



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday October 9, 2025 at 5:30 PM PDT

Location

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

Access to the Board Meeting

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

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County Anaheim (412 W. Carl Karcher Way, Anaheim, CA 92801)
- Magnolia Science Academy-Orange County Placentia Yorba Linda (1891 Kellogg Dr, Anaheim, CA 92807)

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from.

- 2460 W Bayshore Rd, Apt 6, Palo Alto, CA 94303 (**Dr. Umit Yapanel**)
- 6525 Estrella Ave, San Diego, CA 92120 (**Dr. Salih Dikbas**)
- 5113 Babette Ave, Los Angeles, CA 90066 (**Mrs. Diane Gonzalez**)

Dialing information for this meeting is included below:

Dial in: 1-669-444-9171

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

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

Accessibility

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection.

Public Comment Procedures

Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Student Board Member:

Ms. Sofia Perez

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			3 m
F. Announcements - CEO & Superintendent, Board, Student Board Member			12 m
G. Approval of Minutes from MPS Regular Board Meeting - September 11, 2025	Approve Minutes		1 m
II. Action Item - Board Membership			5:50 PM
A. Approval of Board Candidate to the MPS Board of Directors	Vote	MPS Nominating/Governance Committee	10 m
Candidate: Mr. Serdar Orazov			
III. Information/Discussion Items			6:00 PM
A. 2024-25 CEO Metrics & Strategic Plan Academic Department Update	Discuss	Gokhan Serce	25 m

	Purpose	Presenter	Time
IV. Closed Session			6:25 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Discipline/Dismissal Release (§ 54957)			60 m
C. Conference with Legal Counsel – Anticipated Litigation Initiation of litigation pursuant to §54956.9(c): 1 case			40 m
D. Conference with Real Property Negotiations (§ 54956.8) Property: 1115-1125 Lillian Way, 6331-6363 Santa Monica Boulevard, 6325 Santa Monica Boulevard, Los Angeles, CA Agency Negotiation: Alfredo Rubalcava Negotiating Parties: Magnolia and Current Owner of Property Under Negotiation: Terms of Potential Purchase including Price			5 m
E. Report Out of Closed Session	FYI		1 m
V. Consent Items			8:12 PM
A. Approval of 2025–26 Compliance Monitoring and Certification of Board Compliance Review for MSA–4, 6, 7, Bell, and Santa Ana	Vote	David Yilmaz	3 m
B. Approval of Revised MPS Conflict of Interest Policy	Vote	Alfredo Rubalcava	3 m
VI. Information/Discussion Items			8:18 PM
A. MPS Annual Authorizer Oversight Reports Oversight reports from the Los Angeles Unified School District (LAUSD) & Los Angeles County Office of Education (LACOE)	Discuss	David Yilmaz	25 m
B. Enrollment Update	Discuss	Brenda Olivares	10 m
C. 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation	Discuss	David Yilmaz & Fiorella Del Carpio	5 m

	Purpose	Presenter	Time
D. Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights	Discuss	Fiorella Del Carpio	15 m
VII. Action Items			9:13 PM
A. Approval of General Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2	Vote	Patrick Ontiveros	15 m
B. Approval of Solar Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2	Vote	Patrick Ontiveros	15 m
VIII. Closing Items			9:43 PM
A. Adjourn Meeting			1 m

Coversheet

Announcements - CEO & Superintendent, Board, Student Board Member

Section:	I. Opening Items
Item:	F. Announcements - CEO & Superintendent, Board, Student Board Member
Purpose:	
Submitted by:	
Related Material:	CEO & Superintendent Announcements - October 9, 2025.pdf



CEO & Superintendent Announcements

October 9, 2025

Student Board Member Announcement



Ms. Sofia Perez is an official member of the
**Los Angeles County Superintendent
Student Advisory Council.**

She will be representing Magnolia Public
Schools and the student community in this
space. **First in MPS history!**

Deputy Superintendent Announcement

MPS Strategic Plan Update
Slides in the next section.



Magnolia Public Schools

2030 Strategic Plan Update

October 2025



Today's Meeting

Overall Goals:

- Provide a Magnolia 2030 strategy progress update
- Preview upcoming activities

TOPICS 01

Project Update

Time 15 min

Sub-topics

+ *Progress Update*

02

Looking Ahead

5 min

+ *Phase 2 (in progress)*
+ *Phase 3*

03

Upcoming Dates

5 min

+ *Key Upcoming Dates*

Project Update

01

Phase 2: Co-Creating Magnolia's 2030 Strategic Plan

Goal: Develop a **compelling 5-year strategy** for Magnolia Public Schools with **clear sequencing and measures of success**, by establishing a **common fact base as a starting point for strategy development**, and supporting the **strategic plan's socialization efforts** to ensure Magnolia's board and staff alignment.



Phase 2 Priorities

- ☒ Facilitate design session with Magnolia's C-team to co-create 5-year strategy
- ☒ Synthesize key takeaways from in-person design session
- ☐ Refine metrics of success and milestones for each priority area with designated owners
- ☐ Develop strategic plan document draft (PowerPoint)
- ☐ Reiterate on strategic plan document with Steering Committee and C-team to produce a 90% ready draft for further stakeholder socialization during Phase 3 in November

In Progress

Stakeholder Engagement

From May to August of 2025, MGT conducted interviews, focus group sessions, and surveys with **more than 15,000 stakeholders with deep roots in MPS schools**. In mid-September of 2025, more than 15 MPS leaders gathered for an all-day design session to begin the strategic plan creation process.

Stakeholders Engagement



850+ Students



11 Principals



11 Home Office Staff Members



600+ Families



8 Teachers



Stakeholders Engagement Synthesis

[Home Office Interviews](#)

[Principal Focus Groups](#)

[Teacher Focus Groups](#)

[Family Focus Groups](#)

[Family & Student Surveys](#)

Priority Areas for 2030 Plan

Based on stakeholder input, Magnolia Public Schools is prioritizing three critical areas—student experience, school talent, and operational excellence—to achieve its “North Star” goal of becoming the flagship charter network where every student thrives academically, socially, and emotionally.

STUDENT EXPERIENCE



By enhancing the student experience, we will ensure every learner has access to rigorous academic and enriching opportunities that prepare them for the future.

ORGANIZATIONAL TALENT



By investing in our talent, we will develop and sustain the educators and staff who are equipped, supported, and inspired to model and cultivate the Magnolia Graduate competencies in students.

OPERATIONAL EXCELLENCE



Through operational excellence, school sites will build the strong systems, resources, and environments that will allow teaching and learning to flourish.

Key Actions by Priority Area

Coming out of the September 12 in-person design session, MPS leaders aligned on the following **nine key actions** **Magnolia will be laser-focused on** to drive progress in each priority area.

STUDENT EXPERIENCE



Codify Magnolia's academic model, including extracurricular opportunities, that prepares all students for college, career, and life.

Enhance Magnolia's STEAM¹ framework by defining a consistent student experience across campuses and ensuring equitable access for STEAM careers and pathways exploration.

Improve Magnolia's physical environment and invest in school facilities to create safe, vibrant and inclusive spaces that support student learning and well-being.

ORGANIZATIONAL TALENT



Become an Employer of Choice:

Recruit and retain diverse, mission-driven talent through high-quality recruitment, onboarding, and recognition.

Lead with Equity in Compensation & Role Clarity: Honor every employee with fair, transparent pay and clear, sustainable roles.

Grow Our People, Grow Our Schools:

Create a culture of coaching and career growth, where every employee receives meaningful feedback, develops professionally, and has a clear path for advancement.

OPERATIONAL EXCELLENCE



Establish centralized systems, processes and standard operating procedures and create training systems to support implementation with fidelity.

Foster a **balance of centralized and regional support structures** rooted in a customer-service mindset.

Creating **clear communication norms** and a **centralized information hub**.

Looking Ahead

02

Phase 2: Co-Creating Magnolia's 2030 Strategic Plan



Upcoming Phase 2 Activities

- ❑ Refine metrics of success and milestones for each priority area with designated owners
- ❑ Develop strategic plan document draft (PowerPoint)
- ❑ Reiterate on strategic plan document with Steering Committee and C-team to produce a 90% ready draft for further stakeholder socialization during Phase 3 in November

Phase 3: Finalizing Magnolia's 2030 Strategic Plan



Phase 3 Priorities

- ❑ Support internal socialization of strategic plan
- ❑ Finalize strategic plan document based on received feedback
- ❑ Develop high-level implementation roadmap (*to be further developed into individual department implementation plans by each department leader*)

Upcoming Dates

03

Key Upcoming Dates

To keep you up to date on the progress of our strategic planning process, **we will provide high-level updates in this format monthly** per the below schedule:

October

- **October 2:** Principal Meeting Update
- **October 6:** Home Office Team Update
- **October 9:** Board Meeting Update
- **October 20:** C-Team Strategic Plan Live Feedback Session

We are here

November

- **November 5:** Principal Meeting Update
- **November 10:** Home Office Team Update
- **November 13:** Board Meeting Update

Advancement Announcement

Bryant Olandes, Director of Advancement

Magnolia Public Schools has been selected as **one of only eight awardees out of 168 applicants** for the Samueli Foundation: *Build OC Fund*.

\$995,000 to support the MSA-OC Campus Improvement Project, advancing our facilities and expanding access to high-quality learning environments for our students.



Thank You
Samueli
Foundation

Current grant & philanthropic initiatives include:

- Facilities
- Community Schools expansion
- Expanded Learning Opportunities Program (ELOP)
- Post-Secondary & College-Career Readiness initiatives

Coversheet

Approval of Minutes from MPS Regular Board Meeting - September 11, 2025

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - September 11, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on September 11, 2025

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday September 11, 2025 at 6:00 PM

Location

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

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Student Board Member:

Ms. Sofia Perez

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez, M. Muhammedov, S. Dikbas, U. Yapanel

Directors Absent

S. Covarrubias

Directors who left before the meeting adjourned

U. Yapanel

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 11, 2025 at 6:01 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to the attendance information recorded above. S. Perez, Student Board Member, was not present at this time.

D. Approval of Agenda

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

E. Public Comments

No public comments were made at this time.

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

A. Rubalcava, CEO & Superintendent, thanked staff for their work and preparedness for a successful first day of school across all MPS campuses. E. Acar, Deputy Superintendent, provided an update on the MPS 2030 Strategic Plan inclusive of the discussions held and next steps. A. Rubalcava, also voiced the observance of the 24th anniversary of September 11th. He thanked all schools for the activities held today in remembrance of that day.

S. Perez, Student Board Member, joined at this time from her school sports event. She announced her application to the Los Angeles County Superintendent's Student Advisory Council and that she should hear back soon. She also added that first day of school at Magnolia Science Academy-1 went well. M. Muhammedov, Board Chair, announced that as part of the steering committee for the 2030 Strategic Plan, he urged all levels inclusive of school staff and teachers to participate in these discussions in an effort to make impactful changes in the organization.

