and support on Professional Learning Communities (PLC). Initiation of Teacher on Special Assignment (TOSA) programs.
- Back to having school wide and org-wide STEAM EXPOs.
- Organized and conducted Crisis Prevention Institute Nonviolent Crisis Intervention Training for MPS staff (4 trainings, 55 people).
- Coordinated and provide technique support for PBIS implementation across MPS - Includes application for PBIS State Recognition
- Provided direction, consultation and support to school site administrators .
- Participated in the development and maintenance of standards of operations to ensure compliance in matters relating to student discipline, child welfare and attendance, and school safety.
- Learning Loss Recovery Programs and Grant Funding for all MPS Schools. Improved Systems for Program Implementation, Compliance Monitoring.
- Saturday and Summer programs Embedded with SEL and PBIS Support for SPED Students.
- Parent Empowerment Podcast in partnership with our CXO and Chicago School of Psychology to begin July 2022.
- All counselors received PD & 1-on-1 support to complete senior college and financial aid applications (180+ seniors accepted to 4-year universities)
- Magnolia-wide task force collaborated to design a comprehensive College & Career Readiness Program to start 2022-23.
- Dual Enrollment offerings expanded at each high school campus (400 seats in 16 different courses OrgWide)
- Created a math materials adoption process, timeline and math materials curriculum committee to adopt high quality, standards-aligned math curriculum.
- Implemented accelerated learning principles in the math classrooms to recover learning loss resulting in the administration of over 8,000 math IABs and a projected proficiency of 48% .
- Supported math teacher development, including mentoring two interns that were able to obtain their preliminary math credentials.
- Conducted 6 Professional Learning Communities with math teachers across the organization that included collaboratively planning four units of study.
- Provided training for all MPS teachers on Integrated and Designated ELD services and strategies to support EL Learners.
- Completed all state and federal monitoring and compliance items for Title III Programs.
- Supported schools with administering over 725 ELPAC assessments and nearly 8,000 IABs in ELA and Social Studies classes.
- Supported ELA teacher development by planning and conducting 6 PLC meetings, which included curriculum training, IAB Deep Dives, and planning collaboratives.

- New Teacher support staff and admin support.
- Improve student achievement and enrichment of STEAM Programs.
- Support Expanded learning opportunities program offerings (before and after school, summer, intersession and enrichment)
- Continue improving teacher collaboration and communication (TOSA, Org wide PLCs.
- Plan, develop, and implement Tier 1 PBIS core values across MPS.
- Re-develop and implement procedures and standards for effective Student Support and Progress Team (SSPT) process .
- Update and disseminate effective attendance practices and interventions across MPS.
- Continuously provide professional development to ensure that practices are up to date, legal, and ethical across MPS.
- SPED Checklist to be added to the accountability portal.
- Increase in Social Workers to provide additional Mental Health Support.
- Collaboration with Director, Student Services to Implement Administrative Mediation Workshop (From Pepperdine Training)
- Increase the percentage of students that qualify for UC and CSU admission via A-G course passage.
- Increase the percentage of seniors accepted to four-year universities, particularly for STEM programs.
- Implement the comprehensive College & Career Readiness Program in 2022-23.
- Strengthen our math materials by ensuring they are high-quality and standards-aligned.
- Develop a systematized and ongoing approach to supporting new math teachers, especially those hired after the beginning of the school year.
- Increase capacity in math teachers to implement UDL and MTSS practices within their classrooms to increase student learning outcomes.
- Re-develop our systems for providing designated ELD courses to EL Students, especially long-term English Learners.
- Provide further professional development for teachers on how to effectively provide Integrated ELD Support.
- Increase the number of students who are able to Reclassify as Fluent English Proficient each year.
- Strengthen our ELA program by providing ongoing support for new teachers, as well as increasing the capacity of veteran teachers in the implementation of UDL and MTSS practices.

- MTSS Pathway Certification Programs- Staff development - New Teacher/Staff Support.
- Improved student achievement and enrichment of STEAM Programs (PLTW).
- Expanded learning opportunities program offerings (before and after school, summer, intersession and enrichment)
- Continue improving teacher collaboration and communication (TOSA, Org wide PLCs)
- Continuously collaborate with staff in the implementation of the Student Recognition and Incentive Policy.
- Plan and provide oversight of Tier 1 PBIS implementation to ensure calibration across MPS, alongside with implementation of other MTSS practices.
- Coordinate with administrators and staff for purpose of providing staff development to improve achievement for all students.
- Investigate opportunities to support the mental health and well-being of all community members through evidence.
- Gifted and Talented curriculum and program development.
- 504 Plan strategies for improving monitoring of implementation and compliance.
- Design and implement inhouse Speech and Language Services for Students with Exceptional Needs.
- Provide training to counselors on career guidance for students. Implement TK-12 college and career readiness curriculum.
- Support school sites with post-secondary outcomes data and analysis.
- Implement Magnolia Alumni Support Team to support TK-14 student achievement.
- Field test materials and finalize recommendation for math materials.
- Create a systematized and ongoing approach to supporting new math teachers.
- Professional learning in implementation of MTSS practices to increase student learning outcomes.
- Review and Re-develop our systems for providing designated ELD courses to EL Students, ensuring the needs of EL students are being met.
- Build capacity in site level EL Coordinators so that they are able to provide ongoing training to teachers.
- Create a systematized and ongoing approach to supporting new ELA teachers.

# Accountability Department

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**David Yilmaz**  
Chief Accountability  
Officer



**Omar Polat**  
Director of State &  
Federal Programs



**Ishmail Ozkay**  
Director of Data  
Systems & Analytics

**Presented by David Yilmaz**  
*Chief Accountability Officer*



**Lydiett Woods**  
Executive Office  
Manager



**Jennifer Hook**  
Assistant Executive  
Office Manager

# GLOWS

## Programmatic Compliance:

- Team showed adaptability to the changing regulations (independent study attendance, new CALPADS reports, etc.)
- Added the Director of State & Federal Programs position.
  - Coordinated with finance and academic departments and school admin in developing required plans (ESSER III Expenditure Grant, Educator Effectiveness Grant Plans, A-G Completion Improvement Plans, etc.)
  - Supported schools with the development of the LCAP mid-year report (New 2021-22 requirement)

## Data Systems & Analytics:

- Had a successful first-year implementation of our new SIS, Infinite Campus (provided teacher, staff, admin trainings; master scheduling training for deans, etc.)
- Continued to maintain an up-to-date data portal and provided ongoing school progress data to schools and other departments (LCAP metrics data, enrollment, ADA, data needed for plans and grant applications)

## Support for Academics:

- Supported academics with development of school calendar, maintenance of a course catalog with appropriate state codes and teacher credentials in coordination with HR, and monitoring completion of state assessments.
- Supported schools with WASC accreditation preparation and visits. (MSA-1, 2, 3 self-study; MSA-4, SD mid-cycle)

## Support for School Office Management:

- Implemented an office staff monthly tasks tracker and developed a monthly newsletter. The team continued to provide monthly/weekly project breakdowns to ensure timely project completions.
- Intensive support was provided to office staff through weekly Wednesday meetings.

## Support for Outgrowth/Operational Activities:

- Supported schools with their health and safety plans for safe school opening.
- Supported schools with their meal distributio

# GROWS

## **Programmatic Compliance:**

- Improve the process of LCAP development by the school teams, and in coordination with the OC department, improve Parent Advisory Committee (PAC)/School Site Council (SSC) involvement in decision making.
- In coordination with the finance department, improve understanding and monitoring of use of restricted federal funds (Title funds, etc.)

## **Data Systems & Analytics:**

- Improve use of Infinite Campus SIS and integrated software by the school leaders and office staff.

## **Support for Academics:**

- Design tools in Infinite Campus to better support academic needs (4-year plans, PBIS tools, Dashboards, truancy, etc.)

## **Support for School Office Management:**

- Improve communication between office staff, school leaders, and other support staff to increase efficiency in office project management.
- In collaboration with the CXO, improve coordination of registration/enrollment process for the PACE team.

## **Support for Outgrowth/Operational Activities:**

- Refine operations regarding meal program management (communication and collaboration with our School Food Authority (SFA) and school sites to improve meal services)

# PRIORITIES

## **Programmatic Compliance:**

- Monitor implementation of a monthly LCAP development timeline with improved educational partner involvement in decision making.
- Develop a project timeline with the finance department, including trainings and scheduled meetings, to improve understanding and monitoring of use of restricted federal funds (Title funds, etc.)

## **Data Systems & Analytics:**

- Develop and implement a training schedule to improve use of Infinite Campus SIS and integrated software (enrollment, attendance, grading, LMS, etc.)
- Launch the Tableau data visualization tool.

## **Support for Academics:**

- Work on Infinite Campus/Tableau wish list (4-year plans, PBIS tools, Dashboards, etc.)
- Support with WASC accreditation preparation and visits (MSA-5, 6, 7, Bell self-study; MSA-4 mid-cycle)

## **Support for School Office Management:**

- Continue trainings and office hours to manage office projects with increased collaboration.
- Launch student record maintenance/digitization project.

## **Support for Outgrowth/Operational Activities:**

- In collaboration with the operations department and our SFA, complete a meal vendor RFP for the 2023-24 school year.

# Operations Department

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**Suat Acar**  
Chief Operations  
Officer



**Derya Hajmeirza**  
Director of Human  
Resources



**Murat Akbas**  
Senior Human  
Resources Manager

**Presented by Suat Acar**  
*Chief Operations Officer*



**Barbara Torres**  
Human Resources  
Administrator



**Rasul Monoshev**  
Information Technology  
Director

# GLOWS-1

- **Operations/Site Support**

- New principal support and orientation.
- Crisis management and direct support in case of urgent, immediate needs.
  - HOST@Magnolia implementation & follow up.
- Budget formation, revision support throughout the year

- **PRA Responses.**

- **Operations/Prop 39 Applications, submissions, follow up, coordination.**

- **Operations/COVID-19 Support.**

- Setting up systems to test, track, train, vaccinate and exposure management.
- Vendor selection, MOU follow up.
- Support finance for related funds, completion of reports etc.

- **HR/Compliance Items' systematic follow up set up**

- Mandatory Training set up, follow up.
- ESSA Compliance items automatic follow up plus case support (Credentials, TB, DOJ, I-9).
- CalSAAS.
- Course Assignment Training.
- Annual Authorizer Oversight.
- Health & Safety Policies.
- COVID Track System and support.
  - Vaccine tracker, weekly PCR testing

- **HR/Recruitment**

- Recruitment Plan, Virtual/In-Person Recruitment Fairs, Hiring platforms.
- Marshall Teacher Residency Program.
- Alumni Tracker.

- **HR/Retention**

- Revised Pay Raise Scale.
- Updated Annual/One-time Assignments.
- Exit Interviews.
- New hire 30 day Check-in.
- New Hire Orientation video.

# GLOWS-2

- **IT/Emergency Connectivity Funding**

- Applied for phase one and phase two of the grant and approved/funded for the total amount of \$1,135,494 for chromebooks and hotspots.
- Newly purchased technology equipments are configured and installed. Hotspots distributed to staff and students who need it.

- **IT/E-Rate**

- 90% Internet total discounts applied for 2020-21 through E-Rate applications and California Teleconnect Funding.
- All MPS sites purchased and implemented new device firewalls including the Home Office.
- E-Rate applications for 2021-22 school year is submitted through RFP and got funding approved by the grant for the total amount of \$98,190.71 for the category two for summer network upgrade projects for MSA-1, MSA-2, and MSA-Santa Ana.

- **IT/Board Support**

- All board meetings are supported during sessions.

- **IT/Site Support**

- All MPS sites purchased and implemented new device firewalls including the Home Office.
- All staff and students got Microsoft Office 365 suite, all activated and being implemented.
- Chromebooks ratio at MPS is now almost at 2-1 where one device is taken by the students to their homes and another set of chromebooks will be kept in the classroom carts.

# GROWS

- **Operations & IT**

- Operations manual build up.
- Focusing more on international hiring along with domestic hiring efforts.
- Centralized coordination of IT services on the school grounds.
- Improved usage of Assetworks, Asset Management.
- Continue the process of implementing school technology systems to match the standard.
- Migrating all the Microsoft Windows based devices to Cloud based Azure Active Directory from current local on premise domain servers. The license is purchased as part of O365 and newly purchased device registrations started.

- **HR**

- 60-90 day new hire checking.
- Promoting/Informing MPS Benefits.
- Improve usage of talent acquisition module in the HRIS System (i.e. Paycom)
- Grants.
- Drive DEI- diversity, equity, and inclusion- initiatives across MPS.
- Recruitment Efforts.
- Candidate follow up.
- MPS monthly job fairs, other job fairs.
- Alumni incentives.

# PRIORITIES

- **Operations**

- Training, in person support for all needs as well as oversight visits.
- MSA 1-2-3 Renewals.

- **HR**

- Monitor teaching course assignments for 2022-23.
- Monitor annual teacher assignments on agreements.
- Alumni pipeline.
- MPS School Administrator HR Procedure Manual.
- Additional employee benefit options.
- 2022-23 Employee Handbook.
- Promoting/Informing MPS Benefits (i.e. website career page, marketing)

- **IT**

- Internet bandwidth upgrade through E-Rate as necessary. MSA-6 new location internet service delivery.
- Survey Business Operations and assess status of existing systems.
- Annual review of Policies and Procedures, review of IT Strategic Plan, the IT budgeting that meets cost reduction targets.
- Provide each IT staff 24 hours of professional development.
- IT staff retention at an acceptable level.
- Apply & follow up for the Emergency Connectivity Funding's 3rd phase for the chromebooks and hotspots need.
- Review corporate and school bandwidth and adjust as necessary.

# CEO & Superintendent's Office

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**Presented by Alfredo Rubalcava**  
*Chief Executive Officer &  
Superintendent*



**Alfredo Rubalcava**  
CEO & Superintendent



**Jennifer Lara**  
Executive Assistant &  
Board Secretary

# GLOWS

- Maintained exemplary governance compliance on oversight reports for all authorizers.
- Execution of MPS Board of Directors Handbook.
- Positive pathway of Board Recruitment efforts.
- Continued to conduct scheduled meetings set forth on the Board approved calendars.
- Active Board member participation in all board meetings.
- Improvement in time management of board meetings.
- Compliance in Board trainings; Brown Act, Conflict of Interest, Form 700, Student Discipline Procedures.
- Navigated through changes in law regarding Governance: AB 361, AB 824.
- Successfully managed school operations and openings post COVID-19 crisis, and improved academic achievement org wide and per student subgroup.

# GROWS

- Continue to have clear, transparent and timely communication between MPS Home Office and MPS Board with timely reporting of any critical development and communication with other local agencies to the board.
- Train and support new board members appointed in compliance with the terms of authorizer directions.
- Advancing Board Recruitment efforts.
- Utilize and learn the BoardOnTrack platform in its full capacity
  - CEO Evaluation
  - Board/Committee Tasks
  - Officer roles and responsibilities
  - Trainings/Resources/Templates
- Continue culture building activities amongst educational partners.

# PRIORITIES

- Committing to Board approved Meeting Calendars.
- Filling in Board Member seats as prescribed in the MPS Bylaws, and expand and diversify the Board.
- Prepare for possible in-person Board Meetings.
- Building on training opportunities for Board Members.
- Successfully support school sites in oversight visits related to governance items.
- Continue to engage Board Members at school wide events by informing and strengthening 2022-2023 MPS wide calendar of events.
- Manage school operations and openings post COVID-19 crisis, and improve academic achievement org wide and per student subgroup.

# Coversheet

## MPS Annual Authorizer Oversight Reports

<b>Section:</b>	III. Information/Discussion Items
<b>Item:</b>	B. MPS Annual Authorizer Oversight Reports
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	MPS Annual Authorizer Oversight Reports.pdf



Board Agenda Item #	III B: Information/Discussion Item
Date:	May 26, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS 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. 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.

#### *2021-22 Oversight Visits*

To date, all ten of our MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2021-22:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	No	11/17/21; 3/2/22
MSA-2	LACOE	No	10/8/21; 3/21/22
MSA-3	LACOE	Yes	12/7/21; 5/10/22
MSA-4	LAUSD	Yes	3/2/22
MSA-5	LACOE	No	11/17/21; 3/2/22
MSA-6	LAUSD	Yes	3/3/22
MSA-7	LAUSD	Yes	3/15/22
MSA-Bell	LAUSD	Yes	3/9/22
MSA-San Diego	SDUSD	Yes	5/6/22

MSA-Santa Ana	SBE	Yes	4/26/22; 4/27/22
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### *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. The following are ratings our LAUSD authorized schools received in the last four years.

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
<b>2021-22</b>				
MSA-4	4	-	3	3
MSA-6	4	-	3	3
MSA-7	4	-	4	3
MSA-BELL	4	-	4	3
<b>2020-21</b>				
MSA-4	4	1	3	2
MSA-6	4	2	4	2
MSA-7	4	3	4	2
MSA-BELL	4	2	4	2
<b>2019-20</b>				
MSA-4	4	2	3	3
MSA-6	4	3	4	3
MSA-7	4	3	4	3
MSA-BELL	4	3	4	3
<b>2018-19</b>				
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 had a successful oversight visit by the CDE on April 26-27, 2022 and received a letter that the school was in compliance with the charter petition and the MOU.

“Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSASA is in compliance with the MSASA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSASA.”

SDUSD: The visit took place on May 6, 2022, and we are waiting for the oversight visit report.

LACOE: LACOE has visited all four of our schools, and we are waiting for the oversight visit reports.

**Summary / Recommendations from Oversight Visit Reports**

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
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p> <p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p> <ul style="list-style-type: none"> <li>The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.</li> </ul> <p><b>G4:</b> The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p> <ul style="list-style-type: none"> <li>As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Grows, Grows, and Priorities” presentations from each MPS on a regular basis.</li> <li>During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</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: None</p>	

## STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Summary of School Performance:

**Note:** Signed by Governor Newsom on October 3, 2010, Assembly Bill No. 1505 imposes a three-tiered charter renewal process based on the California School Dashboard color indexes. Charter schools are now evaluated with new criteria for renewal: the multiple measures of performance on the color-coded California School Dashboard. These measures include standardized test scores, suspension rates and students' readiness for college and careers.

Prior to AB 1505, LAUSD's oversight protocols included analyzing and comparing student achievement data as measured by CAASPP in ELA and Math - including all numerically significant student groups- with what called comparable students (a list of predetermined schools reflecting similar demographics and conditions). With the passage of AB 1505, LAUSD compares all authorized schools' data (school-wide and for each numerically significant student group served) with the State averages as opposed to the averages from comparable students' data. Since the state law suspended the reporting of state indicators on the 2021 Dashboard, LAUSD assigned NO RATING for the Student Achievement and Educational Performance category for 2021-22.

**MSA-4:**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Low Performing
Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO 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)	
<u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**  <u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul> *Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *	
<u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.	
Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.  Rate of "At Risk" ELs is 0%, compared to the state average of 10.1% Rate of "LTEL" is 19.7%, compared to the state average of 17.1%	

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
<ul style="list-style-type: none"> <li>English Learner reclassification rate for 2020-2021 (CDE)</li> </ul>	
Rubric	Sources of Evidence
Performance <input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input checked="" type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELS" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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 15<sup>th</sup> 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. Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.
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. Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.

**NOTE:** During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input checked="" type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin            | <input type="checkbox"/> University of California Admissions by School Source      | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report           |  |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>), showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores. The overall Conditional Growth Index (CGI) score schoolwide in Math was 2.66 and in Reading was 2.56. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The results of the Spring 2021 indicate growth across all subgroups in both Math and Reading. 70% of English Language Learners met their subgroup projection in Math and 77.8% met it in Reading. 74.2% of Socioeconomically Disadvantaged students met their subgroup growth projection in Math and 75% met it in Reading. 76.2% of Students with Disabilities met their subgroup growth project in Math and 68.2% met it in Reading. 71.4% of Latino students met their subgroup growth projections in Math and 79.3% met it in Reading.