G. Approval of Minutes from MPS Regular Board Meeting - August 7, 2025

M. Muhammedov made a motion to approve the minutes from Regular Board Meeting on 08-07-25.

U. Yapanel seconded the motion.

S. Perez, Student Board Member, voted as a yes as her opinion of this item.

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

Roll Call

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

II. Information/Discussion Items

A. Ethics Training Part II

J. Lara, Board Secretary, reported that this is a continuation from the training the Board received at the August 7th Regular Board Meeting which covered one (1) hour of the Ethics Training inclusive of the Brown Act. Janelle Ruley, Legal Counsel at Young, Minney, & Corr, conducted the remaining of training to satisfy the Ethics Training completion. Board Members who completed the Ethics Training in full are: Mr. Mekan Muhammedov, Dr. Umit Yapanel, Dr. Salih Dikbas, and Mrs. Diane Gonzalez.

Ms. Sandra Covarrubias, was absent from this meeting, and will complete the remaining portion of the Ethics Training with legal counsel separately. At this time she has fulfilled one (1) hour of the Ethics Training inclusive of the Brown Act.

III. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss confidential student enrollment matter case #202501, and will report out of closed session.

B.

Confidential Student Enrollment Matter – Consideration of Potential Enrollment of Previously Expelled Pupil Case No.: 202501

Item was discussed in Closed Session.

C. Report Out of Closed Session

M. Muhammedov, reported in open session at 7:56pm that in regards to the closed session item, the Board approved enrollment regarding the confidential student enrollment matter case #202501, and the Board unanimously voted to approve the enrollment.

IV. Consent Items

A. Approval of ASES Memorandum of Agreement with YMCA and San Diego County Office of Education

S. Dikbas made a motion to grant approval to Mr. Alfredo Rubalcava, CEO and Superintendent of Magnolia Public Schools, to sign the Memorandum of Agreement (MOA) for Magnolia Science Academy – San Diego Afterschool ASES Program with YMCA of San Diego County (YMCA) for a retroactive date effective June 19th, 2025. I also move that the Board grants approval to Mr. Alfredo Rubalcava to sign the Memorandum of Agreement with the San Diego County Office of Education when it is received.

U. Yapanel seconded the motion.

S. Perez, Student Board Member, voted as a yes as her opinion of this item.

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

Roll Call

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

V. Information/Discussion Items

A. Enrollment Update

B. Olivares, Chief Impact Officer, provided an extensive update on the enrollments across all MPS school sites. She also provided information of actions that will be taken such as after action review with each of the schools to establish goals and key benchmarks. She also added that per the request from the Board, staff are discussing and learning more from schools that are meeting or exceeding their goals so practices can be shared to Principals. Board Members questions were addressed by staff.

VI. Action Items

A.

Approval of 2024-25 Unaudited Actuals Reports

S. Budhraja, Chief Financial Officer, presented the item speaking on the challenges faced this year with certain schools and the Home Office. He reported on the actual financials results for the fiscal year 2024-25 and changes to revenue and expenditures from the previous reporting. He went over the details for MPS and by each school site. Board Members questions and comments were addressed by staff.

M. Muhammedov made a motion to approve the 2024-2025 Unaudited Actuals Report for all Magnolia Public Schools and the Home Office.

D. Gonzalez seconded the motion.

S. Perez, Student Board Member, voted as a yes as her opinion of this item.

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

Roll Call

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

B. Approval of Magnolia Science Academy-Orange County California State Disability Insurance Program

S. Budhraja, Chief Financial Officer, reported that with the expansion of the new schools in Orange County, comes with certain requirements. The resolution would allow employees to participate in the State Disability Insurance (SDI) specific for Magnolia Science Academy(MSA)-Orange County. The resolution would allow MSA-Orange County to participate in this program which is consistent with other MPS schools. He added that Finance will be processing all items related to the SDI on payroll and its reporting system to include this information as part of the quarterly wage and other financial reporting.

M. Muhammedov made a motion to approve the Resolution to allow Magnolia Science Academy-Orange County to participate in the State Disability Insurance Program (SDI), effective retroactively to September 1, 2025.

U. Yapanel seconded the motion.

S. Perez, Student Board Member, voted as a yes as her opinion of this item.

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

Roll Call

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

C. Prop 28 Arts and Music in Schools Funding Annual Reports for the 2025-26 Fiscal Year for All MPS Schools

J. Lara, Board Secretary, verbally pointed out the typo on the agenda which should have been reflected as 2024-25.

H. Ciftci, Senior Financial Analyst, presenting on behalf of G. Serce, Chief Academic Officer. He provided background that the Arts and Music in Schools (AMS) provides additional funding for arts education. He added that funds are delivered every year and can be used over a three (3) year period. He reported that most schools partially utilized the allocations and remaining amounts are to be carried over to the following year in accordance with CDE guidelines. He added that Magnolia Science Academy(MSA)-San Diego fully utilized its allocation and MSA-8 did not utilize its allocation in 2024-25 and will carry over to 2025-26. The annual report for each school was included. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the required Proposition 28 Arts and Music in Schools (AMS) Funding Annual Reports for Magnolia Science Academy (MSA)-1, 2, 3, 4, 5, 6, 7, 8, Santa Ana and San Diego for 2024-25 Fiscal Year.

M. Muhammedov seconded the motion.

S. Perez, Student Board Member, voted as a yes as her opinion of this item.

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

Roll Call

M. Muhammedov Aye

D. Gonzalez Aye

U. Yapanel Aye

S. Covarrubias Absent

S. Dikbas Aye

U. Yapanel left at 9:28 PM.

VII. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss conference with legal counsel on anticipated litigation and conference with real property negotiations. They will report out of closed session.

B. Conference with Legal Counsel – Anticipated Litigation

Item was discussed in Closed Session.

C. Conference with Real Property Negotiations (§ 54956.8)

Item was discussed in Closed Session.

D. Report Out of Closed Session

M. Muhammedov, reported in open session at 9:50pm regarding the items on closed session, the Board took no action on the items and the Board directed staff to take necessary actions.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:51 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Board Candidate to the MPS Board of Directors

Section:	II. Action Item - Board Membership
Item:	A. Approval of Board Candidate to the MPS Board of Directors
Purpose:	Vote
Submitted by:	
Related Material:	II_A_Board Candidate Serdar Orazov.pdf



Agenda Item:	II A: Action Item – MPS Board Membership
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Dr. Umit Yapanel, Chair of the Nominating/Governance Committee
Lead(s):	Dr. Umit Yapanel, Committee Chair
RE:	Approval of Board Candidate to the MPS Board of Directors – Mr. Serdar Orazov

Action Proposed:

The motion is for the MPS Board of Directors to accept the recommendation from the MPS Nominating/Governance Committee to appoint Mr. Serdar Orazov to the MPS Board of Directors for a 5-year term beginning on October 9, 2025 and ending on October 8, 2030.

Committee Recommendation and Discussion:

The Nominating/Governance Committee Meeting met on Thursday, September 11th, and moved to recommend Mr. Serdar Orazov to the full Board of Directors. The Committee noted that Mr. Orazov’s institutional knowledge of Magnolia Public Schools (MPS), along with his expertise in finance, risk management, and capital projects, would be an asset to MPS, particularly as the organization advances its construction projects, financial planning, and expansion in Orange County.

The Committee also discussed Mr. Orazov’s prior involvement with MPS in various capacities before his departure, as well as his experience as a former MPS Board Member from 2015-2020. He was familiar with the responsibilities and commitments required of Board service.

Purpose:

MPS Board of Directors in seeking to expand the capacity of the Board and include individuals who are professionals in the space of finance, education, philanthropy, and parents. The candidate, Mr. Serdar Orazov, is an experienced finance and operations leader who brings extensive financial strategy and educational management expertise. The push to identify experienced candidates are still ongoing to fill



the other vacant capacities in the Board. The purpose of this item is to further consider the candidate, Mr. Serdar Orazov.

Background:

Mr. Serdar Orazov is a finance and operations executive across nonprofit, education, and private sectors. He currently serves as the Chief Financial Officer at La Scuola International School, overseeing strategic financial planning, risk management, and capital development projects.

Previously with Magnolia Public Schools (MPS), he served in multiple capacities:

- Business Manager/Accountant (2007-2010)
- Director of Finance and Accounting (2010-2013)
- MPS Board of Directors serving a 5-year term (2015-2020)
- Chief Financial Officer (2020-2021)

Exhibits:

- Resume of Mr. Serdar Orazov

SERDAR ORAZOV

Professional Summary

Finance and operations leader with extensive experience in nonprofit governance, strategic planning, and financial sustainability. Committed to advancing educational and community initiatives through board service.

Experience

Chief Financial Officer

Current

La Scuola International School

- ✓ Lead all aspects of financial strategy and operations for a private independent school, including budgeting, forecasting, cash flow management, and financial reporting to the Board of Trustees
- ✓ Develop and manage annual operating budgets, ensuring alignment with the school's mission, enrollment goals, and long-term sustainability
- ✓ Oversee tuition setting, financial aid strategy, and multi-year planning to balance accessibility with financial health
- ✓ Direct debt financing, and banking relationships; advise the Finance and Investment Committees on long-term capital structure and risk management
- ✓ Partner with the Head of School and senior leadership on strategic initiatives including capital projects, campus expansion, and program development
- ✓ Provide financial oversight and risk management for \$40M+ construction and campus development projects, ensuring alignment with budget, financing, and long-term planning.
- ✓ Strengthen financial policies, internal controls, and compliance processes to support nonprofit standards and independent school best practices

Chief Financial Officer

8/2020 to 09/2021

Magnolia Public Schools

- ✓ Partner with CEO and other senior leaders to execute MPS's expansion plans ensuring the organization is operationally prepared, spreading best practices and efficiencies across the organization
- ✓ Maintain financial best practices, utilize standard operating procedures, and generally serve as a point of reference for MPS financial systems and planning
- ✓ Serve on the MPS Executive Team and serve as an internal consultant to the CEO and Board on financial matters, making recommendations and suggesting pro-active strategies to keep MPS aligned with its financial targets, programmatic growth, and organizational strategic plans.
- ✓ Oversee Federal and State special purpose program funds and grants reporting and compliance
- ✓ Implemented a new FP&A software to streamline the budgeting process for special purpose grants
- ✓ Participate in high-level internal planning regarding MPS's expansion, to ensure alignment of program with financial projections

- ✓ Provide oversight for and manage all budgets, audits, internal financial plans and processes, and work with stakeholders to collaborate on financial forecasting for MPS.
- ✓ Manage monthly, quarterly and annual reporting to monitor, evaluate and optimize cash-flow and liquidity, and keep the senior leadership team, Board, up-to-date on MPS's financial status.
- ✓ Maintain a top-tier internal finance team by actively recruiting, training and developing talented accountants, clerks, consultants, auditors, and payroll staff
- ✓ Managing finance, HR and IT related procedures
- ✓ Manage team of financial Controller, Director of Finance, Payroll Manager and AP staff

Controller

4/2015 – 7/2020

Church Divinity School of the Pacific (graduate school) – Berkeley, California

- ✓ Brought outsourced accounting services in house.
- ✓ Built a new financial accounting system and chart of accounts for fund accounting and grants reporting
- ✓ Implemented a new accounting and FP&A software
- ✓ Developed a new budgeting structure to keep track of endowment and grant spending
- ✓ Built and managed high performing team from the scratch.
- ✓ Oversee all accounts, ledgers, and reporting systems ensuring compliance with appropriate GAAP standards and regulatory requirements.
- ✓ Maintain internal control and safeguards for receipt of revenue, costs, and program budgets and actual expenditures.
- ✓ Work with a development office on data base reconciliation and provide donor specific reports as needed.
- ✓ Administration and coordination of Federal and private foundation grants
- ✓ Federal student loan and work study program reporting and oversight
- ✓ Monitor endowment and grant spending, and reporting
- ✓ Coordinate annual audit activity.
- ✓ Manage and track the performance of invested assets in keeping with policies and investment guidelines.
- ✓ Consistently analyze financial data and present financial reports in an accurate and timely manner; clearly communicate monthly, quarterly, and annual financial statements to management and board of trustees.

Director of Finance and Operations

09/2013 to 4/2015

Dowrion LLC (Start-up) – San Leandro, California

- ✓ Planned and directed all functions of the company, developed marketing plans, deployed resources to achieve financial forecast and business objectives.
- ✓ Established and integrated the functional strategies of the company utilizing business expertise to reach financial/operational goals and objectives.

Director of Finance and Accounting

07/2010 to 08/2013

Magnolia Educational & Research Foundation – Westminster, California

- ✓ Maintain general ledger as needed, generate and interpret accurate financial records and statements for management, oversee and train accounting associates, control payroll process, AR and AP, investigate budget and variance issues, perform internal audit and lead the team in year-end formal audit process.

- ✓ Manage financial and budgetary processes of the foundation, monitor and interpret budget and cash flows, prepare and interpret financial statements, manage company's financial accounting, monitoring and reporting systems, develop financial management mechanisms that minimize financial risk, conduct reviews and evaluations for cost-reduction opportunities.
- ✓ Managing and overseeing the daily operations of the accounting department. Establish and enforce proper accounting methods, policies and principles. Coordinate and complete annual audits. Monitor and analyze accounting data and produce financial reports or statements. Managing and coaching 6-8 accounting staff.

Business Manager/Accountant

10/2007 to 07/2010

Magnolia Educational & Research Foundation – San Diego, California

- ✓ Perform month-end and year-end closing activities, including posting journal entries, calculating accruals and deferrals, balance sheet reconciliations, payroll processing, Perform routine accounting tasks processing payments, reconciling daily bank activity, fixed asset accounting, travel and expense reporting, corporate credit cards, 1099 filing, oversee AR and AP, HR filing.

Education

MBA: Finance, Accounting

Jan 2005

Moscow Aviation Institute (State Technical University) Russian Federation - Moscow

Bachelor of Science: BS in Engineering

Jan 2003

International University – Ashgabat

Coversheet

2024-25 CEO Metrics & Strategic Plan

Section:	III. Information/Discussion Items
Item:	A. 2024-25 CEO Metrics & Strategic Plan
Purpose:	Discuss
Submitted by:	
Related Material:	III_A_Strategic Plan - Academic Update.pdf



MAGNOLIA
PUBLIC SCHOOLS

Academic
DEPARTMENT

Academic Update

October 2025



Academic DEPARTMENT



Data & Accountability Department



**DAVID
YILMAZ**
*Chief
Accountability
Officer*



**Dr. OMAR F.
POLAT**
*Director of State &
Federal Programs*



**LYDIETT
WOODS**
*Director of School
Office Data &
Accountability*



**JENNIFER
HOOK**
*Director of
Accountability
Operations*



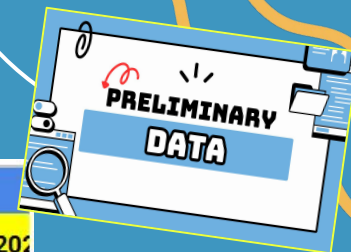
**ISHMAIL
OZKAY**
*Director of Data
Systems &
Analytics*

Powered by BoardOnTrack

Academic Update

MPS Demographics

Current MPS Demographics



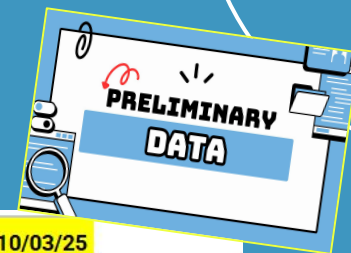
2025-26 data from CALPADS Fall 1 certification; historical data from CDE DataQuest

Last updated on 10/03/2025

2025-26 Enrollment by Ethnicity

	African / America	Asian	Filipino	Hispanic	Pacific I	White	Two or More	Not Rep	Total
MSA-1	5	1	27	15	595	0	32	2	677
MSA-2	8	0	9	4	411	0	14	2	448
MSA-3	186	0	3	1	195	2	2	6	395
MSA-4	6	1	0	0	113	0	3	0	123
MSA-5	5	2	9	5	158	0	13	2	194
MSA-6	11	0	7	2	131	0	5	1	157
MSA-7	11	1	15	15	185	0	43	6	276
MSA-BELL	0	1	3	1	370	0	19	1	395
MSA-SD	25	0	35	4	162	2	187	66	481
MSA-SA	8	4	12	1	482	2	74	3	586
MSA-OC	2	0	4	7	56	0	7	3	79
	267	10	124	55	2,858	6	399	92	3,811
	7.0%	0.3%	3.3%	1.4%	75.0%	0.2%	10.5%	2.4%	0.0%

Current MPS Demographics



2025-26 data from CALPADS Fall 1 certification; historical data from CDE DataQuest

Last Updated on : 10/03/25

2025-26 Enrollment by Special Groups

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELE	IMMIGR	UNDUP	Enrollment
MSA-1	408	465	172	112	11	123	33	49	1	10	54	467	677
MSA-2	286	296	76	84	12	96	8	37	0	7	25	295	448
MSA-3	172	201	20	82	12	94	5	11	3	12	5	198	395
MSA-4	51	81	19	31	1	32	6	5	0	3	8	79	123
MSA-5	117	131	38	30	3	33	4	2	1	11	19	125	194
MSA-6	141	113	27	28	7	35	7	8	0	2	13	105	157
MSA-7	196	157	82	35	4	39	9	3	0	4	19	181	276
MSA-BELL	256	257	50	46	11	57	5	32	1	26	11	252	395
MSA-SD	85	105	7	97	37	134	1	84	0	4	2	108	481
MSA-SA	384	352	148	97	22	119	42	28	1	19	24	379	586
MSA-OC	51	39	18	15	2	17	3	0	0	2	8	46	79
	2,147	2,197	657	657	122	779	123	259	7	100	188	2,235	3,811
	56.3%	57.6%	17.2%	17.2%	3.2%	20.4%	3.2%	6.8%	0.2%	2.6%	4.9%	58.6%	

Current MPS Demographics



2025-26 data from CALPADS Fall 1 certification; historical data from CDE DataQuest

Last Updated on : 10/03/25

2025-26 Enrollment by Special Groups

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELE	IMMIGR	UNDUP
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2025-26 Enrollment by Special Groups (Percents)

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELE	IMMIGR	UNDUP
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MSA-1	60.3%	68.7%	25.4%	16.5%	1.6%	18.2%	4.9%	7.2%	0.1%	1.5%	8.0%	69.0%
MSA-2	63.8%	66.1%	17.0%	18.8%	2.7%	21.4%	1.8%	8.3%	0.0%	1.6%	5.6%	65.8%
MSA-3	43.5%	50.9%	5.1%	20.8%	3.0%	23.8%	1.3%	2.8%	0.8%	3.0%	1.3%	50.1%
MSA-4	41.5%	65.9%	15.4%	25.2%	0.8%	26.0%	4.9%	4.1%	0.0%	2.4%	6.5%	64.2%
MSA-5	60.3%	67.5%	19.6%	15.5%	1.5%	17.0%	2.1%	1.0%	0.5%	5.7%	9.8%	64.4%
MSA-6	89.8%	72.0%	17.2%	17.8%	4.5%	22.3%	4.5%	5.1%	0.0%	1.3%	8.3%	66.9%
MSA-7	71.0%	56.9%	29.7%	12.7%	1.4%	14.1%	3.3%	1.1%	0.0%	1.4%	6.9%	65.6%
MSA-BELL	64.8%	65.1%	12.7%	11.6%	2.8%	14.4%	1.3%	8.1%	0.3%	6.6%	2.8%	63.8%
MSA-SD	17.7%	21.8%	1.5%	20.2%	7.7%	27.9%	0.2%	17.5%	0.0%	0.8%	0.4%	22.5%
MSA-SA	65.5%	60.1%	25.3%	16.6%	3.8%	20.3%	7.2%	4.8%	0.2%	3.2%	4.1%	64.7%
MSA-OC	64.6%	49.4%	22.8%	19.0%	2.5%	21.5%	3.8%	0.0%	0.0%	2.5%	10.1%	58.2%

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELES	IMMIGRAN	UNDUP
--	------	-----	----	-----	-----	---------	------	------	----	---------	----------	-------

MPS	56.3%	57.6%	17.2%	17.2%	3.2%	20.4%	3.2%	6.8%	0.2%	2.6%	4.9%	58.6%
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Expanded Learning

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SD	MSA-SA	MSA-OC
Enrollment: ASES/21st	217	325	150	45	105	50	185	168	125	327	23

MPS has more than 1720 students involved in expanded learning programming (tutoring, clubs, after-school programming, Saturday School enrichment and intersession program) across all 11 schools

Academic Update

MPS Average Daily Attendance (ADA) Data

MPS ADA Data

Updated on 10/8/2025

School Name	2024-25 P-1	2024-25 P-2	2024-25 Annual ADA	Target ADA	Cumulative ADA as of Oct 3	Distance from Target ADA
MSA-1	93.06%	92.39%	92.07%	94.06%	94.06%	0.00%
MSA-2	93.94%	93.26%	93.33%	94.26%	95.11%	▲ 0.85%
MSA-3	93.12%	91.83%	91.93%	93.48%	93.88%	▲ 0.40%
MSA-4	93.04%	91.41%	91.19%	93%	93.12%	▲ 0.12%
MSA-5	92.39%	92.01%	92.09%	93.01%	94.43%	▲ 1.42%
MSA-6	95.81%	94.67%	94.61%	96%	96.21%	▲ 0.21%
MSA-7	93.94%	93.05%	92.70%	95%	94.38%	▼ -0.62%
MSA-8	93.85%	92.48%	91.99%	94%	95.36%	▲ 1.36%
MSA-SA	95.30%	94.74%	94.61%	95%	94.94%	▼ -0.06%
MSA-SD	95.30%	94.58%	94.46%	95.50%	96.53%	▲ 1.03%
MSA-OC	-	-	-	94.15%	94.24%	▲ 0.09%
MPS	93.95%	93.12%	93.09%	94.15%	94.87%	▲ 0.72%

Academic Update

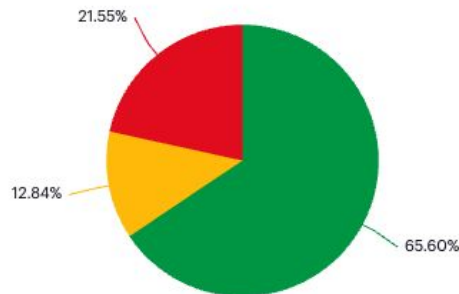
MPS Chronic Absenteeism Data

MPS Chronic Absenteeism Data

**2024-2025
EOY**

21.55%
866 students

Overall Chronic Absenteeism

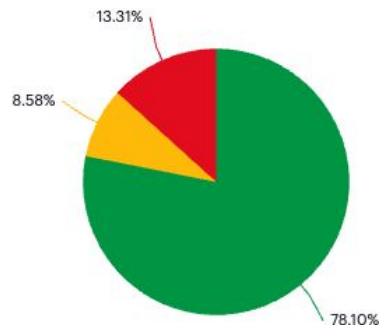


● Not Chronically Absent ● Approaching Chronical... ● Chronically Absent

**2025-2026
As of 10/1/2025**

13.31%
518 students

Overall Chronic Absenteeism



● Not Chronically Absent ● Approaching Chronical... ● Chronically Absent

Chronic Absenteeism is defined as a student who is absent for 10% or more of the school days in a school year, whether the absences are excused or unexcused.