**Post-Secondary Outcomes:**

MSA4 also tracks postsecondary outcome via FAFSA/CA Dream Act completion rates. Per the National Student Clearinghouse (effective November 29, 2021), an average of 86% of students returned for the second year of college enrollment.

Per DataQuest College-Going Rate from the CDE, MSA4’s college going rate is 60%, compared to LAUSD at 53.8%, and the state at 64.4%.

**MSA-6:**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
California Department of Education's (CDE) Charter School's Performance Category		Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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><b>**PLEASE SEE NOTES SECTION**</b></p>		
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul> <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</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>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 1.9%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 33.7%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>Overall score of 4 on the ELPAC</li> <li>NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments</li> <li>Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</li> <li>Parent Consultation</li> </ul>		

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input checked="" type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTEls" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion... equal to similar peers." The school is using the following data source(s):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report |   |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

By the end of the 2020-2021 school year, 60% of the students met their growth targets for Math and 61.6% in ELA. The overall Conditional Growth Index (CGI) score schoolwide in Math was 1.62 and in Reading was 0.80. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year's growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The subgroups – English Learners, Latino, African-American, Socioeconomically Disadvantaged, and Students with Disabilities showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores.

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

N/A

**MSA-7:**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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>**PLEASE SEE NOTES SECTION**</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, MSA7's reclassification rate was 1.1% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul> <p>*Please see summary in Operations section (indicator O4: <b>Meeting The Needs Of all Students</b>) *</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>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 16.8%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>Overall score of 4 on the ELPAC</li> <li>NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments</li> </ul>	

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric	Sources of Evidence
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Performance</b></p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</p> <p><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</p> <p><input type="checkbox"/> The school did not reclassify any of its English Learners</p> <p><input type="checkbox"/> Not Available - The school did not have any English Learners</p> <p><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Reclassification report (CDE)</p> <p><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set (B2.1)</p> <p><input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</p> <p><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)</p> <p><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Higher</p> <p style="margin-left: 20px;"><input type="checkbox"/> Same</p> <p style="margin-left: 20px;"><input type="checkbox"/> Lower</p> <p>(Additional info within "Notes" section above)</p> <p><input checked="" type="checkbox"/> Rate of "LTEs" in comparison to the state average</p> <p style="margin-left: 20px;"><input type="checkbox"/> Higher</p> <p style="margin-left: 20px;"><input type="checkbox"/> Same</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Lower</p> <p>(Additional info within "Notes" section above)</p>

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report |   |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes: Per school leadership:****MAP Reading Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:**

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of -2.84 and 35% of students meeting or exceeding their growth targets. 14 students missed their growth targets by 3 or less.

**MAP Math Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:**

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of -1.24 and 38% of students meeting or exceeding their growth targets. 31 students missed their growth targets by 3 or less.

“When looking at our current data for our Subgroups from Fall 2021-Winter 2022, our English Language Learners (ELL) population showed growth of 1% from the Fall 2020-Fall 2021 at 32% of them met or exceeded their growth target in ELA and a growth of 34% from the Fall 2020-Fall 2021 at 44% met or exceeded their growth target in Math. Our Students with Disability (SWD) population showed growth of 6.7% from the Fall 2020-Fall 2021 at 40% of them met or exceeded their growth target in ELA and a growth of 38.7% from the Fall 2020-Fall 2021 at 47% met or exceeded their growth target in Math. Our Hispanic population showed growth of 17.1% from the Fall 2020-Fall 2021 at 39% met or exceeded their growth target in Math.”

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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. Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
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. Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.

**MSA-BELL:**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
California Department of Education's (CDE) Charter School's Performance Category		Middle Performing
Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO 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)		
<u>Areas of Demonstrated Strength and/or Progress</u> A11: The school reclassifies English Learners at a rate similar to the state average. <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 6.3% for the 2020-2021 school year, compared to the state at 6.9%.</li> </ul> **PLEASE SEE NOTES SECTION**		
<u>Areas Noted for Further Growth and/or Improvement</u> **PLEASE SEE NOTES SECTION**		
<u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.		
Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.  Rate of "At Risk" ELs is 1.6%, compared to the state average of 10.1% Rate of "LTEL" is 19.0%, compared to the state average of 17.1% Reclassification Criteria:		

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
<ul style="list-style-type: none"> <li>English Learner reclassification rate for 2020-2021 (CDE)</li> </ul>	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <li><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set (B2.1)</li> <li><input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)</li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul>                             (Additional info within "Notes" section above)                         </li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul>                             (Additional info within "Notes" section above)                         </li> </ul>

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion... equal to similar peers." The school is using the following data source(s):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report |   |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores and observed growth. Spring 2021 shows growth across nearly all student groups in math and reading according to the NWEA student growth summary reports. In particular, 57.1% of English Language Learner (ELL) students met their subgroup growth projection in math and 40.8% met their subgroup growth project in reading. In addition, 47.2% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 50.6% met their subgroup growth projection in reading. Further, 42.5% of Special Education (SPED) students met their subgroup growth projection in math and 29.3% met their subgroup growth projection in reading. In addition, 47.1% of Hispanic students met their subgroup growth projection in math and 50.5% met their subgroup growth projection in reading.

A Conditional Growth Index (CGI) of 0.00 or better would reflect one year's growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. The CGI, schoolwide for students in Math was -0.18 and -0.90 in Reading.

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

On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following benchmarks during the 2020-2025 charter term in order to address academic concerns. Below is the status of each benchmark:

1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **"English Learners"** in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: **In Progress: No update due to lack of 2020-2021 SBAC testing.**
2. The Charter School shall 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, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: **In Progress: No update due to lack of 2020-2021 SBAC testing.**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

Summary of School Performance:

MSA-4:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none"> <li>• As evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership: <ul style="list-style-type: none"> <li>○ School continues to utilize StudySync curriculum for ELA and Math</li> <li>○ 100% of the Class of 2022 have completed the UC/CSU requirements</li> <li>○ 100% of the Class of 2022 have been accepted into a 4-year college</li> <li>○ At the time of the oversight, 26 seniors were on track to receive a MPS diploma meeting UC/CSU requirements</li> <li>○ 87% of seniors who attended MSA 4 during the 2020-2021 school year, are attending a 4 and 2-year college (70% are at a 4 year college and 17% are at a 2-year college)</li> <li>○ During classroom observations, students were observed being engaged in instructional activities via presentations and working in pairs, and teachers were checking for understanding</li> <li>○ Students enroll in lower division courses and earn college credits through community colleges. 54% of students enrolled in at least one college course during the Fall of 2021 and 15% of students passed the college course.</li> <li>○ The school has a Intersegmental General Education Transfer Curriculum (IGETC) pathway. IGETC is a series of courses that California community college students can complete to satisfy most freshman/sophomore-level general education requirements before transferring to a UC. MSA-4 9<sup>th</sup> grade students are following the IGETC pathway through LA Valley College, which will allow them to earn an AA degree by the time they graduation from high school. Students will need a total of 37 IGETC general education units. Some of the courses offered are the following: Cinema 107, Soc 101, AFRO AM 02, Chicano 008, ECON 001, and ANTHRO 101.</li> <li>○ Independent Studies (IS) is being offered for students using Edgenuity. At the time of the oversight visit, about 16% of the student enrollment was attending IS.</li> </ul> </li> </ul> <p><b>O4:</b> 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"> <li>• Per school leadership and as evidenced in Binder 3 and responses to guiding questions: <ul style="list-style-type: none"> <li>○ Based on IAB Math and ELA test results, 42.11% and 47.73%, respectively, met the IAB standards</li> <li>○ The myON online platform continues to be utilized to provide academic support in the area of reading across multiple content areas. It tracks students' growth in their Lexile levels and is utilized during learning lab, ELD, and advisory classes. Students Lexile levels increased by 144.8L.</li> <li>○ 11<sup>th</sup> grade students took the CAASPP in the Spring of 2021. 12% of 11<sup>th</sup> grade students met or exceeded standards in Math. In ELA, 46% of 11<sup>th</sup> grade students met or exceeded standards.</li> <li>○ Per DataQuest, the school had a total of 12 English Learners. Per school leadership, two of those students scored at a level of 4 on the ELPAC and became eligible for reclassification. Per school's report, 53.8% of EL students are making progress towards English language proficiency (2021)</li> <li>○ The school began utilizing IXL platform during this school year to support ELA and Math instruction. Students are using the platform during Saturday School, study hour, and at home.</li> </ul> </li> </ul>	

- Online platforms continue to be utilized to support students who are performing below grade level. Some of the platforms include ALEKS, Nearpod, Flocabulary, and Labster.
- Tiered interventions for all students, including EL students, are created in collaboration with teachers and MPS staff.

O5: 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.

- The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.

Areas Noted for Further Growth and/or Improvement

School leadership noted some "Grows." Some of those include the following:

- Percentage of students with a grade of "C" or better – Baseline: 82%; Goal 90%
- CAASPP- Math assessment – Baseline 12%; Goal 20%
- CAASPP – ELA assessment – Baseline: 46%; Goals 50%
- AP Passing Rate – Baseline: 18%; Goals 30%
- Student Suspension Rate – Baseline: 2.3%; Goal: 0%
- Dual Enrollment Passing Rate – Baseline: 15%; Goal: 70%
- Increase the Enrollment – Goal: 40 students

Corrective Action Required

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

Notes: None

**MSA-6:**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none"> <li>• As evidenced by information in Binder 3, responses to guiding questions, and classroom observations: <ul style="list-style-type: none"> <li>○ The school continues to implement MyMath, StudySync (which also has an ELD component), and Inspire Science. Additionally, teachers continue to use platforms that were used during distance learning like Padlet, Peardeck, Screencastify, and Google Classroom</li> <li>○ Curriculum maps are used to show ongoing implementation of standards-based instruction.</li> <li>○ During classroom visits, teachers were observed using checking for understanding techniques and the use of technology was being utilized via Chromebooks (platforms such as Google Classroom, Peardeck, and IXL Math were observed being used).</li> </ul> </li> </ul> <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"> <li>• Per school leadership, MyON continues to be utilized as a reading supplement each day and students have shown growth in their reading capability (average Lexile Growth per student is +164.7L). Additionally, IXL Math continues to be utilized.</li> <li>• Zones of Regular curriculum is also being used to incorporate Social Emotional Learning (SEL) lessons</li> <li>• TutorMe, is a pilot program and service being used for the purpose of online one on one tutoring.</li> <li>• MSA6 was able to conduct 10 Saturday school sessions in the Fall semester and anticipates doing the same for the Spring semester.</li> </ul> <p>O5: 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.</p> <ul style="list-style-type: none"> <li>• The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.</li> <li>• Per Welligent 300 report, at the time of the oversight visit, MSA6 had 14 out of 19 service records in Tier 1</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>Per school leadership, there is a need for a Math and/or Science teacher, a paraprofessional aide, and a staff member to lead activities are that are greatly needed, such as after-school engagement. Additionally, students will need a new set of Chromebooks for the next school year due to many of the current Chromebooks have missing parts, damages or problems that make them difficult to use.</p>	

Lastly, school leadership noted that there is a need to improve parent and community engagement. NOTE: the 2021-2022 is the first year that MSA-6 was co-located at Pio Pico Middle School. While MSA-6 and Pio Pico respective school leaders collaborate well, per MSA-6 leadership, there is a need to continue establishing a relationship with the Pio Pico community.

Corrective Action Required

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

Notes: None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

MSA-7:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>4</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school continues to have a fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced in Binder 3, responses to guiding questions, and classroom observations:</p> <ul style="list-style-type: none"> <li>• During classroom observations, students were observed utilizing Quizzes, IXL, MyMath, visual aids, and ELD building blocks</li> <li>• Curriculum maps for each grade level and sample lesson plans were shared in the Binder 3</li> <li>• Evidence of cross curricular integration with a STEAM focus in all classrooms</li> <li>• Continued use of programs purchased during Distance Learning such as MyOn &amp; AR; Vocabulary &amp; Spelling City; Mystery Science; and Standards Plus</li> </ul> <p><b>O4:</b> 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. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>• Implementation of Guided Math and ELD Intervention Block programs are now being fully implemented due to students now being instructed in-person</li> <li>• Hired an additional full-time ELD aide to support the ELLs and ELD program; additional RSP teacher to support students with disabilities; a part-time intervention teacher to provide data informed targeted intervention; full-time psychologist; and an IT Manager to support increased technology needs</li> <li>• GATE program has been developed for identified students</li> <li>• Independent Studies program, serving 6 students at the time of the oversight visit</li> <li>• Saturday Learning Academy for Math and ELA using Standards Plus curriculum</li> </ul> <p><b>O6:</b> 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. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>• Hired a Parent and Community Engagement (PACE) Coordinator to support parent engagement, community partnerships, enrollment efforts, and school-wide event planning</li> <li>• Continued use of Zones of Regulation SEL program, which includes daily lessons and activities to help students recognize emotions</li> <li>• Educational Partner Survey Results for the 2020-2021 school year revealed the following: <ul style="list-style-type: none"> <li>○ Students – Participation = 92%; Approval Rates = 81%</li> <li>○ Families – Participation = 65%; Approval Rates = 99%</li> <li>○ Staff – Participation = 100%; Approval Rates = 97%</li> </ul> </li> <li>• Counseling provided to students at no cost through Mitchell Family Clinic</li> <li>• A continued partnership with The Chicago School of Psychology to provide tutoring, counseling, parent workshops, and family therapy</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>School leadership shared some “Grows.” Some include the following:</p> <ul style="list-style-type: none"> <li>• Low proficiency levels for ELL students</li> </ul>	
<ul style="list-style-type: none"> <li>• Addressing student needs to acquire foundational reading, writing, and math skills</li> </ul> <p>School leadership shared “Priorities” for this school year. Some included the following:</p> <ul style="list-style-type: none"> <li>• Students Achievement: Addressing academic needs of student in relation to learning loss as a result of remote learning through differentiated instruction.</li> <li>• Instruction: Return to implementation of Guided Math Program and ELA/ELD Block schedule</li> <li>• Enrollment: this year’s enrollment is lower than usual; school is working hard to focus on 2022-23 enrollment efforts to ensure higher numbers</li> <li>• Staffing: complete filling the remaining open positions</li> <li>• Facilities: need more space for all the student support staff and programs that have been added</li> </ul> <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>	
<p><b>*NOTE:</b></p> <ul style="list-style-type: none"> <li>• <i>A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.</i></li> <li>• <i>A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.</i></li> </ul>	

**MSA-BELL:**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

**Areas of Demonstrated Strength and/or Progress**

**O3:** The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. School leadership shared the following:

- The school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe.
- Curriculum maps for each core subject (ELA, History, Math, and Science)
- Personalized blended learning education through the Summit Learning Platform.
- Continued use of online platforms such as Google Classroom, Clever, and Quizizz.
- Key features include project-based learning using a constructivist approach; elective courses that emphasize STEAM education; Spanish, Music, Art, Study Skills, and New Media course
- At the time of the oversight, the school had 32 students in Independent Studies program and of those students, 5 are Students with Disabilities.

**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. School leadership shared the following:

- School administrators Interim Assessment Blocks (IABs) throughout the school year to assess student learning and inform instruction
- Additional para-professionals and ELD aides were hired to support the highest need students
- School continues to utilize the myON online platform to track student Lexile levels. Accelerated Reader (AR) also continues to be utilized.
- MSA Bell began utilizing the IXL platform during this school year to support ELA and Math instruction. Students are using this platform during CORE classes, Saturday School, Power Classes and at their homes.

- **O6:** 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. In an effort to provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive, school leadership shared the following:
  - Staff support students by utilizing the Zones of Regulation curriculum to teach self-regulation strategies during advisory periods. Additionally, some of the topics discussed with students via the therapist interns include the following: Navigating Unfamiliar Situations, Joy, and Challenging Negative Thoughts.
  - Staff has conducted virtual home visits and phone call check-ins in an effort to support families related to SEL
  - For cases that involve higher level SEL care, the school works with Care Solace, an outside agency that provides mental health services to staff, students and families.

**O7:** 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. School leadership shared the following:

- In an effort to assess professional development needs, school leadership regularly surveys the staff related to professional development needs. Based on the analyses of the surveys, LCAP, and WASC plans, the school determines the upcoming common staff development days, and tailors staff development

by focusing on individual staff member's needs. Some of the MPS-wide professional development activities for this school year include Culturally Relevant Teacher, Multi-tiered Systems of Support, and Social Emotional Learning (SEL) and wellbeing.

**Areas Noted for Further Growth and/or Improvement**

School leadership highlighted some "Grows" and 2022-2023 Priorities:

**Grows:**

- Attendance Rate
- Enrollment Numbers
- Closing achievement gap (SBAC/MAP Data)
- Successful implementation of MTSS
- Teacher/Staff retention
- More STEAM electives and programs
- Parent Outreach: Increased Parent Engagement
- Independent Studies Program (Virtual Learning)
- Supporting students' SEL needs
- Continue to take care of each other

**2022-2023 Priorities:**

- Closing the achievement gap
  - Reading at grade level
  - Algebra 1 Ready by 8<sup>th</sup> Grade
- Hitting our enrollment target for next year
  - 400-420 students 2022-2023
- Increased involvement in the community
- Teacher retention and staff
- School Culture!

**Corrective Action Required**

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

FISCAL OPERATIONS

Summary of School Performance:

MSA-4:

FISCAL OPERATIONS						RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.						3
<p>According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational &amp; Research Foundation's (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA 4's fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,221,947 and net income of \$313,658. The 2021-2022 First Interim projected positive net assets of \$1,306,864 and net income of \$84,917.</p> <p>According to MERF's independent audit report dated June 30, 2021, MSA 4 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 4 pays annual management fees of \$42,740.38 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 are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>						
<b>Areas of Demonstrated Strength and/or Progress:</b>						
1. The school's fiscal condition is positive.						
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	
Net Assets	\$1,470,514	\$1,322,729	\$908,289	\$1,221,947	\$1,306,864	
Net Income/Loss	\$440,355	(\$147,785)*	(\$414,439)**	\$313,658	\$84,917	

Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

\*\*\*See Items 30 and 31 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 MERF's Financial Policies and Procedures Manual FY 2021-22. 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 that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

#### 1. Late Payments to Vendors (Recurring Issue):

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00

				<b>Total</b>	<b>\$525.21</b>
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In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

The CSD recommends that the school continue to 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.

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

**1. Declining Students Enrollment:**

The school's reported Norm Enrollment was 176, 176, 131, 101, and 110 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 45 and 30 during Fiscal Years 2019-2020 and 2020-2021, respectively. The school's reported Norm Enrollment for Fiscal Year 2021-2022 is 110 students, which is 250 students (or approximately 64%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 305 students) per the school's petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1<sup>st</sup> Interim Financials.

<b>Magnolia Science Academy 4's Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
6th	4	12	10	0	0
7th	19	9	14	0	0
8th	24	19	9	0	0
9th	33	36	28	25	35
10th	27	33	27	27	22
11th	44	23	24	26	27
12th	25	44	19	23	26

<b>Total Enrollment</b>	<b>176</b>	<b>176</b>	<b>131</b>	<b>101</b>	<b>110</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>(15)</b>	<b>0</b>	<b>(45)</b>	<b>(30)</b>	<b>9</b>

In response to the CSD's observations above, MERF's CFO stated: "MSA 4 enrollment numbers for the upcoming 2022-2023 school year are projected at 120-131 students. There is a significant amount of collaboration that takes place between Magnolia Public Schools (MPS) staff and the community in order to meet the target enrollment numbers that have been noted. MPS hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Parent and Community Engagement (PACE) Coordinator to serve as a liaison between families and the learning community. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over, 25 [twenty-five] 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years." The CSD will continue to monitor the school's student enrollment through oversight.