For example:

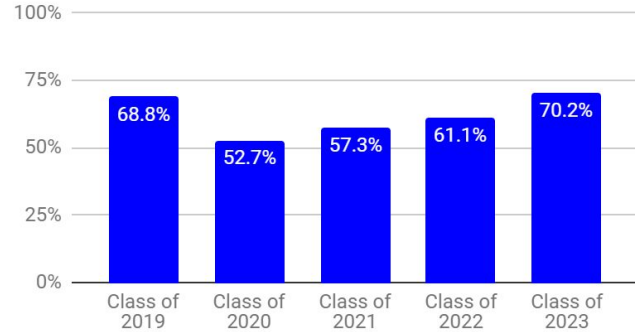
- In a typical 180-day school year, a student who misses 18 or more days is considered chronically absent.

Academic Update

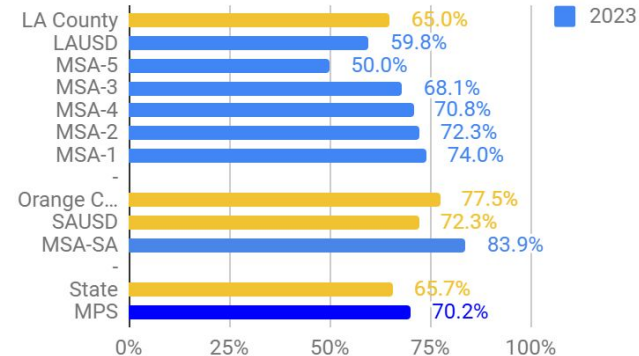
MPS College-Going Rates

MPS College-Going Rates

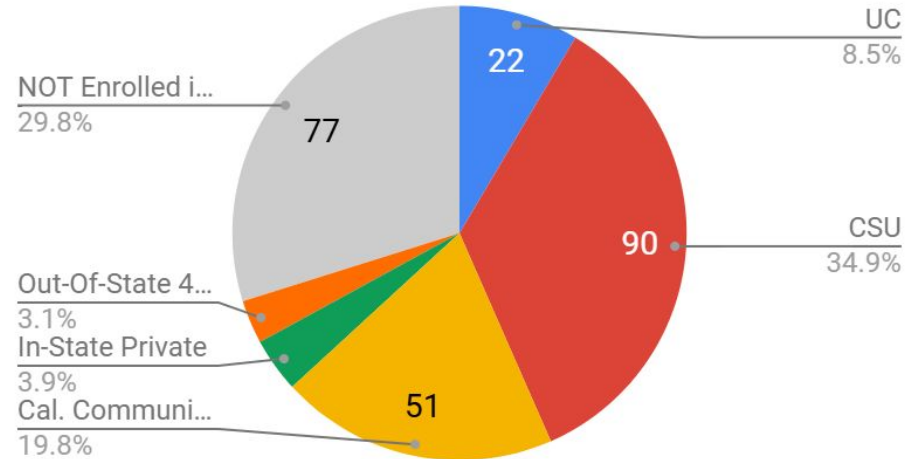
MPS College-Going Rate



Class of 2023 College-Going Rate



Class of 2023 College Going Rate (181 of 258 = 70.2%)



Academic Update

MPS CAASPP Proficiency Results

MPS CAASPP Proficiency Results - ELA

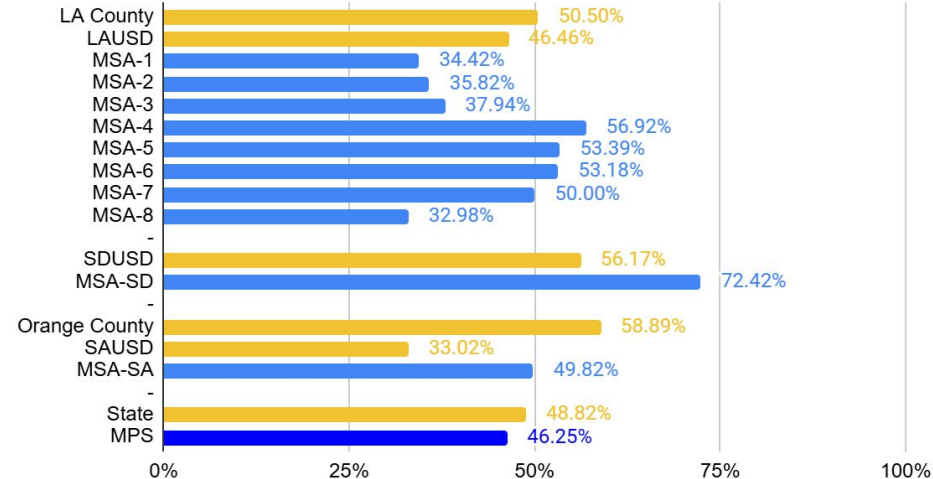


CAASPP Historical Test Results - English Language Arts

SBAC Historical Proficiency Rates - ELA (3-8,11)

	2019	2022	2023	2024	2025	Change (24 to 25)	Change (19 to 25)
LA County	50.43%	47.20%	47.18%	48.11%	50.50%	2.39%	0.07%
LAUSD	44.11%	41.70%	41.17%	43.06%	46.46%	3.40%	2.35%
MSA-1	45.06%	36.04%	33.01%	38.34%	34.42%	-3.92%	-10.64%
MSA-2	41.81%	35.88%	42.73%	30.33%	35.82%	5.49%	-5.99%
MSA-3	35.67%	33.18%	32.66%	36.37%	37.94%	1.57%	2.27%
MSA-4	27.12%	37.50%	44.44%	47.45%	56.92%	9.47%	29.80%
MSA-5	46.96%	45.34%	45.04%	37.98%	53.39%	15.41%	6.43%
MSA-6	46.26%	51.76%	60.21%	55.35%	53.18%	-2.17%	6.92%
MSA-7	44.54%	37.85%	36.50%	43.71%	50.00%	6.29%	5.46%
MSA-8	43.07%	42.86%	35.30%	32.75%	32.98%	0.23%	-10.09%
-							
SDUSD	56.85%	53.13%	53.76%	54.22%	56.17%	1.95%	-0.68%
MSA-SD	69.31%	62.97%	63.01%	68.88%	72.42%	3.54%	3.11%
-							
Orange County	59.69%	57.24%	57.36%	57.59%	58.89%	1.30%	-0.80%
SAUSD	31.62%	30.65%	30.87%	30.96%	33.02%	2.06%	1.40%
MSA-SA	34.23%	36.66%	43.68%	47.53%	49.82%	2.29%	15.59%
-							
State	51.10%	47.06%	46.66%	47.04%	48.82%	1.78%	-2.28%
MPS	45.03%	42.54%	43.17%	43.58%	46.25%	2.67%	1.22%
Diff	-6.07%	-4.52%	-3.49%	-3.46%	-2.57%		

2025 SBAC Proficiency Rates - ELA (3-8,11)



MPS CAASPP Proficiency Results - Math

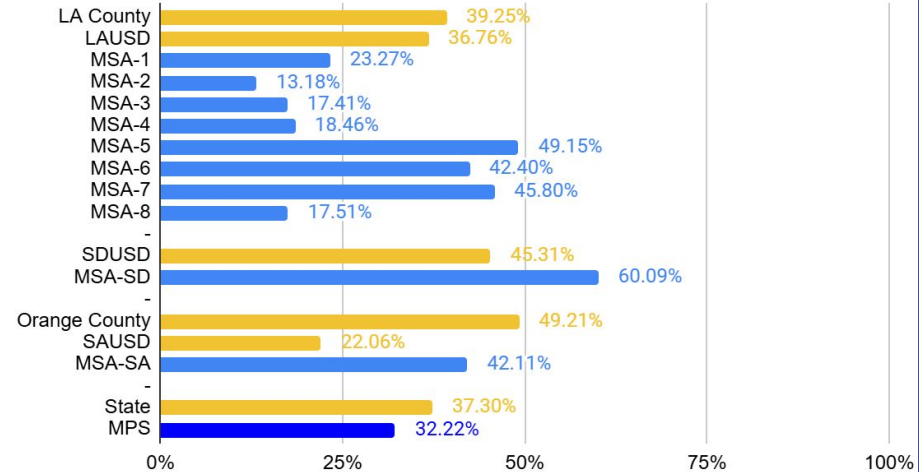


CAASPP Historical Test Results - Mathematics

SBAC Historical Proficiency Rates - MATH (3-8,11)

	2019	2022	2023	2024	2025	Change (24 to 25)	Change (19 to 25)
LA County	39.11%	32.86%	34.75%	36.47%	39.25%	2.78%	0.14%
LAUSD	33.47%	28.49%	30.50%	32.83%	36.76%	3.93%	3.29%
MSA-1	30.13%	14.05%	23.53%	24.73%	23.27%	-1.46%	-6.86%
MSA-2	27.87%	21.76%	25.65%	13.76%	13.18%	-0.58%	-14.69%
MSA-3	17.37%	18.44%	8.50%	17.19%	17.41%	0.22%	0.04%
MSA-4	8.47%	25.00%	11.11%	15.25%	18.46%	3.21%	9.99%
MSA-5	38.67%	22.36%	34.29%	22.83%	49.15%	26.32%	10.48%
MSA-6	38.36%	32.56%	35.87%	31.30%	42.40%	11.10%	4.04%
MSA-7	32.14%	26.24%	21.90%	27.45%	45.80%	18.35%	13.66%
MSA-8	23.86%	23.31%	17.37%	13.86%	17.51%	3.65%	-6.35%
-							
SDUSD	48.48%	41.10%	43.15%	43.89%	45.31%	1.42%	-3.17%
MSA-SD	60.62%	49.88%	54.66%	60.32%	60.09%	-0.23%	-0.53%
-							
Orange County	50.44%	45.24%	46.80%	47.91%	49.21%	1.30%	-1.23%
SAUSD	25.10%	18.52%	19.83%	21.03%	22.06%	1.03%	-3.04%
MSA-SA	28.61%	28.67%	34.77%	39.78%	42.11%	2.33%	13.50%
-							
State	39.73%	33.38%	34.62%	35.54%	37.30%	1.76%	-2.43%
MPS	32.13%	26.41%	29.18%	28.63%	32.22%	3.59%	0.09%
Diff	-7.60%	-6.97%	-5.44%	-6.91%	-5.08%		

2025 SBAC Proficiency Rates - MATH (3-8,11)



MPS CAASPP Proficiency Results Science

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday October 9, 2025 at 5:30 PM

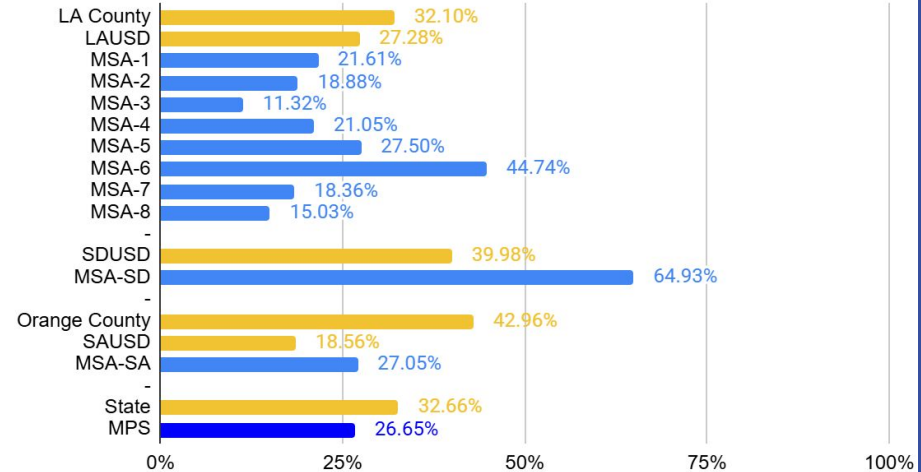


CAASPP Historical Test Results - Science

CAST Historical Proficiency Rates - SCIENCE (5,8,HS)

	2019	2022	2023	2024	2025	Change (24 to 25)	Change (19 to 25)
LA County	27.85%	27.56%	27.94%	29.82%	32.10%	2.28%	4.25%
LAUSD	22.80%	21.64%	22.17%	23.96%	27.28%	3.32%	4.48%
MSA-1	30.61%	21.13%	5.60%	21.84%	21.61%	-0.23%	-9.00%
MSA-2	21.05%	16.76%	24.00%	19.35%	18.88%	-0.47%	-2.17%
MSA-3	10.05%	14.90%	8.08%	16.00%	11.32%	-4.68%	1.27%
MSA-4	5.00%	14.00%	11.11%	28.13%	21.05%	-7.08%	16.05%
MSA-5	11.54%	14.41%	13.72%	30.88%	27.50%	-3.38%	15.96%
MSA-6	10.35%	26.47%	33.34%	23.53%	44.74%	21.21%	34.39%
MSA-7	34.62%	24.53%	29.55%	18.52%	18.36%	-0.16%	-16.26%
MSA-8	29.77%	20.00%	24.64%	21.59%	15.03%	-6.56%	-14.74%
-							
SDUSD	35.58%	35.99%	38.15%	37.78%	39.98%	2.20%	4.40%
MSA-SD	55.74%	53.38%	52.51%	64.43%	64.93%	0.50%	9.19%
-							
Orange County	40.06%	39.55%	41.67%	41.20%	42.96%	1.76%	2.90%
SAUSD	15.34%	14.99%	16.06%	15.71%	18.56%	2.85%	3.22%
MSA-SA	16.47%	22.66%	29.63%	34.72%	27.05%	-7.67%	10.58%
-							
State	29.93%	29.45%	30.18%	30.70%	32.66%	1.96%	2.73%
MPS	23.24%	22.50%	24.67%	28.21%	26.65%	-1.56%	3.41%
Diff		-5.51%	-2.49%	-6.01%			

2025 CAST Proficiency Rates - SCIENCE (5,8,HS)



Academic Update

MPS MAP Data

MPS MAP Proficiency Projections for SBAC

MPS-Wide Proficiency Targets: ELA: 50%, Math: 35%

MPS MAP Reading - Proficiency Projections for SBAC

[Link](#)

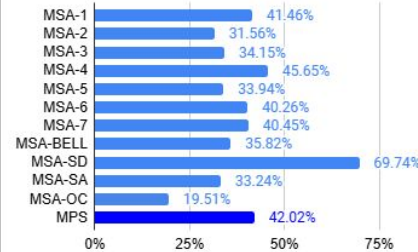
Note: "Fall 2025" percentage indicates "Fall 2025 Proficiency Projection for 2025-26 SBAC."

FALL

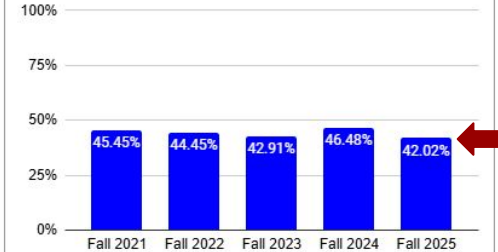
READING

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2025 Num / Den	Change (24 to 25)
MSA-1	41.75%	40.50%	37.41%	42.06%	41.46%	165 398	-0.60%
MSA-2	36.91%	38.82%	35.54%	36.68%	31.56%	95 301	-5.11%
MSA-3	39.26%	38.92%	38.81%	43.32%	34.15%	70 205	-9.17%
MSA-4	34.62%	26.32%	36.54%	45.76%	45.65%	21 46	-0.11%
MSA-5	29.37%	42.15%	25.40%	24.11%	33.94%	37 109	9.84%
MSA-6	37.21%	50.00%	50.93%	46.77%	40.26%	82 154	-6.51%
MSA-7	32.99%	33.73%	35.03%	45.35%	40.45%	72 178	-4.90%
MSA-BELL	52.94%	43.70%	33.33%	41.24%	35.82%	139 388	-5.42%
MSA-SD	69.93%	69.42%	74.76%	75.44%	69.74%	318 456	-5.71%
MSA-SA	39.62%	34.01%	41.03%	38.91%	33.24%	116 349	-5.67%
MSA-OC					19.51%	8 41	19.51%
MPS	45.45%	44.45%	42.91%	46.48%	42.02%	1,103 2,625	-4.46%

Fall 2025 MAP Reading - Proficiency Projection for 2025-26 SBAC



MPS Historical MAP Reading Proficiency Projections for SBAC



MPS MAP Math - Proficiency Projections for SBAC

[Link](#)

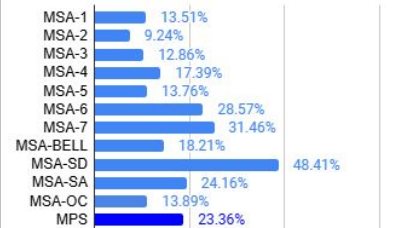
Note: "Fall 2025" percentage indicates "Fall 2025 Proficiency Projection for 2025-26 SBAC."

FALL

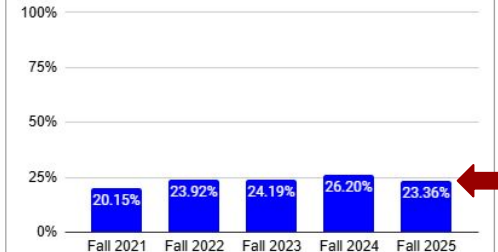
MATHEMATICS

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2025 Num / Den	Change (24 to 25)
MSA-1	16.86%	14.94%	16.67%	19.43%	13.51%	55 407	-5.91%
MSA-2	12.78%	18.64%	13.54%	12.89%	9.24%	29 314	-3.66%
MSA-3	10.46%	10.66%	8.68%	19.63%	12.86%	27 210	-6.77%
MSA-4	11.54%	5.00%	16.98%	15.52%	17.39%	8 46	1.87%
MSA-5	5.73%	14.18%	13.49%	17.70%	13.76%	15 109	-3.94%
MSA-6	12.64%	23.26%	20.56%	25.81%	28.57%	44 154	2.76%
MSA-7	20.10%	31.46%	28.80%	33.14%	31.46%	56 178	-1.68%
MSA-BELL	20.05%	18.35%	15.78%	16.76%	18.21%	71 390	1.45%
MSA-SD	43.38%	51.49%	55.32%	53.95%	48.41%	228 471	-5.54%
MSA-SA	16.56%	22.15%	30.17%	27.53%	24.16%	86 356	-3.37%
MSA-OC					13.89%	5 36	13.89%
MPS	20.15%	23.92%	24.19%	26.20%	23.36%	924 2,871	-2.83%

Fall 2025 MAP Math - Proficiency Projection for 2025-26 SBAC



MPS Historical MAP Math Proficiency Projections for SBAC



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MPS MAP Percent Met Growth Projection

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday October 9, 2025 at 5:30 PM

MPS-Wide Percent Met Growth Targets: ELA: 50%, Math: 50%

MPS MAP Reading - Percent Met Growth Projection

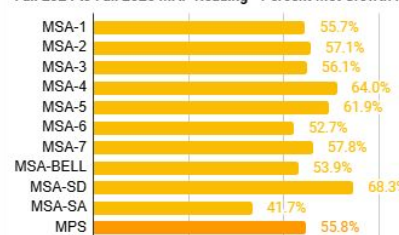
	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025	Fall 2024 to Fall 2025 Num / Den	Change (24 to 25)
MSA-1	57.0%	59.4%	51.2%	65.4%	55.7%	241 / 433	-9.8%
MSA-2	46.3%	59.9%	50.8%	59.0%	57.1%	172 / 301	-1.9%
MSA-3	55.0%	54.4%	53.5%	59.4%	56.1%	96 / 171	-3.3%
MSA-4	60.3%	50.0%	51.7%	70.6%	64.0%	32 / 50	-6.6%
MSA-5	56.0%	73.7%	36.9%	70.7%	61.9%	78 / 126	-8.8%
MSA-6	53.4%	69.8%	51.0%	53.5%	52.7%	39 / 74	-0.8%
MSA-7	45.6%	47.0%	42.3%	58.7%	57.8%	89 / 154	-0.9%
MSA-BELL	59.5%	54.3%	30.4%	58.6%	53.9%	111 / 206	-4.7%
MSA-SD	52.3%	52.8%	58.0%	63.0%	68.3%	190 / 278	5.4%
MSA-SA	52.2%	46.5%	58.0%	62.2%	41.7%	139 / 333	-20.5%
MPS	53.6%	55.8%	49.5%	62.1%	55.8%	187 / 2,128	-6.3%

Note: "Fall 2024 to Fall 2025 %" indicates % of students who met or exceeded their individual growth projections from Fall 24 to Fall 25.