**2. Checks Outstanding for Over 100 Days:**

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by and during 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 in this report.

**MSA-4:****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 (which has been extended to June 30, 2025 pursuant to AB 130 Education Omnibus Budget Trailer Bill), 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 and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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.

**MSA-6:****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 (which has been extended to June 30, 2026 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 6 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 6 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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.

**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 (which has been extended to June 30, 2026, pursuant to AB 130 Education Omnibus Budget Trailer Bill), 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 and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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.

**MSA-BELL:**

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

N/A

**Note:**

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, 6, 7, and Bell
- Letter of Compliance from the SBE



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 4 - 8011**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

<b>Charter School Name:</b>		<b>Magnolia Science Academy 4 (MSA4)</b>			<b>Location Code:</b>	<b>8011</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
1330 W. Graham Place B-9		Los Angeles	90064	310-473-2464	310-473-2416	
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2018 to June 30, 2025			4	West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		-250		
110	360					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		-69.44%		
9-12	6-12					
<b>Norm Enrollment Number:</b>		110				
<b>Total Number of Staff Members:</b>	19	<b>Certificated:</b>	10	<b>Classified:</b>	9	
<b>Charter School's Leadership Team Members:</b>		Musa Avsar, Principal; Kamil Veli, Asst. Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Kati Mann, ELA/ELD Program Coordinator				
<b>Charter School's Contact for Special Education:</b>		Dr. Artis Callaham, Director of Special Education and Support Services		<b>SELPA &amp; Option:</b>	3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan		<b>CSD Fiscal Services Manager:</b>	Betty Chong		
<b>Other School/CSD Team Members:</b>	N/A					
<b>Oversight Visit Date(s):</b>	March 2, 2022		<b>Fiscal Review Date (if different):</b>	January 28, 2022		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Prop 39		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Webster Middle School		
			<b>Date of Co-Location meeting with Operations Team:</b>	May 26, 2021		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type:</b> <small>(if a TCO, please note expiration date)</small>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A
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<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2021-2022*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

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 all LAUSD schools.

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p>	
<p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p> <ul style="list-style-type: none"> <li>• The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.</li> </ul>	
<p><b>G4:</b> The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p> <ul style="list-style-type: none"> <li>• As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.</li> <li>• During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.</li> </ul>	
<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	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of 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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - 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
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with 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: 3/2/2022**G2: BROWN ACT - 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
<b>Performance</b>	<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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1.9)</b> <input checked="" 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: 3/2/2022**G3: DUE PROCESS - 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 procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" 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: 3/2/2022

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other 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 and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b></li> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b> <input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6***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.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <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 Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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>            **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A11:</b> The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul> <p>*Please see summary in Operations section (indicator <b>O4: Meeting The Needs Of all Students</b>) *</p> <p><u>Corrective Action Required</u>            None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:            Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 0%, compared to the state average of 10.1%            Rate of "LTEL" is 19.7%, compared to the state average of 17.1%</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

## Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- 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.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red</li> <li><input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Not Available - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

*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) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

*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) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input checked="" type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

**The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                         | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates                  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt      | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                                | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress by NWEA (ELA)	9, 10, 11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter (as needed), and Spring
2. Measures of Academic Progress by NWEA (Math)	9, 10, 11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter (as needed), and Spring

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                               | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                                   | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input checked="" type="checkbox"/> Latino                          | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander        |  |
| <input type="checkbox"/> Filipino                         | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

**The assessments have been administered as intended by using the NWEA MAP secure browsers. The IT manager installed the NWEA Secure Testing App to ensure testing integrity. Students have connected to the assessment by using the secure testing app, which allowed students to test in a secure, full-screen kiosk mode.**

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes  No



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input checked="" type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin            | <input type="checkbox"/> University of California Admissions by School Source      | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report           |  |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

**Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>), showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores. The overall Conditional Growth Index (CGI) score schoolwide in Math was 2.66 and in Reading was 2.56. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.**

**The results of the Spring 2021 indicate growth across all subgroups in both Math and Reading. 70% of English Language Learners met their subgroup projection in Math and 77.8% met it in Reading. 74.2% of Socioeconomically Disadvantaged students met their subgroup growth projection in Math and 75% met it in Reading. 76.2% of Students with Disabilities met their subgroup growth project in Math and 68.2% met it in Reading. 71.4% of Latino students met their subgroup growth projections in Math and 79.3% met it in Reading.**

**Post-Secondary Outcomes:**

**MSA4 also tracks postsecondary outcome via FAFSA/CA Dream Act completion rates. Per the National Student Clearinghouse (effective November 29, 2021), an average of 86% of students returned for the second year of college enrollment.**

**Per DataQuest College-Going Rate from the CDE, MSA4’s college going rate is 60%, compared to LAUSD at 53.8%, and the state at 64.4%.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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 15<sup>th</sup> 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. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.**
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. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.**

**NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>

Notes:

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p>	
<ul style="list-style-type: none"> <li>• As evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership:           <ul style="list-style-type: none"> <li>○ School continues to utilize StudySync curriculum for ELA and Math</li> <li>○ 100% of the Class of 2022 have completed the UC/CSU requirements</li> <li>○ 100% of the Class of 2022 have been accepted into a 4-year college</li> <li>○ At the time of the oversight, 26 seniors were on track to receive a MPS diploma meeting UC/CSU requirements</li> <li>○ 87% of seniors who attended MSA 4 during the 2020-2021 school year, are attending a 4 and 2-year college (70% are at a 4 year college and 17% are at a 2-year college)</li> <li>○ During classroom observations, students were observed being engaged in instructional activities via presentations and working in pairs, and teachers were checking for understanding</li> <li>○ Students enroll in lower division courses and earn college credits through community colleges. 54% of students enrolled in at least one college course during the Fall of 2021 and 15% of students passed the college course.</li> <li>○ The school has a Intersegmental General Education Transfer Curriculum (IGETC) pathway. IGETC is a series of courses that California community college students can complete to satisfy most freshman/sophomore-level general education requirements before transferring to a UC. MSA-4 9<sup>th</sup> grade students are following the IGETC pathway through LA Valley College, which will allow them to earn an AA degree by the time they graduation from high school. Students will need a total of 37 IGETC general education units. Some of the courses offered are the following: Cinema 107, Soc 101, AFRO AM 02, Chicano 008, ECON 001, and ANTHRO 101.</li> <li>○ Independent Studies (IS) is being offered for students using Edgenuity. At the time of the oversight visit, about 16% of the student enrollment was attending IS.</li> </ul> </li> </ul>	
<p><b>O4:</b> 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"> <li>• Per school leadership and as evidenced in Binder 3 and responses to guiding questions:           <ul style="list-style-type: none"> <li>○ Based on IAB Math and ELA test results, 42.11% and 47.73%, respectively, met the IAB standards</li> <li>○ The myON online platform continues to be utilized to provide academic support in the area of reading across multiple content areas. It tracks students' growth in their Lexile levels and is utilized during learning lab, ELD, and advisory classes. Students Lexile levels increased by 144.8L.</li> <li>○ 11<sup>th</sup> grade students took the CAASPP in the Spring of 2021. 12% of 11<sup>th</sup> grade students met or exceeded standards in Math. In ELA, 46% of 11<sup>th</sup> grade students met or exceeded standards.</li> <li>○ Per DataQuest, the school had a total of 12 English Learners. Per school leadership, two of those students scored at a level of 4 on the ELPAC and became eligible for reclassification. Per school's report, 53.8% of EL students are making progress towards English language proficiency (2021)</li> <li>○ The school began utilizing IXL platform during this school year to support ELA and Math instruction. Students are using the platform during Saturday School, study hour, and at home.</li> </ul> </li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

- Online platforms continue to be utilized to support students who are performing below grade level. Some of the platforms include ALEKS, Nearpod, Flocabulary, and Labster.
- Tiered interventions for all students, including EL students, are created in collaboration with teachers and MPS staff.

**O5:** 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.

- The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.

#### Areas Noted for Further Growth and/or Improvement

School leadership noted some "Grows." Some of those include the following:

- Percentage of students with a grade of "C" or better – Baseline: 82%; Goal 90%
- CAASPP- Math assessment – Baseline 12%; Goal 20%
- CAASPP – ELA assessment – Baseline: 46%; Goals 50%
- AP Passing Rate – Baseline: 18%; Goals 30%
- Student Suspension Rate – Baseline: 2.3%; Goal: 0%
- Dual Enrollment Passing Rate – Baseline: 15%; Goal: 70%
- Increase the Enrollment – Goal: 40 students

#### Corrective Action Required

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

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1***The school has a system in place to ensure:*

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

**Rubric****Sources of Evidence**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b> <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: 3/2/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input checked="" type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <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: 3/2/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b> <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b> <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <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: 3/2/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5*****The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 <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 <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 <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 <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></li> <li><input type="checkbox"/> Chronic absenteeism rates</li> <li><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****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
<b>Performance</b>	<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 ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Professional development training materials ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> System to assess professional development needs ( <b>B3.4c</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <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: 3/2/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- 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
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <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: 3/2/2022

**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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**)

\*\*\* Indicates that the policy must be posted on website.

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: 3/2/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input checked="" type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input type="checkbox"/> Financial Audit</li> <li><input checked="" type="checkbox"/> Student Demographics</li> <li><input checked="" type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*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 and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

*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
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, 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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

8011 Magnolia Science Academy 4	2018-2019					2019-2020					2020-2021				
	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		0	807,651	1,475,263	1,475,263		690,960	1,161,728	1,317,106	1,317,106		767,223	1,146,221	1,137,866	1,137,866
Current Assets		0	1,037,066	1,809,305	1,812,120		727,529	1,221,064	1,426,748	1,498,792		1,006,842	1,421,537	1,587,176	1,587,177
Fixed and Other Assets		0	39,669	30,803	30,803		11,490	45,571	42,347	42,347		39,282	39,675	76,947	76,947
<b>Total Assets</b>		0	1,076,735	1,840,108	1,842,923		739,019	1,266,635	1,469,095	1,541,139		1,046,124	1,461,212	1,664,123	1,664,124
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850		121,046	483,597	442,176	442,177
Other Long Term Liabilities		0	0	0	0		0	0	0	0		229,930	229,930	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850		350,976	713,527	442,176	442,177
<b>Net Assets</b>		1,187,040	882,994	1,322,728	1,322,729		641,619	663,452	713,471	908,289		695,148	747,685	1,221,947	1,221,947
Total Revenues	2,280,825	2,306,668	2,223,924	2,157,192	2,252,250	2,206,692	1,674,967	1,672,714	1,546,842	1,841,343	1,614,498	1,864,773	1,871,247	2,078,269	2,174,600
Total Expenditures	2,357,549	2,612,736	2,811,443	2,304,978	2,400,035	2,182,703	2,356,076	2,331,990	2,156,099	2,255,782	1,611,183	1,883,096	1,837,033	1,764,611	1,860,942
<b>Net Income / (Loss)</b>	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)	3,315	(18,323)	34,214	313,658	313,658
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
<b>Inc / (Dec) in Net Assets</b>	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)	3,315	(18,323)	34,214	313,658	313,658
Net Assets, Beginning	1,058,407	1,493,108	1,493,107	1,493,108	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	713,471	908,289
Adj. for restatement / Prior Yr Adj	0	0	(22,594)	(22,594)	0	0	0	0	0	0	0	0	0	194,818	0
<b>Net Assets, Beginning, Adjusted</b>	1,058,407	1,493,108	1,470,513	1,470,514	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	908,289	908,289
<b>Net Assets, End</b>	981,683	1,187,040	882,994	1,322,728	1,322,729	906,984	641,619	663,452	713,471	908,289	666,767	695,148	747,685	1,221,947	1,221,947

8011 Magnolia Science Academy 4	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,336,770	1,475,263	1,317,106	1,137,866	0		1,258,831	0	0	0
Current Assets	1,494,742	1,812,120	1,498,792	1,587,177	0		1,698,276	0	0	0
Fixed and Other Assets	46,459	30,803	42,347	76,947	0		69,518	0	0	0
<b>Total Assets</b>	1,541,201	1,842,923	1,541,139	1,664,124	0		1,767,794	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	70,687	520,194	632,850	442,177	0		460,930	0	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
<b>Total Liabilities</b>	70,687	520,194	632,850	442,177	0		460,930	0	0	0
<b>Net Assets</b>	1,470,514	1,322,729	908,289	1,221,947	0		1,306,864	0	0	0
Total Revenues	2,446,842	2,252,250	1,841,343	2,174,600	0	2,252,869	2,106,813	0	0	0
Total Expenditures	2,006,487	2,400,035	2,255,782	1,860,942	0	2,238,257	2,021,896	0	0	0
<b>Net Income / (Loss)</b>	440,355	(147,785)	(414,439)	313,658	0	14,612	84,917	0	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
<b>Inc / (Dec) in Net Assets</b>	440,355	(147,785)	(414,439)	313,658	0	14,612	84,917	0	0	0
Net Assets, Beginning	1,030,159	1,470,514	1,322,728	908,289	0	942,503	1,221,947	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,030,159	1,470,514	1,322,728	908,289	0	942,503	1,221,947	0	0	0
<b>Net Assets, End</b>	1,470,514	1,322,729	908,289	1,221,947	0	957,115	1,306,864	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.

3

According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation's (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 4's fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,221,947 and net income of \$313,658. The 2021-2022 First Interim projected positive net assets of \$1,306,864 and net income of \$84,917.

According to MERF's independent audit report dated June 30, 2021, MSA 4 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 4 pays annual management fees of \$42,740.38 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 are 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:**

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$1,470,514	\$1,322,729	\$908,289	\$1,221,947	\$1,306,864
Net Income/Loss	\$440,355	(\$147,785)*	(\$414,439)**	\$313,658	\$84,917



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

\*/\*\*See **Items 30 and 31** 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 MERF's Financial Policies and Procedures Manual FY 2021-22. 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 that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

#### 1. Late Payments to Vendors (Recurring Issue):

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

				<b>Total</b>	<b>\$525.21</b>
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In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

The CSD recommends that the school continue to 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.

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

**1. Declining Students Enrollment:**

The school's reported Norm Enrollment was 176, 176, 131, 101, and 110 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 45 and 30 during Fiscal Years 2019-2020 and 2020-2021, respectively. The school's reported Norm Enrollment for Fiscal Year 2021-2022 is 110 students, which is 250 students (or approximately 64%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 305 students) per the school's petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1<sup>st</sup> Interim Financials.

<b>Magnolia Science Academy 4's Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
6th	4	12	10	0	0
7th	19	9	14	0	0
8th	24	19	9	0	0
9th	33	36	28	25	35
10th	27	33	27	27	22
11th	44	23	24	26	27
12th	25	44	19	23	26



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

<b>Total Enrollment</b>	<b>176</b>	<b>176</b>	<b>131</b>	<b>101</b>	<b>110</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>(15)</b>	<b>0</b>	<b>(45)</b>	<b>(30)</b>	<b>9</b>

In response to the CSD's observations above, MERF's CFO stated: "MSA 4 enrollment numbers for the upcoming 2022-2023 school year are projected at 120-131 students. There is a significant amount of collaboration that takes place between Magnolia Public Schools (MPS) staff and the community in order to meet the target enrollment numbers that have been noted. MPS hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Parent and Community Engagement (PACE) Coordinator to serve as a liaison between families and the learning community. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over, 25 [twenty-five] 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years." The CSD will continue to monitor the school's student enrollment through oversight.

## 2. Checks Outstanding for Over 100 Days:

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by and during the next oversight visit. The results may be factored into the school's rating for next year.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

**Corrective Action Required:**

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented.
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$1,221,947 and total expenditures equal \$1,860,942. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 65.66%, which exceeds/is below the minimum 5% based on the school's Average Daily Attendance (ADA) of 95.06 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$1,137,866 and total expenditures equal \$1,860,942. Therefore, the school's cash reserve level is 61.14%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.
  - Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
- American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
  - American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
  - American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
  - American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
- Citibank Account Ending in X6769 (MSA 4)
  - Citibank Account Ending in X6121 (MSA 6)
  - Citibank Account Ending in X2703 (MSA 7)
  - Citibank Account Ending in X5041 (MSA 8)
18. A Segregation of Duties (SOD) review(s) was conducted remotely at MSA 4 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
- MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA 4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. 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."
29. The 2020-2021 audited, and unaudited actuals nearly mirror each other.
30. \*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 was 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.
31. \*\*According to MERF's Controller, the net loss of (\$414,439) as reflected in MSA 4's 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/2/2022

### 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 (which has been extended to June 30, 2025 pursuant to AB 130 Education Omnibus Budget Trailer Bill), 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 and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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: 3/2/2022**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 of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

12. The Education Protection Account 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;
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 or submitted 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;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([https://www.law.cornell.edu/regulations/california/5-CCR-Sec-](https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450)

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

12. The Education Protection Account 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;
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 or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.</i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.</i></b></p>
<p>15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>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.</li> </ol>	<p>per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>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.</li> </ol>

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory [Rating of 1]</u> based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>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);</li> <li>The cash balance at the beginning of the school year is positive;</li> <li>Vendors and staff are paid in a timely manner;</li> <li>Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>Governing board adopts the annual budget;</li> <li>A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);

7. The Education Protection Account 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;
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, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. 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.

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

**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 significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, 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 projections;
4. Projected debt, if any, 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
6. As a practice, the governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

**New Schools:**

*An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

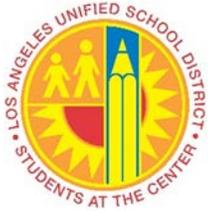
*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

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.

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

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 6 - 8013**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<b>Charter School Name:</b>	<b>Magnolia Science Academy 6 (MSA6)</b>			<b>Location Code:</b>	<b>8013</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>1512 Arlington Ave.</b>	<b>Los Angeles</b>	<b>90019</b>	<b>310-842-8555</b>	<b>310-842-8558</b>	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Local District:</b>		
<b>July 1, 2019 to June 30, 2026</b>	<b>1</b>		<b>West</b>		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>-216</b>	
<b>84</b>	<b>300</b>				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>-72%</b>	
<b>6-8</b>	<b>6-8</b>				
<b>Norm Enrollment Number:</b>	<b>84</b>				
<b>Total Number of Staff Members:</b>	<b>13</b>	<b>Certificated:</b>	<b>6</b>	<b>Classified:</b>	<b>7</b>
<b>Charter School's Leadership Team Members:</b>	<b>James Choe, Principal; Jacob Theis, Dean of Students; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA/ELD Programs</b>				
<b>Charter School's Contact for Special Education:</b>	<b>Dr. Artis Callaham, Director of Special Education and Support Services</b>		<b>SELPA &amp; Option:</b>	<b>3</b>	
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>		<b>CSD Fiscal Services Manager:</b>	<b>Betty Chong</b>	
<b>Other School/CSD Team Members:</b>	<b>N/A</b>				
<b>Oversight Visit Date(s):</b>	<b>March 3, 2022</b>		<b>Fiscal Review Date (if different):</b>	<b>January 28, 2022</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>Yes, Prop 39</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	<b>Pio Pico Middle School</b>	
			<b>Date of Co-Location meeting with Operations Team:</b>	<b>May 26, 2021</b>	

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type:</b> <small>(if a TCO, please note expiration date)</small>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A
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<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2021-2022*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

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 all LAUSD schools.

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p>	
<p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p> <ul style="list-style-type: none"> <li>• The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.</li> </ul>	
<p><b>G4:</b> The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p> <ul style="list-style-type: none"> <li>• As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.</li> <li>• During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.</li> </ul>	
<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	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of 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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - 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
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**G2: BROWN ACT - 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
<b>Performance</b>	<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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1.9)</b> <input checked="" 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 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**G3: DUE PROCESS - 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 procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" 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 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other 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 and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b></li> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6***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.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <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 Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A11:</b> The school did not reclassify any of its English Learners <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul> *Please see summary in Operations section (indicator <b>O4: Meeting The Needs Of all Students</b>) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 1.9%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 33.7%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>Overall score of 4 on the ELPAC</li> <li>NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments</li> <li>Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</li> <li>Parent Consultation</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

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

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

*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) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

*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) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

*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) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input checked="" type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

**The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                         | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates                  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt      | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                                | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress (MAP) by NWEA (ELA)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times a year (Fall, Winter, Spring)
2. Measures of Academic Progress (MAP) by NWEA (Math)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes    No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                               | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                                   | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                                     | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander        |  |
| <input type="checkbox"/> Filipino                         | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended: School leadership shared the following:

**Yes, the tests were administered as intended from what we could observe. The way that MSA-6 administered the MAP test is as follows:**

- i. All students and staff were in the main zoom room to present how to access the test.  
(Students practiced this in their homerooms prior to the day of test)**
- ii. Students were given their login information.**
- iii. Students were put into breakout rooms where teachers could assist them if they needed assistance.**
- iv. Students go through the tests throughout two days or three days for each subject, reading and math, and then the students are to privately chat with the staff member about their scores.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**“The only issue that we had were the technical issues like; pop-up blockers, students who have laptops or macs, iPad...etc. However, even then we were able to get through the tests by helping students individually in the main room or another separate zoom room. This was anticipated for the spring test and we made every effort to have these families pick up a school issued Chromebook to mitigate these types of problems.”**

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:

Yes  No



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest<br>College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                     |
| <input type="checkbox"/> California State University Enrollment<br>Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources<br>(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community<br>College Transition Report |   |  |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

**By the end of the 2020-2021 school year, 60% of the students met their growth targets for Math and 61.6% in ELA. The overall Conditional Growth Index (CGI) score schoolwide in Math was 1.62 and in Reading was 0.80. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.**

**The subgroups – English Learners, Latino, African-American, Socioeconomically Disadvantaged, and Students with Disabilities showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores.**

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>

**Notes:**

**None**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none"> <li>• As evidenced by information in Binder 3, responses to guiding questions, and classroom observations:           <ul style="list-style-type: none"> <li>○ The school continues to implement MyMath, StudySync (which also has an ELD component), and Inspire Science. Additionally, teachers continue to use platforms that were used during distance learning like Padlet, Peardeck, Screencastify, and Google Classroom</li> <li>○ Curriculum maps are used to show ongoing implementation of standards-based instruction.</li> <li>○ During classroom visits, teachers were observed using checking for understanding techniques and the use of technology was being utilized via Chromebooks (platforms such as Google Classroom, Peardeck, and IXL Math were observed being used).</li> </ul> </li> </ul> <p><b>O4:</b> 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"> <li>• Per school leadership, MyON continues to be utilized as a reading supplement each day and students have shown growth in their reading capability (average Lexile Growth per student is +164.7L). Additionally, IXL Math continues to be utilized.</li> <li>• Zones of Regular curriculum is also being used to incorporate Social Emotional Learning (SEL) lessons</li> <li>• TutorMe, is a pilot program and service being used for the purpose of online one on one tutoring.</li> <li>• MSA6 was able to conduct 10 Saturday school sessions in the Fall semester and anticipates doing the same for the Spring semester.</li> </ul> <p><b>O5:</b> 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.</p> <ul style="list-style-type: none"> <li>• The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.</li> <li>• Per Welligent 300 report, at the time of the oversight visit, MSA6 had 14 out of 19 service records in Tier 1</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>Per school leadership, there is a need for a Math and/or Science teacher, a paraprofessional aide, and a staff member to lead activities are that are greatly needed, such as after-school engagement. Additionally, students will need a new set of Chromebooks for the next school year due to many of the current Chromebooks have missing parts, damages or problems that make them difficult to use.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

Lastly, school leadership noted that there is a need to improve parent and community engagement. NOTE: the 2021-2022 is the first year that MSA-6 was co-located at Pio Pico Middle School. While MSA-6 and Pio Pico respective school leaders collaborate well, per MSA-6 leadership, there is a need to continue establishing a relationship with the Pio Pico community.

Corrective Action Required

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

Notes: None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1*****The school has a system in place to ensure:***

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b> <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b> <input type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5*****The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 <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 <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 <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 <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></li> <li><input type="checkbox"/> Chronic absenteeism rates</li> <li><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****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
<b>Performance</b>	<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 ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Professional development training materials ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> System to assess professional development needs ( <b>B3.4c</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- 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
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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**)

“\*\*” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input checked="" type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input type="checkbox"/> Financial Audit</li> <li><input checked="" type="checkbox"/> Student Demographics</li> <li><input checked="" type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)</li> <li><input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)</li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)</li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)</li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)</li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)</li> <li><input checked="" type="checkbox"/> School website (B3.4e)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*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 and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

*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
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, 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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

8013 Magnolia Science Academy 6	2018-2019					2019-2020					2020-2021				
	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		0	1,308,993	1,719,960	1,719,960		1,712,887	1,705,049	2,024,300	2,024,300		1,893,524	1,984,416	2,037,758	2,037,758
Current Assets		0	1,625,976	1,983,759	1,993,754		1,827,107	1,812,083	2,144,382	2,223,928		2,187,108	2,298,388	2,580,038	2,570,038
Fixed and Other Assets		0	11,433	10,094	10,094		28,518	15,940	43,937	43,937		43,937	80,800	82,611	92,611
<b>Total Assets</b>		0	1,637,409	1,993,853	2,003,848		1,855,625	1,828,023	2,188,319	2,267,865		2,231,045	2,379,188	2,662,649	2,662,649
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	17,250	179,563	189,559		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105
Other Long Term Liabilities		0	0	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
<b>Total Liabilities</b>		0	17,250	179,563	189,559		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105
<b>Net Assets</b>		1,744,799	1,620,159	1,814,290	1,814,289		1,626,912	1,623,056	1,821,121	1,851,544		1,993,116	1,963,391	2,410,544	2,410,544
Total Revenues	1,895,880	2,015,550	1,936,283	1,811,766	1,921,870	1,998,128	1,677,398	1,672,181	1,588,962	1,771,452	1,873,958	2,119,616	2,130,400	2,348,817	2,415,232
Total Expenditures	1,835,179	1,874,328	1,920,022	1,601,374	1,711,479	1,950,181	1,864,776	1,863,415	1,582,131	1,734,198	1,838,498	1,947,621	1,988,129	1,789,817	1,856,232
<b>Net Income / (Loss)</b>	60,701	141,222	16,261	210,392	210,391	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000
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
<b>Inc / (Dec) in Net Assets</b>	60,701	141,222	16,261	210,392	210,391	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000
Net Assets, Beginning	1,314,726	1,603,577	1,603,577	1,603,577	1,603,898	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,821,120	1,851,544
Adj. for restatement / Prior Yr Adj	0	0	321	321	0	0	0	0	0	0	0	0	0	30,424	0
<b>Net Assets, Beginning, Adjusted</b>	1,314,726	1,603,577	1,603,898	1,603,898	1,603,898	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,851,544	1,851,544
<b>Net Assets, End</b>	1,375,427	1,744,799	1,620,159	1,814,290	1,814,289	1,668,106	1,626,912	1,623,056	1,821,121	1,851,544	1,658,516	1,993,116	1,963,391	2,410,544	2,410,544

8013 Magnolia Science Academy 6	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,442,531	1,719,960	2,024,300	2,037,758	0		2,176,082	0	0	0
Current Assets	1,622,399	1,993,754	2,223,928	2,570,038	0		2,519,348	0	0	0
Fixed and Other Assets	27,990	10,094	43,937	92,611	0		74,080	0	0	0
<b>Total Assets</b>	1,650,389	2,003,848	2,267,865	2,662,649	0		2,593,428	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	46,491	189,559	416,321	252,105	0		156,315	0	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
<b>Total Liabilities</b>	46,491	189,559	416,321	252,105	0		156,315	0	0	0
<b>Net Assets</b>	1,603,898	1,814,289	1,851,544	2,410,544	0		2,437,113	0	0	0
Total Revenues	2,019,409	1,921,870	1,771,452	2,415,232	0	1,722,802	1,811,981	0	0	0
Total Expenditures	1,674,432	1,711,479	1,734,198	1,856,232	0	1,673,885	1,785,412	0	0	0
<b>Net Income / (Loss)</b>	344,977	210,391	37,254	559,000	0	48,917	26,569	0	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
<b>Inc / (Dec) in Net Assets</b>	344,977	210,391	37,254	559,000	0	48,917	26,569	0	0	0
Net Assets, Beginning	1,258,921	1,603,898	1,814,290	1,851,544	0	1,993,813	2,410,544	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,258,921	1,603,898	1,814,290	1,851,544	0	1,993,813	2,410,544	0	0	0
<b>Net Assets, End</b>	1,603,898	1,814,289	1,851,544	2,410,544	0	2,042,730	2,437,113	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.

3

According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation's (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 6's fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,410,544 and net income of \$559,000. The 2021-2022 First Interim projected positive net assets of \$2,437,113 and net income of \$26,569.

According to MERF's independent audit report dated June 30, 2021, MSA 6 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 6 pays annual management fees of \$43,160.15 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 are 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:**

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$1,603,898	\$1,814,289	\$1,851,544	\$2,410,544	\$2,437,113
Net Income/Loss	\$344,977	\$210,391	\$37,254	\$559,000	\$26,569



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

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 MERF's Financial Policies and Procedures Manual FY 2021-22. 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 that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Late Payments to Vendors (Recurring Issue):**

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				<b>Total</b>	<b>\$525.21</b>

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently.”

The CSD recommends that the school continue to 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, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

**1. Declining Students Enrollment:**

The school’s reported Norm Enrollment was 161, 154, 134, 163, and 84 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count has been trending downwards with the school reporting losses of 20 and 79 during Fiscal Years 2019-2020 and 2021-2022, respectively. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 84 students, which is 102 students (or approximately 55%) below its projected student enrollment for Fiscal Year 2021-2022 (i.e., 186 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1<sup>st</sup> Interim Financials.

<b>Magnolia Science Academy 6’s Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
6th	47	54	33	49	19
7th	54	42	55	49	30
8th	60	58	46	65	35
<b>Total Enrollment</b>	<b>161</b>	<b>154</b>	<b>134</b>	<b>163</b>	<b>84</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>1</b>	<b>(7)</b>	<b>(20)</b>	<b>29</b>	<b>(79)</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

In response to the CSD's observations above, MERF's CFO stated: "The projected MSA 6 enrollment for the upcoming 2022-23 school year is 120 students. MSA 6 is building their presence at their new school site location as well as developing new relationships within the community, which appear to be making progress. Since moving to the school site the students who are attending feel safe and supported on the school site. The Principal, Vice Principal and the Parent Advocacy & Community Engagement (PACE) coordinator have all attended community events to engage with the greater Los Angeles community. The new administration team at MSA 6 have a strong connection to the families and students and have grown as a community, starting as teachers and now serving as school leaders. Students, Families and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of health. Additionally, 96.4% of the MSA 6 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic location. Ultimately, our goal is to meet the 300 student enrollment capacity in 22-23 and multiyear projections." The CSD will continue to monitor the school's student enrollment through oversight.

## 2. Checks Outstanding for Over 100 Days:

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by and during 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 in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's 2019-2020 consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented. These findings did not repeat per the 2020-2021 independent audit report.
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$2,410,544 and total expenditures equal \$1,856,232. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 129.87%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 77.89 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$2,037,758 and total expenditures equal \$1,856,232. Therefore, the school's cash reserve level is 109.78%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

- b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
- American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
  - American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
  - American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
  - American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
- Citibank Account Ending in X6769 (MSA 4)
  - Citibank Account Ending in X6121 (MSA 6)
  - Citibank Account Ending in X2703 (MSA 7)
  - Citibank Account Ending in X5041 (MSA 8)
18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
- MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA 6 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. 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."
29. The 2020-2021 audited, and unaudited actuals mirror each other.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022
**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 (which has been extended to June 30, 2026 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 6 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 6 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**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 of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

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 or submitted 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;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. 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.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

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 or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

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, once prior to each charter renewal 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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account 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;
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, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown *no feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p> <p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. 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.</li> </ol>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p> <p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, 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 projections;</li> <li>4. Projected debt, if any, 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;</li> <li>5. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p> <p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory [Rating of 1]</u> based on the statements below:</i></p>
<p>6. As a practice, the governing board reviews and approves the charter school’s financial reports as evidenced by the governing board meeting minutes;</p> <p>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</p> <p>8. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>9. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> 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.</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> 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.</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 6**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/3/2022**



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 7 - 8014**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<b>Charter School Name:</b>	<b>Magnolia Science Academy 7 (MSA7)</b>			<b>Location Code:</b>	<b>8014</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>18355 Roscoe Blvd.</b>	<b>Northridge</b>	<b>91325</b>	<b>818-221-5328</b>	<b>818-975-5215</b>	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Local District:</b>		
<b>July 1, 2019 to June 30, 2026</b>	<b>3</b>		<b>Northwest</b>		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>-21</b>	
<b>279</b>	<b>300</b>				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>-7%</b>	
<b>TK-5</b>	<b>TK-5</b>				
<b>Norm Enrollment Number:</b>	<b>279</b>				
<b>Total Number of Staff Members:</b>	<b>37</b>	<b>Certificated:</b>	<b>18</b>	<b>Classified:</b>	<b>19</b>
<b>Charter School's Leadership Team Members:</b>	<b>Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coor.; Jason Hernandez, Director of Student Services; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Math Programs</b>				
<b>Charter School's Contact for Special Education:</b>	<b>Dr. Artis Callaham, Director of Special Education and Support Services</b>		<b>SELPA &amp; Option:</b>	<b>3</b>	
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>		<b>CSD Fiscal Services Manager:</b>	<b>Betty Chong</b>	
<b>Other School/CSD Team Members:</b>	<b>N/A</b>				
<b>Oversight Visit Date(s):</b>	<b>March 15, 2022</b>		<b>Fiscal Review Date (if different):</b>	<b>January 28, 2022</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>No</b>	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		<b>N/A</b>	
		<b>Date of Co-Location meeting with Operations Team:</b>		<b>N/A</b>	

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/15/2022**

<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type:</b> <small>(if a TCO, please note expiration date)</small>	<b>COO</b>	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	<b>425</b>
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<b>SUMMARY OF RATINGS</b>			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
<b>4</b>	<b>No Rating</b>	<b>4</b>	<b>3</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2021-2022*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

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 all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p>	
<p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p> <ul style="list-style-type: none"> <li>• The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.</li> </ul>	
<p><b>G4:</b> The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p> <ul style="list-style-type: none"> <li>• As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.</li> <li>• During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>None</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: None</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of 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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - 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
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G2: BROWN ACT - 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
<b>Performance</b>	<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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1.9)</b> <input checked="" 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 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G3: DUE PROCESS - 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 procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" 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 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other 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 and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b> <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b> <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G5: FISCAL CONDITION - QUALITY INDICATOR #5***The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (<b>B1.4</b>)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (<b>B1.15</b>)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6***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.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <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 Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A11:</b> The school did not reclassify any of its English Learners <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, MSA7's reclassification rate was 1.1% for the 2020-2021 school year, compared to the state at 6.9%</li> </ul>           *Please see summary in Operations section (indicator <b>O4: Meeting The Needs Of all Students</b>) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "<b>At Risk</b>" ELs is 16.8%, compared to the state average of 10.1% Rate of "LTEL" is 0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>Overall score of 4 on the ELPAC</li> <li>NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) <b>or</b> SBAC ELA/Literacy score of 2 (Nearly Met) or above <b>or</b> MPS approved ELA benchmark assessments</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8***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) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

*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) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

*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) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b> <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

**The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                         | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates                  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt      | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                                | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAP ELA	2 <sup>nd</sup> – 5 <sup>th</sup>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Three times a year: Fall, Winter, and Spring
2. NWEA MAP Math	2 <sup>nd</sup> – 5 <sup>th</sup>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                               | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                                   | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input checked="" type="checkbox"/> Latino                          | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander        |  |
| <input type="checkbox"/> Filipino                         | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended: School leadership shared the following:

**The tests were administered as intended. We ensured that students used a secure browser on their Chromebook and we were able to use GoGuardian to view all students' Chromebook screens. We were able to test 2 grade levels a day, testing either Math or ELA a day. Each class had the MAP Testing Coordinator, the classroom teacher, and a teacher's aide during each testing to ensure that students could be supported and monitored during the test sessions. We also had groups of students work in a breakout room with either the SPED Coordinator or ELD Coordinator that could assist students that had specific needs.**

**A message was sent to all parents to please allow students to work independently without any support from them as it was not a test that affected their academic grades and that we would be able to get a true benchmark of their child's progress and level of academic performance. When any of our staff members saw an adult or older sibling supporting the student, we kindly reminded them to please allow the student to take the test independently.**

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes  No



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest<br>College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                     |
| <input type="checkbox"/> California State University Enrollment<br>Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources<br>(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community<br>College Transition Report |   |  |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes: Per school leadership:*****MAP Reading Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:***

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of **-2.84** and **35%** of students meeting or exceeding their growth targets. **14** students missed their growth targets by **3 or less**.

***MAP Math Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:***

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of **-1.24** and **38%** of students meeting or exceeding their growth targets. **31** students missed their growth targets by 3 or less.