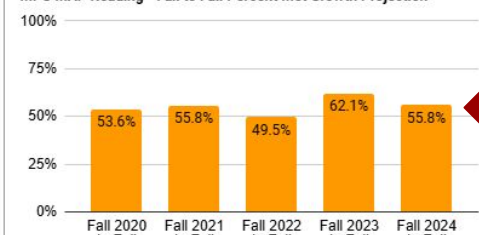
FALL TO FALL

READING

Fall 2024 to Fall 2025 MAP Reading - Percent Met Growth Projection



MPS MAP Reading - Fall to Fall Percent Met Growth Projection



MPS MAP Math - Percent Met Growth Projection

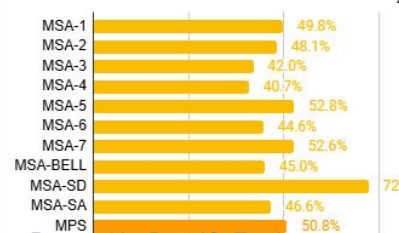
	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025	Fall 2024 to Fall 2025 Num / Den	Change (24 to 25)
MSA-1	45.4%	58.2%	53.3%	61.5%	49.8%	223 / 448	-11.7%
MSA-2	33.4%	62.7%	51.2%	50.2%	48.1%	150 / 312	-2.1%
MSA-3	47.1%	44.4%	47.9%	70.4%	42.0%	76 / 181	-28.4%
MSA-4	47.7%	54.2%	59.7%	80.0%	40.7%	22 / 54	-39.3%
MSA-5	39.2%	67.7%	42.5%	65.4%	52.8%	67 / 127	-12.7%
MSA-6	27.1%	76.7%	65.3%	59.2%	44.6%	33 / 74	-14.6%
MSA-7	24.8%	65.2%	38.7%	53.0%	52.6%	81 / 154	-0.4%
MSA-BELL	45.2%	54.4%	31.0%	43.2%	45.0%	94 / 209	1.7%
MSA-SD	40.9%	61.2%	60.6%	66.4%	72.3%	206 / 285	5.9%
MSA-SA	34.2%	63.3%	62.4%	63.9%	46.6%	163 / 350	-17.3%
MPS	39.4%	60.1%	51.0%	59.8%	50.8%	115 / 2,194	-8.9%

Note: "Fall 2024 to Fall 2025 %" indicates % of students who met or exceeded their individual growth projections from Fall 24 to Fall 25.

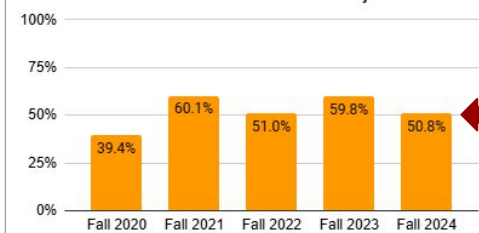
FALL TO FALL

MATHEMATICS

Fall 2024 to Fall 2025 MAP Math - Percent Met Growth Projection



MPS MAP Math - Fall to Fall Percent Met Growth Projection



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MPS MAP Schoolwide Weighted Average Conditional Growth Index (CGI)

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MPS-Wide CGI (CGP) Targets:
ELA: 0 (50th percentile),
Math: 0 (50th percentile)

Note: NWEA does not provide schoolwide weighted average CGIs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

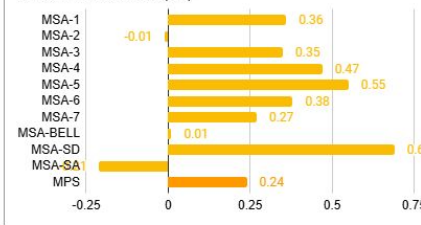
MPS MAP Reading - Schoolwide Weighted Average Conditional Growth Index (CGI)

	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
MSA-1	0.84	0.55	-0.44	2.02	0.36
MSA-2	-1.20	1.49	-0.09	1.05	-0.01
MSA-3	0.21	-0.10	0.11	0.67	0.35
MSA-4	1.38	0.86	0.23	4.18	0.47
MSA-5	0.49	2.88	-2.56	3.10	0.55
MSA-6	0.18	2.14	0.00	0.99	0.38
MSA-7	-1.19	-0.39	-1.45	1.78	0.27
MSA-BELL	0.92	-0.21	3.22	0.91	0.01
MSA-SD	0.44	-0.30	0.27	0.81	0.69
MSA-SA	0.72	-0.74	1.31	1.77	-0.21
MPS	-0.01	0.39	-0.46	1.56	0.24

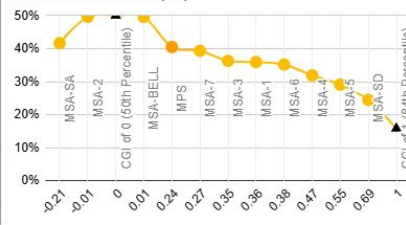
Note: "Fall 2024 to Fall 2025 CGI" indicates the # of standard deviations in student growth compared to the growth of other students nationwide from Fall 24 to Fall 25. NWEA does not provide schoolwide weighted average CGIs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

Change (24 to 25)
-1.66
-1.06
-0.32
-3.71
-2.55
-0.81
-1.51
-0.90
-0.12
-1.98
-1.31

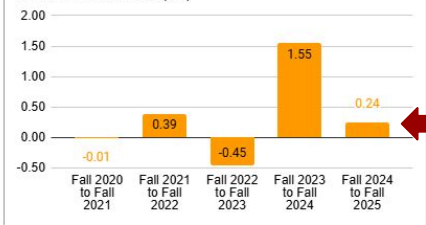
Fall 2024 to Fall 2025 MAP Reading - Schoolwide Weighted Average Conditional Growth Index (CGI)



Fall 2024 to Fall 2025 MAP Reading - Schoolwide Weighted Average Conditional Growth Index (CGI)



MPS MAP Reading - Fall to Fall Schoolwide Weighted Average Conditional Growth Index (CGI)



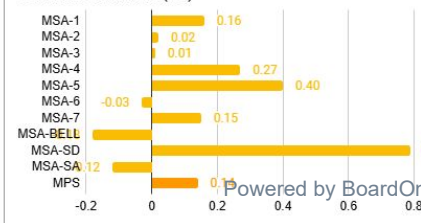
MPS MAP Math - Schoolwide Weighted Average Conditional Growth Index (CGI)

	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
MSA-1	-0.60	0.26	0.47	1.19	0.16
MSA-2	2.32	1.23	0.04	0.20	0.02
MSA-3	-0.77	-0.35	-0.32	2.54	0.01
MSA-4	-0.20	0.62	1.42	4.60	0.27
MSA-5	-2.13	2.86	-1.43	5.55	0.40
MSA-6	-2.29	4.34	0.79	1.20	-0.03
MSA-7	-4.72	1.23	0.82	0.54	0.15
MSA-BELL	-1.05	0.37	2.39	-0.84	-0.18
MSA-SD	-1.78	1.37	0.70	1.86	0.79
MSA-SA	-3.66	1.54	1.22	1.49	-0.12
MPS	-1.91	1.02	0.00	1.41	0.14

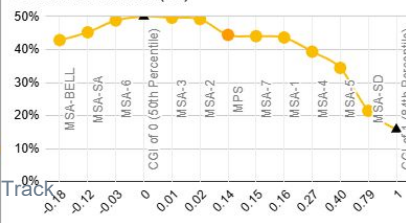
Note: "Fall 2024 to Fall 2025 CGI" indicates the # of standard deviations in student growth compared to the growth of other students nationwide from Fall 24 to Fall 25. NWEA does not provide schoolwide weighted average CGIs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

Change (24 to 25)
-1.03
-0.18
-2.53
-4.33
-5.15
-1.23
-0.39
0.66
-1.07
-1.61
-1.27

Fall 2024 to Fall 2025 MAP Math - Schoolwide Weighted Average Conditional Growth Index (CGI)



Fall 2024 to Fall 2025 MAP Math - Schoolwide Weighted Average Conditional Growth Index (CGI)



MPS MAP Math - Fall to Fall Schoolwide Weighted Average Conditional Growth Index (CGI)



MPS MAP Schoolwide Weighted Average Conditional Growth Percentile (CGP)

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MPS-Wide CGI (CGP) Targets:
ELA: 0 (50th percentile),
Math: 0 (50th percentile)

Note: NWEA does not provide schoolwide CGPs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

MPS MAP Reading - Conditional Growth Percentile (CGP) Based on Schoolwide Weighted Average CGI					
	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
MSA-1	80	71	33	98	64
MSA-2	11	93	47	85	50
MSA-3	58	46	54	75	64
MSA-4	92	75	59	100	68
MSA-5	69	100	8	100	71
MSA-6	57	98	50	84	65
MSA-7	12	35	7	96	61
MSA-BELL	82	42	0	82	50
MSA-SD	33	38	61	79	75
MSA-SA	23	23	91	96	42
MPS	50	65	33	94	59

Note: "Fall 2023 to Fall 2024 CGP" indicates the percentile rank in student growth compared to the growth of other students nationwide from Fall 23 to Fall 24. NWEA does not provide schoolwide CGPs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

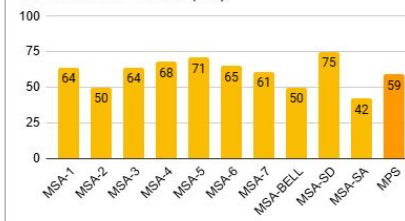
FALL TO FALL

READING

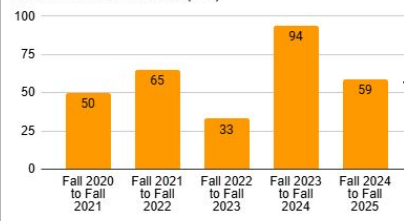
Change (24 to 25)

-34
-35
-11
-32
-29
-19
-35
-32
-4
-54
-35

Fall 2023 to Fall 2024 MAP Reading - Schoolwide Weighted Average Conditional Growth Percentile (CGP)



MPS MAP Reading - Fall to Fall Schoolwide Weighted Average Conditional Growth Percentile (CGP)



MPS MAP Math - Conditional Growth Percentile (CGP) Based on Schoolwide Weighted Average CGI					
	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
MSA-1	25	60	68	88	56
MSA-2	1	89	51	58	51
MSA-3	22	36	37	99	51
MSA-4	42	73	92	100	61
MSA-5	2	100	8	100	66
MSA-6	1	100	79	88	49
MSA-7	0	89	27	71	56
MSA-BELL	15	64	1	20	43
MSA-SD	4	91	76	97	79
MSA-SA	0	94	89	93	45
MPS	3	85	50	92	56

Note: "Fall 2023 to Fall 2024 CGP" indicates the percentile rank in student growth compared to the growth of other students nationwide from Fall 23 to Fall 24. NWEA does not provide schoolwide CGPs directly. Instead, Magnolia calculates them internally by applying a weighted average to the grade-level CGIs provided by NWEA.