**“When looking at our current data for our Subgroups from Fall 2021-Winter 2022, our English Language Learners (ELL) population showed growth of 1% from the Fall 2020-Fall 2021 at 32% of them met or exceeded their growth target in ELA and a growth of 34% from the Fall 2020-Fall 2021 at 44% met or exceeded their growth target in Math. Our Students with Disability (SWD) population showed growth of 6.7% from the Fall 2020-Fall 2021 at 40% of them met or exceeded their growth target in ELA and a growth of 38.7% from the Fall 2020-Fall 2021 at 47% met or exceeded their growth target in Math. Our Hispanic population showed growth of 17.1% from the Fall 2020-Fall 2021 at 39% met or exceeded their growth target in Math.”**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.**
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. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>

**Notes:****N/A**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>O3:</b> The school continues to have a fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced in Binder 3, responses to guiding questions, and classroom observations:</p>	
<ul style="list-style-type: none"> <li>• During classroom observations, students were observed utilizing Quizzes, IXL, MyMath, visual aids, and ELD building blocks</li> <li>• Curriculum maps for each grade level and sample lesson plans were shared in the Binder 3</li> <li>• Evidence of cross curricular integration with a STEAM focus in all classrooms</li> <li>• Continued use of programs purchased during Distance Learning such as MyOn &amp; AR; Vocabulary &amp; Spelling City; Mystery Science; and Standards Plus</li> </ul>	
<p><b>O4:</b> 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. School leadership shared the following:</p>	
<ul style="list-style-type: none"> <li>• Implementation of Guided Math and ELD Intervention Block programs are now being fully implemented due to students now being instructed in-person</li> <li>• Hired an additional full-time ELD aide to support the ELLs and ELD program; additional RSP teacher to support students with disabilities; a part-time intervention teacher to provide data informed targeted intervention; full-time psychologist; and an IT Manager to support increased technology needs</li> <li>• GATE program has been developed for identified students</li> <li>• Independent Studies program, serving 6 students at the time of the oversight visit</li> <li>• Saturday Learning Academy for Math and ELA using Standards Plus curriculum</li> </ul>	
<p><b>O6:</b> 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. School leadership shared the following:</p>	
<ul style="list-style-type: none"> <li>• Hired a Parent and Community Engagement (PACE) Coordinator to support parent engagement, community partnerships, enrollment efforts, and school-wide event planning</li> <li>• Continued use of Zones of Regulation SEL program, which includes daily lessons and activities to help students recognize emotions</li> <li>• Educational Partner Survey Results for the 2020-2021 school year revealed the following: <ul style="list-style-type: none"> <li>○ Students – Participation = 92%; Approval Rates = 81%</li> <li>○ Families – Participation = 65%; Approval Rates = 99%</li> <li>○ Staff – Participation = 100%; Approval Rates = 97%</li> </ul> </li> <li>• Counseling provided to students at no cost through Mitchell Family Clinic</li> <li>• A continued partnership with The Chicago School of Psychology to provide tutoring, counseling, parent workshops, and family therapy</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>School leadership shared some “Grows.” Some include the following:</p>	
<ul style="list-style-type: none"> <li>• Low proficiency levels for ELL students</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

- Addressing student needs to acquire foundational reading, writing, and math skills

School leadership shared “Priorities” for this school year. Some included the following:

- Students Achievement: Addressing academic needs of student in relation to learning loss as a result of remote learning through differentiated instruction.
- Instruction: Return to implementation of Guided Math Program and ELA/ELD Block schedule
- Enrollment: this year’s enrollment is lower than usual; school is working hard to focus on 2022-23 enrollment efforts to ensure higher numbers
- Staffing: complete filling the remaining open positions
- Facilities: need more space for all the student support staff and programs that have been added

Corrective Action Required

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

Notes:

None

**\*NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1***The school has a system in place to ensure:*

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

**Rubric****Sources of Evidence**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in 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 in 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 in 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 in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b> <input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b> <input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b> <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training ( <b>B3.1c</b> ) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies ( <b>B3.1b</b> ) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation ( <b>B3.1d and B3A.5</b> ) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation ( <b>B3.1e and B3A.5</b> ) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training ( <b>B3.1f, g and B3A.5</b> ) <input checked="" type="checkbox"/> Epi-pen and training ( <b>B3.2c</b> ) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) ( <b>B3A.1</b> ) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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"/> Standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b> <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b> <input type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5*****The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 <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 <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 <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 <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	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) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Professional development training materials ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> System to assess professional development needs ( <b>B3.4c</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- 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
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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**)

\*\*\* Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input checked="" type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input checked="" type="checkbox"/> Financial Audit</li> <li><input checked="" type="checkbox"/> Student Demographics</li> <li><input checked="" type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4e)</b></li> <li><input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter <b>(B3.4e)</b></li> <li><input type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*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 and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

*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
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, 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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

8014 Magnolia Science Academy 7	2018-2019					2019-2020					2020-2021				
	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		0	601,058	1,314,944	1,314,944		1,340,343	1,177,482	1,632,981	1,632,981		1,261,633	1,346,241	1,421,162	1,421,162
Current Assets		0	1,143,608	1,748,558	1,748,558		1,711,329	1,547,429	1,931,684	2,131,455		1,876,302	1,960,910	2,393,446	2,393,447
Fixed and Other Assets		0	152,110	168,098	168,098		139,181	423,065	504,930	504,930		509,930	527,389	498,581	498,580
<b>Total Assets</b>		0	1,295,718	1,916,656	1,916,656		1,850,510	1,970,494	2,436,614	2,636,385		2,386,232	2,488,299	2,892,027	2,892,027
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881
Other Long Term Liabilities		0	0	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
<b>Total Liabilities</b>		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881
<b>Net Assets</b>		1,311,921	1,220,432	1,542,640	1,542,641		1,749,971	1,746,749	1,788,846	1,878,892		1,864,082	1,858,724	2,499,146	2,499,146
Total Revenues	3,706,710	3,781,111	4,008,044	3,760,147	3,931,854	3,740,644	3,888,283	3,911,147	3,701,289	3,884,632	3,603,876	4,131,404	4,126,273	4,614,214	4,727,635
Total Expenditures	3,607,797	3,967,849	4,285,808	3,715,702	3,887,409	3,660,305	3,680,952	3,707,038	3,455,083	3,548,380	3,497,378	4,056,169	4,056,391	3,993,960	4,107,381
<b>Net Income / (Loss)</b>	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254
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
<b>Inc / (Dec) in Net Assets</b>	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254
Net Assets, Beginning	1,101,891	1,498,659	1,498,658	1,498,658	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,788,847	1,878,892
Adj. for restatement / Prior Yr Adj	0	0	(462)	(463)	0	0	0	0	0	0	0	0	0	90,045	0
<b>Net Assets, Beginning, Adjusted</b>	1,101,891	1,498,659	1,498,196	1,498,195	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,878,892	1,878,892
<b>Net Assets, End</b>	1,200,803	1,311,921	1,220,432	1,542,640	1,542,641	1,300,772	1,749,971	1,746,749	1,788,846	1,878,892	1,853,247	1,864,082	1,858,724	2,499,146	2,499,146

8014 Magnolia Science Academy 7	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,269,979	1,314,944	1,632,981	1,421,162	0		1,827,090	0	0	0
Current Assets	1,610,557	1,748,558	2,131,455	2,393,447	0		2,541,970	0	0	0
Fixed and Other Assets	175,325	168,098	504,930	498,580	0		444,694	0	0	0
<b>Total Assets</b>	1,785,882	1,916,656	2,636,385	2,892,027	0		2,986,664	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	287,686	374,015	757,493	392,881	0		400,267	0	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
<b>Total Liabilities</b>	287,686	374,015	757,493	392,881	0		400,267	0	0	0
<b>Net Assets</b>	1,498,196	1,542,641	1,878,892	2,499,146	0		2,586,397	0	0	0
Total Revenues	3,851,149	3,931,854	3,884,632	4,727,635	0	4,333,373	4,327,191	0	0	0
Total Expenditures	3,365,283	3,887,409	3,548,380	4,107,381	0	4,232,824	4,239,940	0	0	0
<b>Net Income / (Loss)</b>	485,866	44,445	336,252	620,254	0	100,549	87,251	0	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
<b>Inc / (Dec) in Net Assets</b>	485,866	44,445	336,252	620,254	0	100,549	87,251	0	0	0
Net Assets, Beginning	1,012,330	1,498,196	1,542,640	1,878,892	0	1,948,773	2,499,146	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,012,330	1,498,196	1,542,640	1,878,892	0	1,948,773	2,499,146	0	0	0
<b>Net Assets, End</b>	1,498,196	1,542,641	1,878,892	2,499,146	0	2,049,322	2,586,397	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

FISCAL OPERATIONS	RATING												
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational &amp; Research Foundation's (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA 7 's fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,499,146 and net income of \$620,254. The 2021-2022 First Interim projected positive net assets of \$2,586,397 and net income of \$87,251.</p> <p>According to MERF's independent audit report dated June 30, 2021, MSA 7 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 7 pays annual management fees of \$360,423.05 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 are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school's fiscal condition is positive.</p> <table border="1"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$1,498,196</td> <td>\$1,542,641</td> <td>\$1,878,892</td> <td>\$2,499,146</td> <td>\$2,586,397</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$1,498,196	\$1,542,641	\$1,878,892	\$2,499,146	\$2,586,397	3
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)								
Net Assets	\$1,498,196	\$1,542,641	\$1,878,892	\$2,499,146	\$2,586,397								



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

Net Income/Loss	\$485,866	\$44,445	\$336,252	\$620,254	\$87,251
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 MERF's Financial Policies and Procedures Manual FY 2021-22. 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 that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Late Payments to Vendors (Recurring Issue):**

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 30, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				<b>Total</b>	<b>\$525.21</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

The CSD recommends that the school continue to implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances 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, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

**1. Checks Outstanding for Over 100 Days:**

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<p>The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.</p>	
<p><b>Corrective Action Required:</b></p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's 2019-2020 consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented. These findings did not repeat per the 2020-2021 independent audit report.
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$2,499,146 and total expenditures equal \$4,107,381. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 60.85%, which exceeds/is below the minimum 5% based on the school's Average Daily Attendance (ADA) of 260.31 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$1,421,162 and total expenditures equal \$4,107,381. Therefore, the school's cash reserve level is 34.60%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

- b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
- American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
  - American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
  - American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
  - American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
- Citibank Account Ending in X6769 (MSA 4)
  - Citibank Account Ending in X6121 (MSA 6)
  - Citibank Account Ending in X2703 (MSA 7)
  - Citibank Account Ending in X5041 (MSA 8)
18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
- MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated 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.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. 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."
29. The 2020-2021 audited, and unaudited actuals mirror each other.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

30. MSA 7's reported Norm Enrollment was 287, 287, 292, 294, and 279 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count decreased with the school reporting a loss of 15 students during Fiscal Year 2021-2022. The school's reported Norm Enrollment for Fiscal Year 2021-2022 is 279 students, which is 13 students (or approximately 4.45%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 292 students) per the school's petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1<sup>st</sup> Interim Financials.

<b>Magnolia Science Academy 7's Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
K	49	72	68	52	27
1st	51	48	57	56	50
2nd	28	57	54	56	56
3rd	30	29	54	50	52
4th	56	30	29	50	42
5th	73	51	30	30	52
<b>Total Enrollment</b>	<b>287</b>	<b>287</b>	<b>292</b>	<b>294</b>	<b>279</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>(15)</b>

In response to the CSD's observations above, MERF's CFO stated: "in the charter petitions for each school the focus on enrollment is based on recruitment and retention strategies. Leaders meet with current families to discuss their plans for the upcoming school year and confirm students will continue with us for the upcoming school year. The best outreach is thanks to word-of-mouth referrals. If current families are satisfied with our schools and feel their voice is heard, they will refer friends and families to our schools. The pandemic impacted our traditional recruitment events and activities and as more community events begin to open, we will be participating in those events. MSA 7 hired a Parent and Community Engagement (PACE) coordinator this school year, in addition to serving the needs of families and contributing to building a positive school culture she has been focused on outreach and organizing community events to strengthen relationships with the families in the community. MSA 7 hosted Covid-19 vaccine pop-up clinics and a community resource fair to welcome the community onto their campus while also following health and safety guidelines. MSA 7 will continue its recruitment efforts by tabling at community events, partnering with community-based organizations who support the values of MSA 7 and support the needs of families." The CSD will continue to monitor the school's student enrollment through oversight.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/15/2022

**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 (which has been extended to June 30, 2026, pursuant to AB 130 Education Omnibus Budget Trailer Bill), 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 and stated that they are not able to implement one system at this time, but will continue to explore options in the future. 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022**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 of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. 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.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. 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.</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

***An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].***

***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

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, once prior to each charter renewal 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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account 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;
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, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. 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.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, 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 projections;</li> <li>4. Projected debt, if any, 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;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

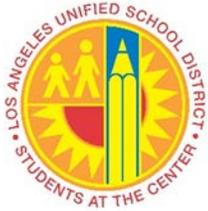
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

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.

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

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# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<b>Charter School Name:</b>		<b>Magnolia Science Academy BELL (PSC)</b>			<b>Location Code:</b>	<b>5166</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926	
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2020 to June 30, 2027			5	South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>-103</b>		
393	496					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>-20.8%</b>		
6-8	6-8					
<b>Norm Enrollment Number:</b>		393				
<b>Total Number of Staff Members:</b>	<b>46</b>	<b>Certificated:</b>	<b>22</b>	<b>Classified:</b>	<b>24</b>	
<b>Charter School's Leadership Team Members:</b>		Laura Schlottman, Principal; Sam Fagnoli, Dean of Academics; Maria Mendoza, Dean of Academics; Arturo Prado, Dean of Students; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA/ELD Programs				
<b>Charter School's Contact for Special Education:</b>		<b>Dr. Artis Callaham, Director of Special Education and Support Services</b>	<b>SELPA &amp; Option:</b>		<b>3</b>	
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>		<b>CSD Fiscal Services Manager:</b>	<b>Betty Chong</b>		
<b>Other School/CSD Team Members:</b>	N/A					
<b>Oversight Visit Date(s):</b>	<b>March 9, 2022</b>		<b>Fiscal Review Date (if different):</b>	<b>January 28, 2022</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program</b>	<b>Yes, PSC</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	<b>Orchard Academies</b>		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<b>(e.g. Prop 39, PSC, conversion, etc.):</b>		<b>Date of Co-Location meeting with Operations Team:</b>	<b>May 26, 2021</b>
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	<b>N/A</b>	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	<b>N/A</b>

<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>4</b>	<b>No Rating</b>	<b>4</b>	<b>3</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2021-2022*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

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 all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p>	
<p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p>	
<ul style="list-style-type: none"> <li>• The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.</li> </ul>	
<p><b>G4:</b> The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p>	
<ul style="list-style-type: none"> <li>• As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.</li> </ul>	
<ul style="list-style-type: none"> <li>• During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.</li> </ul>	
<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	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of 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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - 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
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**G2: BROWN ACT - 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
<b>Performance</b>	<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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1.9)</b> <input checked="" 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 Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**G3: DUE PROCESS - 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 procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" 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 Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

**The Governing Board has systems in place to ensure ongoing:**

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other 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 and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b></li> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b> <input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</li> <li><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</li> <li><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</li> <li><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</li> </ul> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></li> <li><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other financial information submitted by the school</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6***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.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <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 Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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><b>A11:</b> The school reclassifies English Learners at a rate similar to the state average.</p> <ul style="list-style-type: none"> <li>Per the California Department of Education Dataquest, FPC's reclassification rate was 6.3% for the 2020-2021 school year, compared to the state at 6.9%.</li> </ul> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>**PLEASE SEE NOTES SECTION**</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>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 1.6%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 19.0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red	
	<input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red</li> <li><input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Not Available - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

*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) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

*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) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input checked="" type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b> <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

**The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                         | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates                  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt      | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                                | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress (MAP) by NWEA (ELA)	6, 7, 8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Three times/year (Fall, Winter, Spring)
2. Measures of Academic Progress (MAP) by NWEA (Math)	6, 7, 8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                               | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                                   | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input checked="" type="checkbox"/> Latino                          | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander        |  |
| <input type="checkbox"/> Filipino                         | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:  
**“The assessments have been administered as intended by using the NWEA MAP secure browsers. Our IT manager installed the NWEA Secure Testing App on all student devices in order to ensure testing integrity. Students connected to the assessment by using the secure testing app, which allowed students to test in a secure, full-screen kiosk mode. In addition, MSA-Bell utilizes “Go-Guardian”, a program used to monitor students' activity. This program allows teachers to see what the students see in addition to giving them the ability to close windows and limit the windows opened on any student's computer.”**

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:  
 Yes  No



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest<br>College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                     |
| <input type="checkbox"/> California State University Enrollment<br>Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources<br>(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community<br>College Transition Report |   |  |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores and observed growth. Spring 2021 shows growth across nearly all student groups in math and reading according to the NWEA student growth summary reports. In particular, 57.1% of English Language Learner (ELL) students met their subgroup growth projection in math and 40.8% met their subgroup growth project in reading. In addition, 47.2% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 50.6% met their subgroup growth projection in reading. Further, 42.5% of Special Education (SPED) students met their subgroup growth projection in math and 29.3% met their subgroup growth projection in reading. In addition, 47.1% of Hispanic students met their subgroup growth projection in math and 50.5% met their subgroup growth projection in reading.

A Conditional Growth Index (CGI) of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. The CGI, schoolwide for students in Math was -0.18 and -0.90 in Reading.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

**On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following benchmarks during the 2020-2025 charter term in order to address academic concerns. Below is the status of each benchmark:**

1. **The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2020-2021 SBAC testing.**
2. **The Charter School shall 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, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2020-2021 SBAC testing.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>
<b>Notes:</b>	
<b>None</b>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>• The school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe.</li> <li>• Curriculum maps for each core subject (ELA, History, Math, and Science)</li> <li>• Personalized blended learning education through the Summit Learning Platform.</li> <li>• Continued used of online platforms such as Google Classroom, Clever, and Quizizz.</li> <li>• Key features include project-based learning using a constructivist approach; elective courses that emphasize STEAM education; Spanish, Music, Art, Study Skills, and New Media course</li> <li>• At the time of the oversight, the school had 32 students in Independent Studies program and of those students, 5 are Students with Disabilities.</li> </ul> <p><b>O4:</b> 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. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>• School administers Interim Assessment Blocks (IABs) throughout the school year to assess student learning and inform instruction</li> <li>• Additional para-professionals and ELD aides were hired to support the highest need students</li> <li>• School continues to utilize the myON online platform to track student Lexile levels. Accelerated Reader (AR) also continues to be utilized.</li> <li>• MSA Bell began utilizing the IXL platform during this school year to support ELA and Math instruction. Students are using this platform during CORE classes, Saturday School, Power Classes and at their homes.</li> </ul> <ul style="list-style-type: none"> <li>• <b>O6:</b> 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. In an effort to provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive, school leadership shared the following: <ul style="list-style-type: none"> <li>○ Staff support students by utilizing the Zones of Regulation curriculum to teach self-regulation strategies during advisory periods. Additionally, some of the topics discussed with students via the therapist interns include the following: Navigating Unfamiliar Situations, Joy, and Challenging Negative Thoughts.</li> <li>○ Staff has conducted virtual home visits and phone call check-ins in an effort to support families related to SEL</li> <li>○ For cases that involve higher level SEL care, the school works with Care Solace, an outside agency that provides mental health services to staff, students and families.</li> </ul> </li> </ul> <p><b>O7:</b> 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. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>• In an effort to assess professional development needs, school leadership regularly surveys the staff related to professional development needs. Based on the analyses of the surveys, LCAP, and WASC plans, the school determines the upcoming common staff development days, and tailors staff development</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

by focusing on individual staff member's needs. Some of the MPS-wide professional development activities for this school year include Culturally Relevant Teacher, Multi-tiered Systems of Support, and Social Emotional Learning (SEL) and wellbeing.

#### Areas Noted for Further Growth and/or Improvement

School leadership highlighted some "Grows" and 2022-2023 Priorities:

#### **Grows:**

- Attendance Rate
- Enrollment Numbers
- Closing achievement gap (SBAC/MAP Data)
- Successful implementation of MTSS
- Teacher/Staff retention
- More STEAM electives and programs
- Parent Outreach: Increased Parent Engagement
- Independent Studies Program (Virtual Learning)
- Supporting students' SEL needs
- Continue to take care of each other

#### 2022-2023 Priorities:

- Closing the achievement gap
  - Reading at grade level
  - Algebra 1 Ready by 8<sup>th</sup> Grade
- Hitting our enrollment target for next year
  - 400-420 students 2022-2023
- Increased involvement in the community
- Teacher retention and staff
- School Culture!