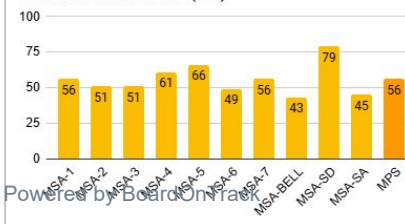
FALL TO FALL

MATHEMATICS

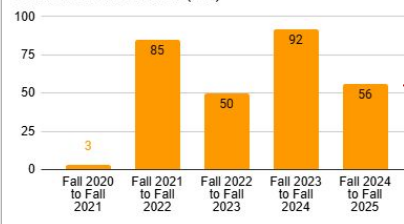
Change (24 to 25)

-32
-7
-48
-39
-34
-39
-15
-23
-18
-48
-36

Fall 2023 to Fall 2024 MAP Math - Schoolwide Weighted Average Conditional Growth Percentile (CGP)



MPS MAP Math - Fall to Fall Schoolwide Weighted Average Conditional Growth Percentile (CGP)



Academic Update

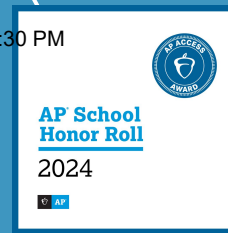
School Performance & Priorities

Academic Update

MSA-1



MSA-1



GLOWS:

- MSA-1 had a 100% graduation rate! Of these graduates, 31% earned the Seal of Biliteracy, 35% achieved the Golden State Seal of Merit, and 50% graduated with an Advanced or Honors Diploma.
- MSA-1 achieved an 80.5% College and Career Indicator on the California Dashboard.
- Students demonstrated strong academic growth on the MAP assessment from fall to spring. In reading, students achieved a positive CGI of 0.89, and in math, they showed even greater progress with a positive CGI of 2.09.

GROWS:

- We are focusing on Level 2 students in ELA, Math, and Science with targeted supports to help them reach Level 3 and meet the SBAC standard.
- We are working to increase the percentage of students earning a C or better to reach our LCAP target of 80%, ensuring more students achieve academic success and meet grade-level expectations.

PRIORITY:

- We are focused on strengthening a sense of belonging for both students and staff by fostering inclusive practices, supportive relationships, and a positive school culture where everyone feels valued and connected.

MSA-1 CAASPP Proficiency and MAP Growth



Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 38\%$ Math: $\geq 26.50\%$ Science: $\geq 15\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 34.42% Math: 23.27% Science: 21.61%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 55.7% Math: 49.8%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.36 (64th percentile) Math: 0.16 (56th percentile)					

MSA-1



**Average Daily Attendance - EOY 24-25:
92.39%**

**Chronic Absenteeism - EOY 24-25:
24.1%**

**Average Daily Attendance - As of 9/26/25:
94.51%**

**Chronic Absenteeism - As of 10/1/25:
13.5%**

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Home visits to tier 2 and 3 attendance issues
2. Attendance recognitions into monthly assemblies
3. Monthly incentives for good attendance ie. ice cream party, pizza party, etc.

Academic Update

MSA-2



MSA-2



GLOWS:

- Staff culture building activities that recognize and celebrate staff milestones, individual and team accomplishments, and contributions to our school culture.
- Welcoming, caring classrooms where students are prepared to learn, actively engaged in tasks, and supported by strong teacher presence and a positive school culture (*Learning Walk #1 Outcome*)
- Parent and student involvement and engagement in PBIS meetings and events to enhance school culture

GROWS:

- ADA - continuously working on maintaining our current ADA of 95% and increase
- SBAC Math scores

PRIORITY:

- Enrollment & Retention
 - ***Facility Project

MSA-2 CAASPP Proficiency and MAP Growth

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Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 38\%$ Math: $\geq 27\%$ Science: $\geq 20\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 35.82% Math: 13.18% Science: 18.8%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 57.1% Math: 48.1%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: -0.01 (50th percentile) Math: 0.02 (51st percentile)					

MSA-2



Average Daily Attendance - EOY 24-25:
93.26%

Chronic Absenteeism - EOY 24-25:
18.7%

Average Daily Attendance - As of 9/26/25:
95.54%

Chronic Absenteeism - As of 10/1/25:
9.67%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Send attendance letters weekly to those who meet the threshold, hold meetings with families, and progress monitoring with students
2. Host attendance recovery on selected Saturdays
3. Attendance recognitions into monthly assemblies

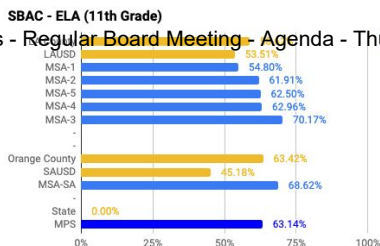
Academic Update

MSA-3



MSA-3

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GLOWS:

Academic (MAP): Across the last four MAP windows, MSA-3 has averaged ~55% of students meeting their growth projections (range: ~44%–61%). Reading has been the steadier strength (~57% avg) relative to Math (~53%), and we've reached 60%+ in two of the four windows—evidence of consistent, cross-cohort growth momentum.

Dual Enrollment: MSA-3 students had 23 dual-enrollment course offerings across Spring '25 (11), Summer '25 (2), and Fall '25 (10), including UC/CSU-transferable general-ed options (e.g., Sociology 001, Chicano 007) delivered in-person and online for flexible scheduling.

Chronic Absenteeism: Meaningful improvement year over year. 2024 rate at 27.3% (Yellow) with a -6.7 percentage-point decline. Clear movement in the right direction.

GROWS:

CAASPP ELA: ELA proficiency increased from 36.37% to 37.94% (+1.57%), showing steady progress toward pre-pandemic levels. To accelerate growth, MSA-3 will strengthen Tier 1 instruction in reading comprehension and writing, use data cycles to target re-teaching, and expand small-group literacy interventions.

Growth Target: Increase ELA proficiency to 40% by Spring 2026.

CAASPP Math: Math proficiency rose slightly from 17.19% to 17.41% (+0.22%). To boost results, MSA-3 will strengthen Tier 1 instruction, use regular data cycles for re-teach, and target small-group support.

Growth Target: Increase math proficiency to 20% by Spring 2026.

PRIORITY:

Develop, implement, and sustain a coordinated enrollment–outreach–recruitment–retention system to reach and maintain ≥400 students in 2025–26 (hit 400 by end of school year).

MSA-3 CAASPP Proficiency and MAP Growth



Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 38\%$ Math: $\geq 16\%$ Science: $\geq 15\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 37.94% Math: 17.41% Science: 11.32%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 56.1% Math: 42.0%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.35 (64th percentile) Math: 0.01 (51st percentile)					

MSA-3



Average Daily Attendance - EOY 24-25:
91.83%

Chronic Absenteeism - EOY 24-25:
26.1%

Average Daily Attendance - 9/26/25:
93.85%

Chronic Absenteeism - As of 10/1/25:
16.63%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Home visits to tier 2 and 3 attendance issues
2. Host attendance recovery on selected Saturdays
3. Monthly incentives for good attendance ie. ice cream party, pizza party, etc.

Academic Update

MSA-4

MSA-4

GLOWS:

- Math department fully staffed with credentialed teachers
- Successful launch of Self-Assessments via Grow
- Successful Launch of Observation rubric with focus on Org-wide domains and indicators.

GROWS:

- Development of data-driven, targeted tier 2 and 3 intervention systems by 10/15/25
- Acclimate to new coaching model with 2 informal observations per teacher before 12/15/25

PRIORITY:

- Incorporate high leverage action steps into weekly bi-weekly coaching sessions.
Now - 12/15/2025

MSA-4 CAASPP Proficiency and MAP Growth

Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 46\%$ Math: $\geq 16\%$ Science: $\geq 25\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 56.92% Math: 18.46% Science: 21.05%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 64.0% Math: 40.7%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.47 (68th percentile) Math: 0.27 (61st percentile)					

MSA-4

Average Daily Attendance - EOY 24-25:
91.41%

Chronic Absenteeism - EOY 24-25:
28.3%

Average Daily Attendance - As of 9/26/25:
94.01%

Chronic Absenteeism - As of 10/1/25:
16.92%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Continue attendance challenge PBIS program for advisory
2. Continue highlighting the importance of attendance in morning announcements
3. Begin Peer Attendance Mentorship program (tier 2)

Academic Update

MSA-5

MSA-5

GLOWS:

1- SBAC results reflect strong academic gains. In Mathematics, 49% of students achieved proficiency, representing a 26% increase from the previous year. In English Language Arts, 53% of students reached proficiency, marking a 15% increase from the previous year..

2- MAP assessment results indicate strong growth. In Mathematics, 61% of students met their growth projections, with a Conditional Growth Index (CGI) of +0.55. In Reading, 52% of students met their growth projections, with a CGI of +0.40

3- MSA-5 continues to maintain a strong IGETC pathway. Last year, MSA5 offered eight college courses with a 91% overall passing rate in Fall and Spring semester. Currently, 84% of high school students are enrolled in one or more college classes during the school day.

GROWS:

1- Curriculum map and pacing guide alignment needs improvement in some grade-levels.

2- Implementation of new AP classes (increased from 2 to 6 courses) requires additional support, as teachers and students adjusted to course rigor

PRIORITY:

1- Continue providing targeted support and training through bi-weekly one-on-one meetings to ensure consistency in curriculum implementation and instructional practices

MSA-5 CAASPP Proficiency and MAP Growth



Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 39\%$ Math: $\geq 26.50\%$ Science: $\geq 20\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 53.39% Math: 49.15% Science: 27.50%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 61.9% Math: 52.8%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.55 (71st percentile) Math: 0.40 (66th percentile)					

MSA-5



Average Daily Attendance - EOY 24-25:
92.01%

Chronic Absenteeism - EOY 24-25:
29.8%

Average Daily Attendance - As of 9/26/25:
94.58%

Chronic Absenteeism - As of 10/1/25:
14.93%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Monthly Grade Level Attendance Competition
2. Parent Meetings - Attendance Improvement Plans and monitoring
3. Weekly incentives for improved attendance - Pizza Parties in

Academic Update

MSA-6

MSA-6

GLOWS:

- Steady growth in our enrollment. We are currently at 157, up from 155, as of 9/30/25.
- Fully staffed from day 1.
- SBAC Data:
 - ELA - 53.10%
 - Math - 42.4%
 - Science - 44.74%

GROWS:

- Curriculum Order challenges with the provider.
- Training new teachers to the Magnolia way.

PRIORITY:


- Getting on track with the curriculum and finishing with strong MAP and SBAC scores.

MSA-6 CAASPP Proficiency and MAP Growth

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday October 9, 2025 at 5:30 PM

Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (Source: CDE DataQuest)	2024-25 Targets for Proficiency: ELA: $\geq 55\%$ Math: $\geq 35\%$ Science: $\geq 23.53\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 53.18% Math: 42.40% Science: 44.74%

Metric	Target	Actual		Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (Source: NWEA MAP)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 52.7% Math: 44.6%					

Metric	Target	Actual		CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.38 (65th percentile) Math: -0.03 (49th percentile)					

MSA-6



**Average Daily Attendance - EOY 24-25:
94.67%**

**Chronic Absenteeism - EOY 24-25:
11.4%**

**Average Daily Attendance - As of 10/1/25:
96.66%**

**Chronic Absenteeism - As of 10/1/25:
7.64% (12 students out of 157)**

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Have grade level ADA competitions for monthly free dresses.
2. Let all families/students know about the attendance recovery program.
3. Make sure that we go over our ADA on at least a weekly basis and meet with families.