#### Corrective Action Required

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

Notes: None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1*****The school has a system in place to ensure:***

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

**Rubric****Sources of Evidence**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3i)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b> <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b> <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5*****The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 <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 <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 <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 <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<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) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b> <input type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****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
<b>Performance</b>	<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 ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Professional development training materials ( <b>B3.4c</b> ) <input type="checkbox"/> System to assess professional development needs ( <b>B3.4c</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- 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
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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**)

“\*\*” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input checked="" type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input type="checkbox"/> Financial Audit</li> <li><input type="checkbox"/> Student Demographics</li> <li><input checked="" type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4e)</b></li> <li><input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*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 and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<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"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

*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
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, 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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy Bell**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/9/2022**

5166	2018-2019					2019-2020					2020-2021				
	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
<b>Magnolia Science Academy Bell</b>															
Cash and Cash Equivalents		0	1,359,518	2,529,656	2,529,656		2,972,462	2,369,250	3,014,092	3,014,092		2,904,194	2,904,194	3,386,788	3,386,788
Current Assets		0	4,283,557	4,789,933	4,877,019		4,527,220	4,691,199	5,746,145	5,943,644		5,563,648	5,570,371	6,523,095	6,523,096
Fixed and Other Assets		0	45,521	100,297	100,297		7,887	12,764	77,038	77,038		55,602	348,175	361,073	361,073
<b>Total Assets</b>		0	4,329,078	4,890,230	4,977,316		4,535,107	4,703,963	5,823,183	6,020,682		5,619,250	5,918,546	6,884,168	6,884,169
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735		708,866	1,007,730	771,349	771,350
Other Long Term Liabilities		0	0	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
<b>Total Liabilities</b>		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735		708,866	1,007,730	771,349	771,350
<b>Net Assets</b>		4,515,037	<b>4,254,118</b>	<b>4,235,559</b>	<b>4,235,561</b>		<b>4,272,923</b>	<b>4,107,014</b>	<b>4,748,827</b>	<b>4,787,947</b>		<b>4,910,384</b>	<b>4,910,816</b>	<b>6,112,819</b>	<b>6,112,819</b>
Total Revenues	5,831,579	5,757,895	5,718,635	5,488,785	5,762,587	5,850,484	5,854,938	5,758,564	5,762,243	6,019,696	5,450,445	6,289,850	6,299,108	6,961,906	7,146,652
Total Expenditures	5,591,228	5,325,745	5,548,233	5,336,943	5,610,743	5,791,779	5,817,574	5,887,109	5,248,975	5,467,308	5,395,820	6,128,293	6,137,119	5,637,034	5,821,780
<b>Net Income / (Loss)</b>	240,352	432,149	170,402	151,842	151,844	58,705	37,364	(128,545)	513,268	552,388	54,625	161,557	161,989	1,324,872	1,324,872
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
<b>Inc / (Dec) in Net Assets</b>	240,352	432,149	170,402	151,844	151,844	58,705	37,364	(128,545)	513,268	552,388	54,625	161,557	161,989	1,324,872	1,324,872
<b>Net Assets, Beginning</b>	3,434,951	4,082,888	4,082,888	4,082,888	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559	4,107,014	4,748,827	4,748,827	4,748,827	4,787,947
Adj. for restatement / Prior Yr Adj	0	0	828	829	0	0	0	0	0	0	0	0	0	39,120	0
<b>Net Assets, Beginning, Adjusted</b>	3,434,951	4,082,888	4,083,716	4,083,717	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559	4,107,014	4,748,827	4,748,827	4,787,947	4,787,947
<b>Net Assets, End</b>	<b>3,675,303</b>	<b>4,515,037</b>	<b>4,254,118</b>	<b>4,235,559</b>	<b>4,235,561</b>	<b>4,312,824</b>	<b>4,272,923</b>	<b>4,107,014</b>	<b>4,748,827</b>	<b>4,787,947</b>	<b>4,161,639</b>	<b>4,910,384</b>	<b>4,910,816</b>	<b>6,112,819</b>	<b>6,112,819</b>

5166	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy Bell</b>										
Cash and Cash Equivalents	1,907,434	2,529,656	3,014,092	3,386,788	0		4,488,619	0	0	0
Current Assets	4,095,734	4,877,019	5,943,644	6,523,096	0		6,627,306	0	0	0
Fixed and Other Assets	133,139	100,297	77,038	361,073	0		227,615	0	0	0
<b>Total Assets</b>	<b>4,228,873</b>	<b>4,977,316</b>	<b>6,020,682</b>	<b>6,884,169</b>	<b>0</b>		<b>6,854,921</b>	<b>0</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	145,156	741,755	1,232,735	771,350	0		603,471	0	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
<b>Total Liabilities</b>	<b>145,156</b>	<b>741,755</b>	<b>1,232,735</b>	<b>771,350</b>	<b>0</b>		<b>603,471</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>4,083,717</b>	<b>4,235,561</b>	<b>4,787,947</b>	<b>6,112,819</b>	<b>0</b>		<b>6,251,450</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total Revenues	5,937,123	5,762,587	6,019,696	7,146,652	0	6,149,766	6,043,428	0	0	0
Total Expenditures	5,219,805	5,610,743	5,467,308	5,821,780	0	6,121,455	5,904,797	0	0	0
<b>Net Income / (Loss)</b>	717,318	151,844	552,388	1,324,872	0	28,311	138,631	0	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
<b>Inc / (Dec) in Net Assets</b>	<b>717,318</b>	<b>151,844</b>	<b>552,388</b>	<b>1,324,872</b>	<b>0</b>	<b>28,311</b>	<b>138,631</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets, Beginning</b>	3,366,399	4,083,717	4,235,559	4,787,947	0	4,949,937	6,112,819	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	3,366,399	4,083,717	4,235,559	4,787,947	0	4,949,937	6,112,819	0	0	0
<b>Net Assets, End</b>	<b>4,083,717</b>	<b>4,235,561</b>	<b>4,787,947</b>	<b>6,112,819</b>	<b>0</b>	<b>4,978,248</b>	<b>6,251,450</b>	<b>0</b>	<b>0</b>	<b>0</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

FISCAL OPERATIONS	RATING												
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p>According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational &amp; Research Foundation's (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA BELL's fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$6,112,819 and net income of \$1,324,872. The 2021-2022 First Interim projected positive net assets of \$6,251,450 and net income of \$138,631.</p> <p>According to MERF's independent audit report dated June 30, 2021, MSA BELL is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA BELL pays annual management fees of \$780,431.62 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 are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school's fiscal condition is positive.</p> <table border="1" data-bbox="172 1226 1262 1435"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$4,083,717</td> <td>\$4,235,561</td> <td>\$4,787,947</td> <td>\$6,112,819</td> <td>\$6,251,450</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$4,083,717	\$4,235,561	\$4,787,947	\$6,112,819	\$6,251,450	3
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)								
Net Assets	\$4,083,717	\$4,235,561	\$4,787,947	\$6,112,819	\$6,251,450								



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

Net Income/Loss	\$717,318	\$151,844	\$552,388	\$1,324,872	\$138,631
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 MERF's Financial Policies and Procedures Manual FY 2021-22. 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 that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Late Payments to Vendors (Recurring Issue):**

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 30, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				<b>Total</b>	<b>\$525.21</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

The CSD recommends that the school continue to 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, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

**1. Checks Outstanding for Over 100 Days:**

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<p>The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school’s fiscal policies by or during the next oversight visit. The results may be factored into the school’s rating for next year.</p>	
<p><b>Corrective Action Required:</b></p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented.
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA BELL offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$6,112,819 and total expenditures equal \$5,821,780. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 105%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 361.16 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$3,386,788 and total expenditures equal \$5,821,780. Therefore, the school's cash reserve level is 58.18%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.
  - b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

5/11/2021 – (\$709.56); (7) 5/25/2021 – (\$3,041.19); (8) 5/27/2021 – (\$9,844.96); (9) 5/28/2021 – (\$35,766.53); (10) 9/2/2021 – (\$110,134.37); (11) 9/3/2021 – (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.

16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
  - a. American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
  - b. American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
  - c. American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
  - d. American Express Credit Card Ending X1001 (Chief Financial Officer, MSA BELL)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
  - a. Citibank Account Ending in X6769 (MSA 4)
  - b. Citibank Account Ending in X6121 (MSA 6)
  - c. Citibank Account Ending in X2703 (MSA 7)
  - d. Citibank Account Ending in X5041 (MSA BELL)
18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
  - a. MERF borrowed \$2,248,497 from MSA BELL (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA BELL is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day provided.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. 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."
29. The 2020-2021 audited, and unaudited actuals mirror each other.
30. MSA Bell's reported Norm Enrollment was 483, 470, 481, 441, and 393 for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 13, 40 and 48 during Fiscal Years 2018-2019, 2020-2021 and 2021-2022, respectively. The school's reported Norm Enrollment for Fiscal Year 2021-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/9/2022

2022 is 393 students, which is 102 students (or approximately 20.61%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 495 students) per the school's petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1<sup>st</sup> Interim Financials.

<b>Magnolia Science Academy BELL's Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
6th	134	128	127	86	97
7th	183	159	202	170	130
8th	166	183	152	185	166
<b>Total Enrollment</b>	<b>483</b>	<b>470</b>	<b>481</b>	<b>441</b>	<b>393</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>1</b>	<b>(13)</b>	<b>11</b>	<b>(40)</b>	<b>(48)</b>

In response to the CSD's observations above, MERF's CFO stated: "MSA-Bell pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. Similar to MSA 7, outreach efforts will use English, Spanish, and any other language needed, based on the needs of the community. MSA 8 has a Director of Outreach and Community Engagement leading the work traditionally under the Parent and Community Engagement (PACE) title. The MPS and MSA-Bell website includes comprehensive information about our educational program under our Academics tab on the website. MSA-Bell uses a variety of activities to recruit a diverse population including Distributing flyers at key locations to reach families within the surrounding community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, recreation centers and/or sports clubs, and coffee establishments; Participating in community events and fairs at the key locations listed below; Hosting Open Houses and providing tours of the Charter School on a regular basis. Our Charter School strives to build partnerships within the local communities of the Southeast Los Angeles cities of Bell, Maywood, and Cudahy. In addition to our outreach strategies in the community, we also use media outlets such as Instagram, Twitter, and school websites to promote name ID." The CSD will continue to monitor the school's student enrollment through oversight.

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022**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 of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account 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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

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 or submitted 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;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. 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.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

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 or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

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, once prior to each charter renewal 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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account 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;
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, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. 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.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, 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 projections;</li> <li>4. Projected debt, if any, 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;</li> <li>5. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

6. As a practice, the governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

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.

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

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**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 28, 2022

Sandra Covarrubias, Board Chair  
Alfredo Rubalcava, Chief Executive Officer  
Steven Keskinturk, Principal  
Maria Rowell, Principal  
Magnolia Science Academy Santa Ana  
2840 West 1<sup>st</sup> Street  
Santa Ana, CA 92703

Subject: Summary of Annual Site Visit for Magnolia Science Academy Santa Ana  
Conducted on April 26-27, 2022

Dear Chair Covarrubias, Chief Executive Officer Rubalcava, Principal Keskinturk, and  
Principal Rowell:

Thank you for the opportunity to visit Magnolia Science Academy Santa Ana (MSASA)  
virtually. The California Department of Education (CDE) appreciates the tremendous  
amount of work you orchestrated before and during the site visit.

Based on interviews conducted with school leadership and staff, and through classroom  
observations, the CDE reviewed the information gathered and has determined that  
MSASA is in compliance with the MSASA charter petition, and the Memorandum of  
Understanding between the California State Board of Education and MSASA.

If you have any questions regarding this letter, please contact Ric Reyes, Education  
Programs Consultant by phone at 916-323-5833 or by email at [reyes@cde.ca.gov](mailto:reyes@cde.ca.gov).

Sincerely,

/s/

Stephanie Farland, Director  
Charter Schools Division

SF:rr

cc: Brooks Allen, Executive Director, California State Board of Education  
Abel Guillen, Deputy Superintendent, Operations and Administration Branch,  
California Department of Education

Sandra Covarrubias, Board Chair  
Alfredo Rubalcava, Chief Executive Officer  
Steven Keskinturk, Principal  
Maria Rowell, Principal  
April 28, 2022  
Page 2

*Sent via First Class Mail and Email to:*

[scovarrubias@magnoliapublicschools.org](mailto:scovarrubias@magnoliapublicschools.org)

[arubacalva@magnoliapublicschools.org](mailto:arubacalva@magnoliapublicschools.org)

[skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

[mrowell@magnoliapublicschools.org](mailto:mrowell@magnoliapublicschools.org)

## Coversheet

### Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

**Section:** IV. Action Items  
**Item:** A. Approval of Updated MPS Health and Safety Policy and  
Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Updated MPS Health & Safety & IIPP COVID-19 Addendum.pdf



Board Agenda Item #	IV A: Action Item
Date:	May 26, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS HR Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

### Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program COVID-19 addendum.

### Introduction

- The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

### Background

- The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, and May 2022 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

### Analysis (If applicable)

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

**MPS Health and Safety Policy for COVID-19** updates are as follows:

- Exposure Management Policy:
  - For staff, per Cal/OSHA testing is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
  - School response to confirmed case: LA schools will report COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT). If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All case notifications should be submitted within 1 business day of being notified of the case.
  - If a LA county campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to monitor for symptoms, wear a highly-protective mask around others indoors, and test within 3-5 days since the last exposure.
  - MSA-1, 5, 7, and MSA-SA employees are not required to quarantine provided they remain asymptomatic, monitor for symptoms, wear a highly protective mask around others indoors for 10 days from exposure, and test negative on day 3-5 from exposure.
- Vaccination policy for students: Pursuant to the directive of LAUSD, all students of MSA-2, 3, 4, 6, 7, and 8 who fail to comply with the student vaccination policy by the first day of Fall 2023 will be excluded from physically entering campus.

Budget Implications: There are no budget implications.

Exhibits (attachments):

- Updated MPS Health and Safety Policy (with redline)
- Updated MPS Health and Safety Policy (without redline)



Updated on 05/26/2022

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HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

250 E. 1<sup>st</sup> Street Suite 1500, Los Angeles, CA 90012 | [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can

continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

## **2. Wellness Checks and Temperature Screenings:**

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.
- If the student, staff, parent, or visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.
  - However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for

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COVID-19 before allowing the individual on campus.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student screening so long as the results can be verified, but may not be used for the periodic testing of school employees required by the CDPH in lieu of vaccination.
- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
  - Unvaccinated employees after an exposure,
  - Vaccinated employees after an exposure if they develop symptoms,

<sup>1</sup> Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

<sup>2</sup> Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

- Unvaccinated employees in an outbreak (three or more employee cases), or
- All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
  - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - All students and employees will undergo asymptomatic COVID-19 testing weekly, regardless of COVID-19 vaccination status.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms.
  - Individuals vaccinated as part of the vaccination program carried out by the Los Angeles Unified School District do not need to provide proof of vaccination to the District.
  - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - All unvaccinated students must test for COVID-19 at least once per week.
  - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-1, 5, 7, and MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 (PCR test only) at least

**Deleted:** <#>Employees may not use self-administered and self-read at-home rapid antigen tests unless observed by the employer or authorized telehealth proctor for purposes of clearing isolation or for establishing a positive case for purposes of being excused from weekly testing for 90 days following recovery from COVID-19. ¶

once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.

- Testing Required at MSA-SD and Home Office:
  - Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 (PCR test only) at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- Student consent for testing:
  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.

**Deleted:** <#>Consistent with Cal/OSHA regulations and applicable law, the School must impose different health and safety requirements depending on an employee's COVID-19 vaccination status. Cal/OSHA defines an individual as fully vaccinated when "the employer has documented that the person received, at least 14 days prior, either the second dose in a two-dose COVID-19 vaccine series or a single-dose COVID-19 vaccine. Vaccines must be FDA approved; have an emergency use authorization from the FDA; or, for persons fully vaccinated outside the United States, be listed for emergency use by the World Health Organization (WHO)." As a result, to forego any potential COVID-19 health and safety restrictions, such as exclusion/quarantine periods, some COVID-19 testing and other directives, employees must provide the Charter School with proof of COVID-19 vaccination or complete a COVID-19 vaccination status attestation. Employees who are either unvaccinated or who decline to provide the Charter School with proof of COVID-19 vaccination or attest to their COVID-19 vaccination status will be considered unvaccinated, and must comply with all health and safety directives, as stated in this Policy.<sup>4</sup>

- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12

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Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
  - A log will be kept of all persons entering the isolation area.
  - Physical distancing of six feet or greater will be maintained in the isolation and area, and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:

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- At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
- Other symptoms have resolved or are improving; AND
- An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
- NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered **and** self-read unless they are observed by the employer or an authorized telehealth proctor **or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.**
- No matter when isolation ends, all students and staff recovering from COVID-19 are strongly recommended to wear a highly protective non-cloth mask when around others for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
  - **MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-**

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administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- All students and staff of MSA- 2, 3, 4, 6, and 8 campuses who are determined to be a confirmed case will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will report all school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT) [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the

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[“Bulk Upload Template” located within the SPOT portal. All case notifications should be submitted within 1 business day of being notified of the case. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at \(833\)707-0319.](#)

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;

**Deleted:** <#>1) Using the LACDPH reporting portal, or: <http://www.redcap.link/lacdph.educationsector.covidreport>

2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).

3) Schools having difficulty reporting COVID-19 cases to LACDPH can call (833) 707-0319, Monday through Friday from 8 a.m. to 5 p.m.

- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
  - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
  - Providing synchronous instruction as required by law.
    - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
      - For TK/K-3 opportunities must occur daily.
      - For 4-8 opportunities must occur weekly along with daily live interaction.
      - For 9-12 opportunities must occur weekly.
      - Can be classroom style, designated small group, or one-on-one.
    - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
  - Charter School will document each pupil’s participation in synchronous instruction.
  - Continuing to provide school meals.
  - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
  - If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.
- **Outbreak.** In the event of an outbreak or cluster at a Charter School:

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- The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>5</sup>
- The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US..](https://spot.cdph.ca.gov/s/?language=en_US..)
- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
- The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
- Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

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**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12

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<sup>5</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period.
- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - [If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to \(1\) monitor for symptoms; \(2\) wear a highly-protective mask around others indoors; and \(3\) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.](#)
  - [Persons with an outdoor exposure at school are not considered close contacts.](#)
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

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- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>6</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating employee close contacts.
- **Group Tracing.** Pursuant to LAUSD exposure management protocols, MSA 2, 3, 4, 6, and 8 will use the “group tracing” approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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<sup>6</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

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- Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
    - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - Exposed students, regardless of COVID-19 vaccination status or prior infection, are strongly encouraged to be tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status. Individuals who have been recently infected should use antigen testing.
  - Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.
  - All exposed students, regardless of vaccination status or previous infection, are strongly recommended to remain fully masked indoors and outdoors, unless actively eating or drinking, when around other through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.
    - Students are strongly encouraged but not required to mask following an exposure.
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
- **Quarantine Procedures.**
  - MSA 1, 5, and 7 Employees are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

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**Deleted:** Asymptomatic fully vaccinated staff who are not boosted but required to quarantine may remain on site at the school workplace during the quarantine period, however they are required to test once within 3-5 days after the last exposure date. These employees must quarantine from all other non-school settings. All other asymptomatic employee close contacts are required to follow the LACDPH’s quarantine instructions as detailed in the LACDPH guidance entitled, “Quarantine and Other Instructions for Close Contacts.”<sup>7</sup>

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- **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and continue to participate in weekly testing. Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
- **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
- **MSA SD Employees**, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- **MSA 1, 5, and 7 Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- **MSA 2, 3, 4, 6, and 8 Students**, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and continue to participate in weekly testing. Students who have had a positive COVID-19 test within the last 90 days are exempt from testing.
- **MSA SA Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.

**Deleted:** who are unvaccinated must be excluded for at least five days after their last close contact with a person who has COVID-19. Quarantine can end after a test taken on Day 5 from exposure is negative, provided that the employee wears a face covering around others for a total of 10 days from last exposure and remains asymptomatic. Employees who are vaccinated but not up to date on boosters may come to work during their quarantine period so long as they remain asymptomatic, wear a face covering when around others for 10 days from last exposure, and receive a negative test result within 3-5 days after last exposure.

- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.
- **MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts**  
Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and continue to participate in weekly testing. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days.

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#### **7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
  - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.

- Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.

- To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.

- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

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- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a Nurse's office, COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Charter School employees at the Home Office—which is not a school site—are permitted to forego indoor masking so long as the Charter School performs all verifications required under Section 4(c) of the current LACDPH Order of the Health Officer (2/23/2022).
- Face masks—to the extent they are required—are required without regard to vaccination status.

- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.

- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
- Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

**13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.** Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans,

including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.

- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:

- The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
- If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
- The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the California “State Public Health Officer Order of August 11, 2021,” (“Order”) all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per week. For employees, this directive is a condition of both employment and continued employment.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
  - Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
  - Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School’s compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:

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- COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider; OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
  - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
- Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
- Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
- The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **COVID-19 Employee Testing:**
  - Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing (PCR only) at least once per week.
  - Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
  - As outlined above, all employees at any MSA-2, 3, 4, 6, and 8 campuses must test for COVID-19 at least once per week, regardless of COVID-19 vaccination status, as directed by the LAUSD.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the

Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**

- Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.

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- **Non-Compliance:**

- Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
- The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.

- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School’s Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR

**Deleted:** , and to facilitate a safe and meaningful return to in-person instruction

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- Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**
  - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
  - At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
  - To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.

**Deleted:** <#>Students of MSA 2, 3, 4, 6 and 8 who are 12 and older will not be permitted to participate in extracurricular activities starting October 31, 2021, unless they provide proof of COVID-19 vaccination through the Daily Pass system.¶

- Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
- There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

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**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.

- Systems for self-reporting symptoms.
- Criteria and plan to close schools again for physical attendance of students.
- Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
- Contact information at the Charter School for students who may have been exposed to COVID-19.
- Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

**Appendix**

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**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District's ("LAUSD")'s COVID-19 Containment, Response and Control Plan ("Containment Plan"). Pursuant to the LAUSD's Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations

	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed <input type="checkbox"/>	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms – or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options



Updated on 05/26/2022

### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2021-22 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** As school campuses open for fully in-person instruction in the 2021-22 school year, California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can

continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or who have had a close contact with a positive COVID-19 case and are not vaccinated.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

## **2. Wellness Checks and Temperature Screenings:**

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
      - Fever or chills
      - Cough
      - Shortness of breath or difficulty breathing
      - Fatigue
      - Muscle or body aches
      - Headache
      - New loss of taste or smell
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting
      - Diarrhea
    - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case’s infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.
- If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers “yes” to any of the questions, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or, visitors have had close contact with an individual who has tested positive shall return home to self-quarantine as per CDPH and local guidance.
  - However, the Charter School will not exclude such individuals with close contact exposure and not require them to return home or self-isolate if they are both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated individual be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for

COVID-19 before allowing the individual on campus.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student screening so long as the results can be verified, but may not be used for the periodic testing of school employees required by the CDPH in lieu of vaccination.
- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
  - Unvaccinated employees after an exposure,
  - Vaccinated employees after an exposure if they develop symptoms,

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<sup>1</sup> Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

<sup>2</sup> Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Unvaccinated employees in an outbreak (three or more employee cases), or
- All employees in a major outbreak (20 or more employee cases).
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
  - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - All students and employees will undergo asymptomatic COVID-19 testing weekly, regardless of COVID-19 vaccination status.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms.
  - Individuals vaccinated as part of the vaccination program carried out by the Los Angeles Unified School District do not need to provide proof of vaccination to the District.
  - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - All unvaccinated students must test for COVID-19 at least once per week.
  - Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-1, 5, 7, and MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 (PCR test only) at least

once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.

- Testing Required at MSA-SD and Home Office:
  - Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 (PCR test only) at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- Student consent for testing:
  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.

- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12

Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report every positive COVID-19 case to the appropriate county authority.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school.
  - A log will be kept of all persons entering the isolation area.
  - Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:

- At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
- Other symptoms have resolved or are improving; AND
- An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative.
- NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
- No matter when isolation ends, all students and staff recovering from COVID-19 are strongly recommended to wear a highly protective non-cloth mask when around others for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
  - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-

administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- All students and staff of MSA- 2, 3, 4, 6, and 8 campuses who are determined to be a confirmed case will be contacted by the LAUSD Community Engagement team to be instructed on isolation and to provide further information.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will report all school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):[https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the

“Bulk Upload Template” located within the SPOT portal. All case notifications should be submitted within 1 business day of being notified of the case. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;

- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
    - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
    - Providing synchronous instruction as required by law.
      - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
        - For TK/K-3 opportunities must occur daily.
        - For 4-8 opportunities must occur weekly along with daily live interaction.
        - For 9-12 opportunities must occur weekly.
        - Can be classroom style, designated small group, or one-on-one.
      - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
    - Charter School will document each pupil’s participation in synchronous instruction.
    - Continuing to provide school meals.
  - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
  - If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.
- **Outbreak.** In the event of an outbreak or cluster at a Charter School:

- The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>4</sup>
- The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US).
- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
- The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
- Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12

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<sup>4</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period.
- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
  - Persons with an outdoor exposure at school are not considered close contacts.
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>5</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating employee close contacts.
- **Group Tracing.** Pursuant to LAUSD exposure management protocols, MSA 2, 3, 4, 6, and 8 will use the “group tracing” approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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<sup>5</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
    - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - Exposed students, regardless of COVID-19 vaccination status or prior infection, are strongly encouraged to be tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status. Individuals who have been recently infected should use antigen testing.
  - Exposed Students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.
  - All exposed students, regardless of vaccination status or previous infection, are strongly recommended to remain fully masked indoors and outdoors, unless actively eating or drinking, when around others through day 10 from their last exposure date. Eating and drinking should occur distanced from others. Exposed students will also need to remain masked at all times during sports and extracurricular activities.
    - Students are strongly encouraged but not required to mask following an exposure.
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
- **Quarantine Procedures.**
  - ***MSA 1, 5, and 7 Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

- **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and continue to participate in weekly testing. Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
- **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
- **MSA SD Employees**, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- **MSA 1, 5, and 7 Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- **MSA 2, 3, 4, 6, and 8 Students**, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and continue to participate in weekly testing. Students who have had a positive COVID-19 test within the last 90 days are exempt from testing.
- **MSA SA Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.

- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.
- ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***  
Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and continue to participate in weekly testing. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days.

#### **7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
  - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.

- Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant’s space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case’s space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD’s List of Approved Hand Sanitizers and Disinfectants.

- To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.

- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a Nurse's office, COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Charter School employees at the Home Office—which is not a school site—are permitted to forego indoor masking so long as the Charter School performs all verifications required under Section 4(c) of the current LACDPH Order of the Health Officer (2/23/2022).
- Face masks—to the extent they are required—are required without regard to vaccination status.

- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.

- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
- Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

**13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.** Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans,

including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.

- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:

- The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
- If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
- The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the California “State Public Health Officer Order of August 11, 2021,” (“Order”) all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per week. For employees, this directive is a condition of both employment and continued employment.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
  - Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
  - Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School’s compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:

- COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider; OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
  - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
- Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
- Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
- The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **COVID-19 Employee Testing:**
  - Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing (PCR only) at least once per week.
  - Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.
  - As outlined above, all employees at any MSA-2, 3, 4, 6, and 8 campuses must test for COVID-19 at least once per week, regardless of COVID-19 vaccination status, as directed by the LAUSD.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the

Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**
  - Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
  - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
  - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance:**
  - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.

- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School’s Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR

- Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**
  - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
  - At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
  - To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.

- Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
- There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.

- Systems for self-reporting symptoms.
- Criteria and plan to close schools again for physical attendance of students.
- Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
- Contact information at the Charter School for students who may have been exposed to COVID-19.
- Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

**Appendix**

**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:

Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____
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### Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name:\_\_\_\_\_
- Address\_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name:\_\_\_\_\_
- Address:\_\_\_\_\_

### School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

### Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

<b>The following information was sent to parents/students prior to the start of in-person services: (check all that apply)</b>	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

## Coversheet

### Approval of Waiver of Contingencies for the Acquisition of 18242 Sherman Way

**Section:** IV. Action Items  
**Item:** B. Approval of Waiver of Contingencies for the Acquisition of  
18242 Sherman Way  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Waiver of Contingencies for the Purchase of 18242 Sherman Way.pdf



Agenda Item #: IV B: Action Item

Date: May 26, 2022

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS")  
Board of Directors (the "Board")

From: Alfredo Rubalcava, CEO & Superintendent

Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities  
Mustafa Sahin, Project Manager

RE: Approval of Waiver of Contingencies for the Purchase of 18242 Sherman Way in  
Reseda (aka the "JAM Building")

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## I. Proposed Recommendation(s)

Staff recommends and moves that the MPS Board approve (1) the waiver of the contingencies for the purchase of the property located at 18242 Sherman Way in Reseda (commonly referred to as the "JAM Building")(the "Property"), located at the west side of and immediately adjacent to the Magnolia Science Academy –1 middle school campus, 18238 Sherman Way (2) the financing of the purchase of the Property pursuant to the terms and conditions set forth in that certain term sheet dated May 29, 2022 the by CLI Capital, (3) the assignment of the purchase and sale agreement for the Property to a wholly owned limited liability company subsidiary of Magnolia Properties Management, Inc., and (4) the execution by the MPS CEO and Superintendent, or his designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.

## II. Background

At its November 18, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement for the purchase of the Property and making a good faith, refundable, escrow deposit of Fifty Thousand Dollars (\$50,000). Portions of the "Background" section of the November 18<sup>th</sup> report is excerpted below.

*MPS, for the benefit of Magnolia Science Academy –1 ("MSA-1"), leases the property located at 18220 and 18238 Sherman Way from MPM Sherman Way LLC, a California limited liability company and wholly owned subsidiary of Magnolia Properties Management, Inc., a California non-profit public benefit corporation and 501(c)(3) tax exempt organization. MSA-1 operates a middle school and high school on the leased premises. ...*

*The Property at 18242-1844 Sherman Way is immediately adjacent to the MSA-1 premises on the westerly side of the premises. ... It consists of a 7,729 square foot building, which fronts Sherman Way, and a surface parking lot of approximately 17,140 square feet. The Property is presently leased to another tenant and must delivered free of all tenancies by the close of escrow.*

May 26, 2022  
Page 2



The location of the Property is shown on **Exhibit A**. Escrow for the purchase and sale of the Property was opened on January 28, 2022. The principal terms of the agreement (the "**PSA**") are as follows:

Price	\$4,000,000*
Due Diligence Period	90 Days with option to extend by 30 days for \$10,000
Good Faith Deposit	\$50,000
Closing Period	30 days. Owner has the option to extend for an additional 120 days in order to vacate tenant.

\* The purchase price is \$4,000,000 in the PSA. MPS is responsible for its own broker's fee of 4%, or \$160,000. The acquisition loan contemplates accruing interest for one year before payments of interest and principal commence. Thus, the loan is sized accordingly.

At its April 7, 2022 meeting the MPS Board approved Staff to exercise the option to extend the due diligence period by thirty (30) days. Staff exercised the option and, consequently, the due diligence period expires on May 30th. Under the terms of the PSA, by such date Staff must give escrow notice that it waives its contingencies and elects to proceed with the closing. Otherwise, the transaction terminates automatically. Upon giving notice that it waives its contingencies, MPS's good faith deposit will be non-refundable but credited against the purchase price at closing. The seller has the option of extending the closing up to 120 days in order to vacate the existing tenant.

MPS Staff has been working with its financial advisor, John Buck, and CLI Capital, a private lender, to arrange financing for the purchase of the Property. A copy of the term sheet agreed to by MPS Staff is attached as **Exhibit B**. Since MPS Staff has accepted the term sheet, CLI Capital and MPS will next negotiate loan documents. Once the documents have been negotiated and finalized, MPS Staff will return to the MPS Board for authorization to either close the purchase and financing or assign the PSA to a limited liability company ("**LLC**") subsidiary of Magnolia Properties Management, Inc. ("**MPM**"), a 501(c)(3) support corporation for. When MPS assigns the PSA to an LLC of MPM, MPS will enter into a lease for the Property with the LLC.

MPS Staff has met with and discussed the transaction with MSA-1's authorizer, the Los Angeles County Office of Education ("**LACOE**") and shared the term sheet with them. LACOE was given an opportunity to voice any concerns regarding the transaction. They did not voice any concerns. LACOE informed MPS Staff that they can neither approve or disapprove of the transaction and it is up to MPS whether to move forward with it.

### III. Conclusion / Budget Impact

The projected acquisition cost of \$4,500,000 (that is, the purchase price, broker's fee, and one year of accrued interest) will be financed over a period of 30 years. There will be no principal or interest payments during the 2022-23 fiscal year. The payment schedule will resume during the 2023-24 year at which time MSA-1 will begin making payments of approximately \$26,375 per month, which will be incorporated into the school's financial projections.

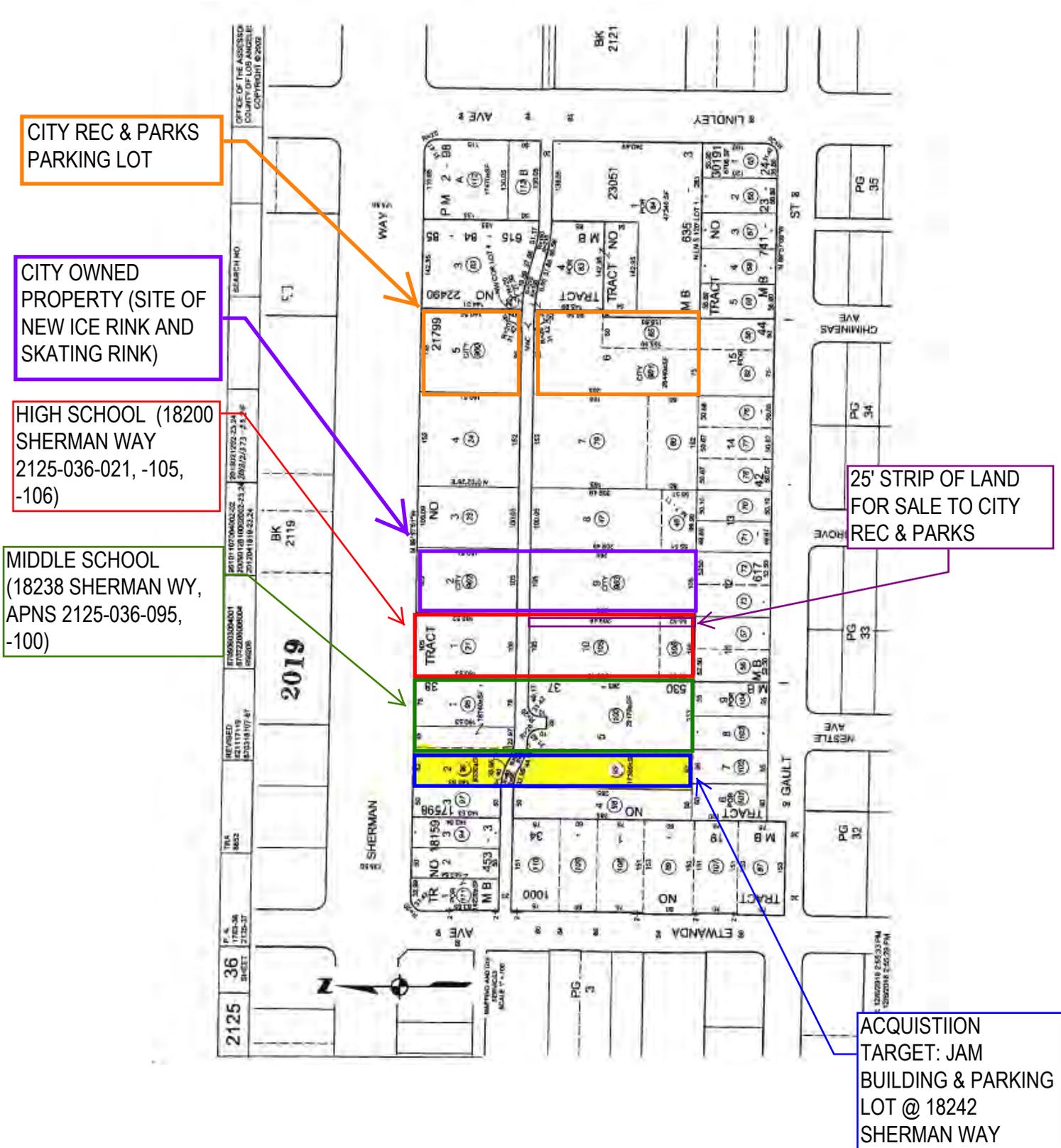
Exhibit A \_\_\_\_\_ Site Plan  
Exhibit B \_\_\_\_\_ CLI Capital Term Sheet



Exhibit A

Site Plan

# EXHIBIT A



### SUBJECT PHOTOGRAPHS



Subject front



Subject rear



## Exhibit B

# CLI Capital Term Sheet



May 19, 2022

*Via e-mail*

Magnolia Educational & Research Foundation  
Board of Directors  
% John Buck, Buck Financial Advisors, LLC

RE: Property acquisition loan - "Sherman Project"

This will constitute the commitment of CLI Capital ("CLI") to loan to Magnolia Property Management, Inc. or a wholly owned single asset entity ("Borrower"), the sum of up to Four Million Five Hundred Thousand Dollars (\$4,500,000), less any title insurance, appraisal costs, mortgage registration tax, origination fees and all other closing costs and expense that may be incurred by CLI in connection with the funding and collection of the loan. This is a commitment to provide financing based on the contingencies located within this letter. This letter is not intended to be an all-encompassing document but a formal communication of approval, commitment of terms, and identification of contingencies and other requirements to facilitate closing in a reasonable time frame. The actual loan documents supersede all terms and conditions of this letter.

The acceptance of this commitment must be indicated by Borrower's signing and returning this letter no later than 5:00 pm Central time on May 26, 2022. If this commitment is not accepted within the specified time frame, CLI may extend the commitment (required to be in writing), allow the commitment to terminate, or issue a revised commitment (required to be in writing). The acceptance of this commitment will be the Borrower's authorization for CLI to withhold from the proceeds of the loan any closing costs or expenses associated with making the loan.

I. Loan Structure and Pricing

The loan will be structured as an advancing note for the purchase of the property located at 18242-1844 Sherman Way, Reseda, California and related improvements.

- 1) It is anticipated that the transaction will close in the fall of 2022. If an earlier closing is desired, closing may occur within 10 business days of CLI's receipt of all Contingencies and Requirements listed below.
- 2) The note will have a maturity date of June 1, 2027. On that date all unpaid principal, accrued interest, and other charges allowed under the note will be due.
- 3) The interest rate will be a floating rate based on the Wall Street Journal Prime rate plus a margin of 1.50%. The interest rate will have a 5.75% floor. Interest will accrue daily on the outstanding unpaid principal balance.
- 4) In June 2023 all accrued interest will be capitalized and added to the outstanding principal balance of the loan. Beginning July 1, 2023, monthly principal and interest payments based on a 30 year amortization will be required.

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905 South Polk Street, Suite 300  
Amarillo, Texas 79101  
806-358-3667

- 5) Borrower will pay to Lender an origination fee of 1.0% of the loan amount in conjunction with the closing of the loan. Borrower may pay this and/or all of its closing costs with an advance on the loan.
- 6) The loan may be prepaid at any time without penalty.
- 7) The loan will be cross-pledged to the "MSA-5 Winnetka Project" loan which is referenced in a separate commitment letter.
- 8) Loan funding is subject to confirmation from Borrower's counsel that the proposed loan meets the terms of the Additional Indebtedness Test as specified in Borrower's existing bond documents.

## II. Contingencies and other Requirements

This commitment shall be subject to the following conditions:

- 1) Borrower shall return a signed copy of this commitment letter to CLI on or before the expiration date listed above.
- 2) The loan shall be secured by a first mortgage lien on the property purchased and an assignment of all rents, leases, contracts, etc. concerning the property. The lease between Borrower and the tenant must be reviewed and approved by CLI prior to closing. Said property shall be subject to no other liens or encumbrances unless otherwise approved by CLI in writing. Payments made to other related entities for management fees or other similar expenses may be restricted by the lender in the event of an uncured default under the loan documents.
- 3) The loan will be made pursuant to a loan agreement entered into by the Borrower and CLI consistent with the terms of this commitment and such other normal covenants of the Lender's loan agreement.
- 4) That a mortgage title insurance policy in the face amount of not less than the total amount of the loan be issued by a title insurance company acceptable to CLI, insuring CLI is the holder of a good and valid first lien mortgage upon the real estate securing the loan.
- 5) During the term of the loan Borrower agrees to periodically supply CLI with financial statements, reports, and any other pertinent financial or statistical data as reasonably requested by CLI.
- 6) The loan agreement will include a limitation on MERF/MPM borrowing additional debt without obtaining prior written approval by CLI, subject to a de-minimis aggregate amount of \$1,000,000.
- 7) Borrower will be required to furnish to CLI evidence of builder's risk coverage/hazard insurance in an amount not less than the amount of the note. The policy is to provide for customary builders risk coverages, fire, and extended coverage on the entire facility. CLI is to be listed as mortgagee and loss payee. Evidence of such coverage must be furnished prior to loan funding and approved by CLI.
- 8) Loan funding is subject to the receipt of an appraisal performed by a third party deemed acceptable to CLI. The final loan amount will be limited to the lesser of the following amounts: \$4,500,000, 100% of costs, or 100% of appraised value as improved.
- 9) Borrower agrees to pay all lender's costs associated with this loan, including legal fees for document preparation (estimated to be \$8,000), flood searches (estimated at \$16) and environmental assessment (estimated at \$500). If the environmental assessment indicates any potential environmental issues, a Phase 1 must be obtained and approved by CLI prior to closing. If Borrower has already obtained a Phase 1 on the property the \$500 environmental assessment charge will be waived.

- 10) CLI and Borrower must review and approve all legal documents prior to closing and CLI and or its legal counsel must review and approve the corporate documentation of the Borrower and other entities involved in the transaction prior to closing.
- 11) The parties represent and agree that CLI is a resident of Potter County, Texas and that Borrower has contacted CLI in Potter County, Texas and this contract has been negotiated, in whole or in part, in Potter County, Texas. The parties further represent and agree that all notices and all payments to CLI are to be made in Potter County, Texas.
- 12) Based on the foregoing representations, the parties agree that this contract is to be governed by the laws of the state of Texas, and that jurisdiction of any dispute over interpretation or enforcement of this contract is proper in a district court in the state of Texas, which location would not be unreasonably inconvenient, or unjust. The parties therefore designate that any suit brought to interpret or enforce this contract shall be brought in a district court in Potter County, Texas, or in the United States District Court for the Northern District of Texas, Amarillo Division.

We look forward to working with you in connection with this transaction.

Sincerely,



Travis David  
Senior Vice President and Chief Financial Officer  
CLI Capital

This commitment has been agreed to and accepted by the undersigned on behalf of Borrower

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*Signature*

---

*Printed Name and Title / Date*

cc: Lender's Counsel

# Coversheet

## Approval of Purchase and Installation Synthetic Turf for MSA-1

<b>Section:</b>	IV. Action Items
<b>Item:</b> MSA-1	C. Approval of Purchase and Installation Synthetic Turf for
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Purchase and Installation of Synthetic Turf.pdf



Agenda Item #: IV C: Action Item

Date: May 26, 2022

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS")  
Board of Directors (the "Board")

From: Alfredo Rubalcava, CEO & Superintendent

Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities  
Mustafa Sahin, Project Manager

RE: Approval of Purchase and Installation of Synthetic Turf for the Benefit of MSA-1 and  
MSA-5

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## I. Proposed Recommendation(s)

Staff recommends and moves that the Board approve (1) the selection of Ecograss as the vendor for the purchase and installation of synthetic turf on land leased from Sherman Way L.P. for the benefit of MSA-1 and MSA-5 (the "Project"), (2) the expenditure of up to Two Hundred Thousand Dollars (\$200,000.00) on the Project, and (3) the execution of a contract for the Project that Staff may negotiate with such vendor.

## II. Background

The MSA-1 campus presently holds 1,000 students, approximately 750 students from MSA-1 and 250 students from MSA-5. The campus is congested, and students and staff occupy every possible space. Presently, the MSA-1 and MSA-5 students have physical education on two spaces – first, the middle school parking lot that has been adapted for this use and second, the lot leased from Sherman Way LP (successor in interest to CIM/18140 Sherman Way, L.P.) located at 18140-18160 Sherman Way (the "Leased Premises").

Staff wishes to provide a more enjoyable and functional space for MSA-1 and MSA-5 to conduct their physical education programs. Presently, all physical education is conducted on asphalt. Staff would like to install artificial turf on the Leased Premises. In order to make the investment worth it, MPS requested from the current owner of the Leased Premises that it extend the lease two more school years. MPS was successful and MPS and Sherman Way LP signed a lease amendment extending the term of the Lease for the Leased Premises until June 30, 2024.

MPS Staff proposes to install approximately 32,000 square feet of synthetic turf on the Leased Premises. See Exhibit A for a site plan that illustrates where the synthetic turf will be installed.

The MPS Facilities Department released a request for proposals ("RFP") for the supply and installation of the synthetic turf. See Exhibit B for the RFP. MSP Staff received four (4) proposals. After careful review, MPS staff desires to go with Ecograss. While their proposal is not the least expensive, Staff

May 26, 2022  
Page 2



believes it represents the best value. Ecograss has 30 years of experience and very good reviews from its customers. See **Exhibit C** for the Proposals.

At the conclusion of the term for the Lease Premises, MPS Staff will endeavor to remove the turf and re-use it elsewhere on the MSA-1 campus or else at another MPS campus.

### **III. Conclusion & Budget Impact**

Staff recommends that MPS sign a contract for \$168,140 with Ecograss for the Project and maintain a reserve of \$31,860 for any additional or unforeseen Project costs.

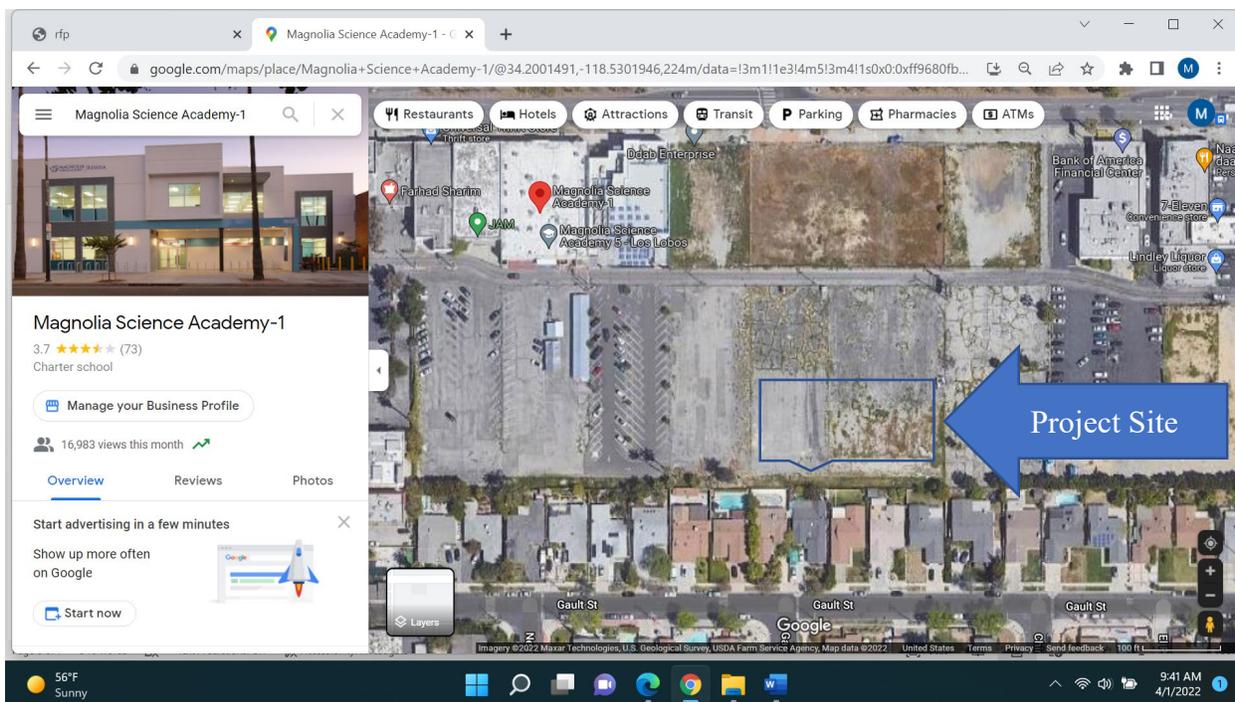
The costs for this synthetic turf project will be paid from MSA-1's reserves. The cost will not have a materially negative impact on MSA-1's reserves.

- Exhibit A \_\_\_\_\_ Site Improvement Site Plans for Project
- Exhibit B \_\_\_\_\_ RFP
- Exhibit C \_\_\_\_\_ Proposals



## Exhibit A

## Site Plan





## Exhibit B

## RFP



# MAGNOLIA PUBLIC SCHOOLS

Request for Qualifications/Proposals  
to Purchase Synthetic Turf for  
Magnolia Science Academy 1 | Reseda

Due Date:

**May 10, 2022**

## 1.0 INTRODUCTION

Magnolia Education & Research Foundation doing-business as Magnolia Public Schools ("**MPS**"), a charter school management organization, operates Magnolia Science Academy 1 ("**MSA-1**") located at 18220 Sherman Way and 18238 Sherman Way in the Reseda neighborhood of Los Angeles. The former houses MSA-1's high school and the latter houses MSA-1's middle school.

The purpose of this RFP is to receive comprehensive proposals from synthetic turf companies to install synthetic turf at the existing play area at MSA1. Included in this contract will be the fine grading / leveling as needed to complete installation of the turf product. The location of the Project Site is shown on Exhibit A.

Should there be a similar need for any other Magnolia Public Schools (MPS), the approved vendor, the need, and the price will be used.

### Site Tour

A site tour will be facilitated if requested.

### Proposals Due

Responses to the RFP are due no later than **5:00 PM (PST), Tuesday, May 10, 2022**, to the following individual:

Mustafa Sahin  
Project Manager  
Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
Suite 1500  
Los Angeles, CA 90012  
[msahin@magnoliapublicschools.org](mailto:msahin@magnoliapublicschools.org)  
[760-587-6031](tel:760-587-6031)

Questions regarding this RFP may be directed to the individual identified above via email.

### Proposal Format:

One (1) electronic PDF copy (by email) of your proposal must be delivered to the person indicated by the deadline stated above. Please endeavor to keep any emailed material to a single manageable file size (at or about 10 MBs) so that it may be easily distributed to the Selection Committee.

Respondents are encouraged to only include information pertinent to the Project and the Selection Committee's ability to select the vendor best suited to successfully complete this job.

### Interviews:

Interviews will be held at the discretion of MPS and MSA-1. Interviews, if any, are expected to be held on Tuesday- April 26th. Location and time are to be determined.

If interviews are held, respondents will meet with the Selection Committee for approximately ½ hour to 1 hour. The interview will be an open, unscripted format. Respondents will have 20 minutes to present any information they feel is pertinent followed by questions and answers and general discussion.

Selection Committee:

The Selection Committee will be composed of representatives from MPS and MSA-1.

**1.1 Timeline**

RFP Distributed:	May 3, 2022
Proposals Due:	May 10, 2022
Interviews, if any (exact time TBD):	May 11, 2022
Selection Announced:	May 12, 2022
Contract Execution:	ASAP following Selection

**2.0 PROJECT DESCRIPTION**

The purpose of this RFP is to receive comprehensive proposals from synthetic turf companies to install synthetic turf at the existing play area at MSA1 about 20000 sq ft. Included in this contract will be the fine grading / leveling as needed to complete installation of the turf product.

**3.0 PROPOSAL FORMAT**

Respondent shall format its response as set forth below to facilitate timely review and selection. Please be specific to the RFP, and do not include materials not explicitly requested, such as generic marketing materials.

**Your response should include the following:**

- Letter of interest
- Name of your company and the individual responsible for the account
- Restate all the requirements of Section 4.0 and provide responses to each

See Section 1.0 for additional proposal format clarifications.

**4.0 PROPOSAL REQUIREMENTS**

**4.1 Vendor Qualifications and Experience**

**4.1.1 Vendor Description.**

Provide a description of your company and why it is qualified to undertake the Project.

Provide the following:

A minimum of three (3) references, including

- (a) name and scope of the project
- (b) client name and contact information

(c) contract amount

#### **4.1.2 Qualifications and Experience of Key Personnel.**

Identify the person(s) that will be principally responsible for working with the MPS and leading this engagement and their qualifications and experience

#### **4.1.3 Insurance.**

Provide a description of vendor's insurance coverage.

#### **4.2 Cost**

Respondent's proposal should include an overall not to exceed cost and should be broken down in detail. The proposal should also provide a break-down of any and all other costs and fees including, but not limited to, labor, delivery fees, installation fees, applicable taxes, etc.

#### **4.3 Product Information**

Respondent will confirm its ability to provide the Project as described above in Section 2 Where a respondent believes there are multiple options for the Project, the respondent may provide such alternatives explaining the difference in each alternative and describing the cost differences.

#### **4.4 Warranty Information**

Provide a description of the warranty provided for the Project.

#### **4.5 Schedule**

Please provide a timeline to complete the project

#### **4.6 Contract**

The successful respondent will be required to sign an agreement with Owner in the form of Exhibit C (AIA Document A105-2017). Please provide an affirmative statement of respondent's concurrence or else any changes that respondent desires to make to the form agreement attached as Exhibit C.

#### **5.0 CONTACT**

Questions to Owner will be accepted via email by the Facilities Project Manager identified above. Answers to questions will be provided to all participants as available.

#### **6.0 RFP/Q EXHIBITS**

**Exhibit A:** Project Site Location

**Exhibit B:** AIA Document A105™-2017

**7.0 BID ACCEPTANCE/REJECTION**

The Owner reserves the right to reject any or all proposals or cancel the solicitation process at its sole discretion.

**8.0 PROPOSAL VALIDITY**

RFP responses shall be valid until execution of a contract, which is expected to occur on or about beginning of May 2022. No changes to information received within the Respondent's proposal shall be changed or altered without approval by the Owner.



## Exhibit C

## Proposals

**Ecograss**

7711 Etiwanda Avenue  
 Reseda, CA 91335  
 800-809-6632  
 ecograssus@gmail.com  
 www.ecograssus.com



ADDRESS
Mustas Sahin 18220 Sherman Way Reseda, C A 91335

SHIP TO
Mustas Sahin 18220 Sherman Way Reseda, C A 91335

ESTIMATE #	DATE	
4625	05/03/2022	

DATE	ACTIVITY	DESCRIPTION	AMOUNT
	<b>Ecograss Artificial Grass Installation</b>	Based on 40x80 yards -Clean area -Area Preparation -Turf Installation -Dumping/Hauling  Turf Product Installed: Playground Face Weight: 60oz Height: 1.65 Color: Field green / olive green Thatch: Brown Backing: Poly urethane Product warranty: 16 years Labor warranty: 10 years	168,140.00

SUBTOTAL	168,140.00
TAX	0.00
<b>TOTAL</b>	<b>\$168,140.00</b>

Accepted By

Accepted Date

**Turf Bros.**

6320 Canoga Avenue, 15th Floor  
 Woodland Hills, CA 91367  
 (818) 835-2416  
 contact@theturbros.com  
 www.theturbros.com

**Estimate 7630**

<b>ADDRESS</b> Mustafa Sahin 18238 Sherman Way Reseda, CA 91335, USA	<b>DATE</b> 05/10/2022	<b>TOTAL</b> <b>\$218,647.80</b>	<b>EXPIRATION DATE</b> 05/24/2022
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DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	<b>Artificial Grass Installation - Glue Down</b>	Turf Installation (Glue Down) + Infill	32,634	6.20	202,330.80
	<b>Antimicrobial Infill</b>	Green Coated Infill	32,634	0.50	16,317.00
	<b>Super Sport</b>	16-Year Warranty, 1.18" Pile Height, 110oz	1	0.00	0.00
	<b>10 Year Labor Warranty</b>		1	0.00	0.00
		<b>SUBTOTAL</b>			218,647.80
		<b>TAX</b>			0.00
		<b>TOTAL</b>			<b>\$218,647.80</b>

THANK YOU.

Accepted By

Accepted Date

## Terms:

We Hereby propose to furnish materials and labor- complete in accordance with the above specifications with payments to be made as follows: 10% deposit and paid in full on the day of completion. Please add 3% if paying by credit card. We are not responsible for any delays or damages in the install process that occur due to work done by other contractors.

ESTIMATE

EST5618



## Turf Geniuses, LLC

6258 Penfield Ave  
 Woodland Hills, Ca 91367  
 8186579299  
 turfgeniuses@gmail.com

DATE

04/29/2022

TOTAL

USD \$170,000.00

TO

### Mustafa Sahin / Magnolia Public Schools

18220 Shermanway , Reseda  
 ☎ 760-587-6031  
 Msahin@magnoliapublicschools.org

DESCRIPTION	RATE	QTY	AMOUNT
38,152 sq ft. Premier Synthetic Grass Full Installation, material, hardware etc..	\$170,000.00	1	\$170,000.00
<b>TOTAL</b>			<b>USD \$170,000.00</b>



May 10, 2022

PROJECT

**MAGNOLIA EDUCATION & RESEARCH FOUNDATION**  
**18220 Sherman Way,**  
**Reseda, CA 91335**

ATTENTION

**Magnolia Public Schools**  
**250 East 1<sup>st</sup> Street, Suite 1500**  
**Los Angeles, CA 90012**  
**Attn: Mustafa Sahin, Project Manager**

Dear Mustafa Sahin,

We are pleased to submit our construction services proposal for the Magnolia Education & Research Foundation project in Reseda. Our proposal reflects a dedicated and experienced project team with similar project experience and the management tools that will lend to a successful project. We look forward to meeting with you where we can introduce the Green Star Turf team and review our proposal.

**PROJECT SCHEDULE**

1. We are projecting a (2) week construction schedule which we feel is the time required to complete this project.
2. Specified products & materials are available within (1) week of approval of our proposal.

- ❖ START DATE: 05/16/22
- ❖ Material on-site 05/16/22
- ❖ Installation 1-2 weeks

We believe in developing long term relationships with our clients. We approach our work and achieve results with our customer's best interests in mind. We are a "proven" contractor with a track record of delivering on our commitments. For additional information or project history please visit our website at [GreenStarTurf.com](http://GreenStarTurf.com). If you have any questions as you review this proposal please contact me directly at 818-457-7711.

Sincerely,

**GREEN STAR TURF**

Jason Caputo  
Project Manager

**Green Star Turf**

18520 Wyandotte St

Reseda, CA 91335

(818) 938 9220

greenstarturf@gmail.com

**ADDRESS**

Mr. Sahin

Magnolia Public School

**SHIP TO**

Mr. Sahin

Magnolia Public School

Estimate 1115

DATE 04/21/2022

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	<b>Georgia Green</b>	George Green - Olive green/ field green bi-color with a brown thatch; 1.45" pile height; C shaped, de-lustered, Cool fiber; 60 oz face weight; triple layer primary	35,445	1.7799972	63,092.00T
	<b>Silica Sand #30 - 50lb bag</b>		708	6.25	4,425.00T
	<b>Glue</b>	5 gallon glue for securing turf to asphalt	10	550.00	5,500.00T
	<b>Seaming Tape</b>		2,500	1.25	3,125.00T
	<b>Delivery</b>		2	105.00	210.00
	<b>labor</b>	Turf installation - rolling out turf, power brooming, securing, and cutting turf to fit into place, seaming turf together to look like one piece, stretching, adding infill, infill brushing, washing turf down.	33,366	1.75	58,390.50

SUBTOTAL 134,742.50

TAX 7,233.50

**TOTAL \$141,976.00**