Academic Update

MSA-7

MSA-7



GLOWS:

- **ELA proficiency met target:**
 - ELA (Reading) **50%** met/exceeded SBAC—above the **≥45%** target.
- **Math proficiency far above target:**
 - Math **45.8%** vs. **≥28.5%** target.
- **Strong MAP growth:**
 - **Reading 57.8%** and **Math 52.6%** (both > **50%** target);
 - **CGI/CGP above national norms** (Reading **0.27** / **61st** pct, Math **0.15** / **56th** pct).

GROWS:

- **Science proficiency below target:** CAST **18.36%** vs. **≥25%** target.
- **Sustain and lift SBAC performance:**
 - Maintain current gains and increase **ELA and Math proficiency by +5 percentage points** year over year (ELA **50%** → **55%**, Math **45.8%** → **~51%**)

PRIORITY:

- **Science acceleration plan:** Implement a targeted CAST improvement plan

MSA-7 CAASPP Proficiency and MAP Growth



Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-2025 Targets for Proficiency: ELA: $\geq 45\%$ Math: $\geq 28.50\%$ Science: $\geq 25.00\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 50.00% Math: 45.80% Science: 18.36%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 57.8% Math: 52.6%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.27 (61st percentile) Math: 0.15 (56th percentile)					



Average Daily Attendance - EOY 24-25:
93.05%

Chronic Absenteeism - EOY 24-25:
25.8%

Average Daily Attendance - As of 9/26/25:
94.54%

Chronic Absenteeism - As of 10/1/25:
14.85%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Home visits for tier 2 and 3 attendance issues
2. Attendance presentations to students and families and monthly assembly recognition.
3. Monthly incentives for perfect attendance and highest ADA percentage (ie. popsicle party, pizza party, smoothie and/or acai bar, special activities, field day, etc.)

Academic Update

MSA-8 (Bell)

MSA-8

GLOWS:

- We increased our SBAC proficiency rates in ELA (32.98%) and Math (17.51%) . These results stopped the downward trend of the previous three years.
- Since the beginning of the year, our ADA has been at 95% or above.
- Our suspension rate is at .25%.

GROWS:

- Continue to grow our proficiency SBAC rates in ELA, Math, and Science (15.03%).
- Current chronic absenteeism is 10.20%, which is below last year's number (25.8%), however, we want to be closer to 5%


PRIORITY:


- Enrollment, specifically retainment of our current numbers (395) for the entire year.

MSA-8 CAASPP Proficiency and MAP Growth

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday October 9, 2025 at 5:30 PM

Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 36\%$ Math: $\geq 21\%$ Science: $\geq 20\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 32.98% Math: 17.51% Science: 15.03%

Metric	Target	Actual		Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 53.9% Math: 45.0%					

Metric	Target	Actual		CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.01 (50th percentile) Math: -0.18 (43rd percentile)					

MSA-8

Average Daily Attendance - EOY 24-25: 92.48%	Chronic Absenteeism - EOY 24-25: 25.8%
Average Daily Attendance - As of 9/26/25: 95.52%	Chronic Absenteeism - As of 10/1/25: 10.20%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Attendance competitions communicated in announcements, ParentSquare, and staff meetings.
2. Follow our Chronic absenteeism, truancy and late arrival MPS protocol.
3. Incentives for meeting 95% attendance on LAUSD unassigned dates.

Academic Update

MSA-San Diego

MSA-SD



GLOWS:

- 481 Student Enrollment
- 96.45% ADA (As of 9/30)
- Fall to Fall MAP Growth Data:
 - ELA - 68% met target
 - MATH - 72% met target

GROWS:

- Tier II Support System
- Rigor

PRIORITY:

- ADA & Retention

MSA-SD CAASPP Proficiency and MAP Growth

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday October 9, 2025 at 5:30 PM



Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 60\%$ Math: $\geq 55\%$ Science: $\geq 50\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 72.42% Math: 60.09% Science: 64.93%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 68.3% Math: 72.3%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: 0.69 (75th percentile) Math: 0.79 (79th percentile)					



Average Daily Attendance - EOY 24-25:
94.74%

Chronic Absenteeism - EOY 24-25:
13.8%

Average Daily Attendance - As of 9/26/25:
96.61%

Chronic Absenteeism - As of 10/1/25:
7.84%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Weekly SEAN (Student Engagement & Attendance Network) meetings
2. Weekly (individual), Bi-Weekly (Grade level), Monthly (School-wide) attendance rewards
3. Increase home visits from 10% to 15%, Late arrival student orientation/procedure

Academic Update

MSA-Santa Ana

MSA-SA

GLOWS:

- Increased Enrollment
- Continuous growth on ELA and Math SBAC
- Robotics and AI Robotics World Championship Participation

GROWS:

- Implementation of new teacher observation rubric
- Helping alumni stay in college- increased alumni support

PRIORITY:

- Keep increasing SBAC scores in both Math and ELA

MSA-SA CAASPP Proficiency and MAP Growth

Metric	Target	Actual
LCAP Metrics 2.4, 2.8, & 2.14: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy / Mathematics / Science assessments (<i>Source: CDE DataQuest</i>)	2024-25 Targets for Proficiency: ELA: $\geq 65\%$ Math: $\geq 36\%$ Science: $\geq 30.50\%$	Actual 2024-25 SBAC and CAST Proficiency ELA: 49.82% Math: 42.11% Science: 27.05%

Metric	Target	Actual	map	Growth Summary			
LCAP Metrics 2.6 & 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading and Mathematics assessments from fall to spring (<i>Source: NWEA MAP</i>)	Targets for MAP Meeting Growth Target: ELA: $\geq 50\%$ Math: $\geq 50\%$	Fall 2024 to Fall 2025 MAP - Percent Met Growth Projection Reading: 41.7% Math: 46.6%					

Metric	Target	Actual	map	CGI Summary			
LCAP Metrics 2.7 & 2.11: Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading and Mathematics assessment from fall to spring as compared to the national growth norms (<i>Source: NWEA MAP</i>)	Targets for MAP CGI (CGP): ELA: CGI ≥ 0 (CGP ≥ 50 th percentile) Math: CGI ≥ 0 (CGP ≥ 50 th percentile)	Fall 2024 to Fall 2025 MAP - CGI (CGP) Reading: -0.21 (42nd percentile) Math: -0.12 (45th percentile)					

Average Daily Attendance - EOY 24-25: 94.58%	Chronic Absenteeism - EOY 24-25: 14.6%
Average Daily Attendance - As of 9/26/25: 94.95%	Chronic Absenteeism - As of 10/1/25: 8.7%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Send handouts with Truancy Letters, advertising the benefits of good attendance
2. 2 Large Banners in front of school advertising the benefits of good attendance
3. Monthly pizza parties for the best attendance in Elementary, Middle, and High School

Academic Update

MSA-Orange County

MSA-OC

GLOWS:

- Opened TWO campuses
- School Culture is amazing!
- Our ADA has been steady at 95%

GROWS:

- Enrollment
- Robust Afterschool Program centering around STEAM.

PRIORITY:

- Retention and Enrollment

MSA-OC CAASPP Proficiency and MAP Growth

MSA-OC does not have 2024–25 SBAC, CAST, or MAP Growth/CGI data, as the school opened in 2025–26.

Average Daily Attendance - EOY 24-25:
N/A

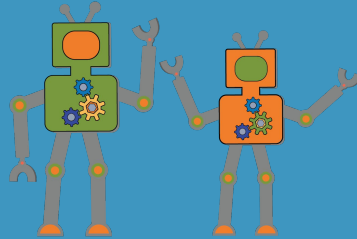
Chronic Absenteeism - EOY 24-25:
N/A

Average Daily Attendance - As of 9/26/25:
94.26%

Chronic Absenteeism - As of 10/1/25:
21%

Three Action Items to Improve ADA/Chronic Absenteeism:

1. Home visits and/or in person meetings for tier 2 and 3 attendance issues.
2. Attendance recognitions in monthly assemblies.
3. Monthly incentives for the best attendance ie. ice cream party, pizza party per grade



Thank You

ACADEMIC TEAM

Coversheet

Approval of 2025–26 Compliance Monitoring and Certification of Board Compliance Review for MSA–4, 6, 7, Bell, and Santa Ana

Section: V. Consent Items
Item: A. Approval of 2025–26 Compliance Monitoring and Certification of Board Compliance Review for MSA–4, 6, 7, Bell, and Santa Ana
Purpose: Vote
Submitted by:
Related Material:
V_A_2025-26 Compliance Monitoring and Certification for MSA-4, 6, 7, Bell, & Santa Ana.pdf



Agenda Item:	V A: Consent Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2025-26 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, Bell, and Santa Ana

Action Proposed:

I move that the Board approve the 2025-26 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-4, 6, 7, Bell, and Santa Ana.

Purpose:

This is an **annual item** that the Board must approve for our LAUSD-authorized MPS schools (MSA-4, 6, 7, and Bell) and our State Board of Education (SBE)-authorized school (MSA-Santa Ana).

The document certifies that the charter school meets all compliance requirements indicated within.

- For LAUSD-authorized schools, the form provides the **LAUSD Charter Schools Division (CSD)** with important information to support oversight.
- For our SBE-authorized school, the form provides the **California Department of Education (CDE) Charter Schools Division (CSD)** with important information to support oversight.

Background:

Both **LAUSD** and the **SBE** require an annual certification to be approved by each charter school’s board and submitted with the approved board agenda and minutes. By signing, the Board Chair certifies that the Governing Board has reviewed the school’s compliance-related policies, systems, and procedures.



- For LAUSD-authorized schools, the **Charter Schools Division (CSD)** reviews compliance documentation during oversight visits and may request supporting documentation at any time.
- For SBE-authorized schools, the **California Department of Education (CDE)** conducts oversight in the same way and reserves the right to request supporting documentation at any time.

Analysis:

The **CDE** has listed **19 areas of compliance requirements** for review, ranging from teacher credentials to obtaining WASC accreditation, along with examples of supporting documentation for each item (see attachment).

MSA–Santa Ana has all required supporting documentation—some posted on the school website (e.g., Board member roster, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan) and others kept on file (e.g., teacher credential template, DOJ/TB clearances, Brown Act training). We work with our assigned CDE specialist to submit any requested documents. The MSA–Santa Ana principal has already signed the attached certification confirming the school’s review of compliance-related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA–Santa Ana meets all compliance requirements.

The **LAUSD** has listed **44 areas of compliance requirements** for review, ranging from employee background and TB clearances to obtaining WASC accreditation and UC Doorways course approval (see attachment). MSA–4, 6, 7, and Bell have all required supporting documentation—some posted on the school websites and others kept on file, similar to the categories listed above. We also work with our assigned LAUSD specialist to submit any requested documents.

Last year’s document included 39 areas of compliance. This year, **five new requirements** have been added. Principals of MSA–4, 6, 7, and Bell have already signed the attached certifications confirming that their schools have reviewed all compliance-related policies, systems, and procedures, including the five new requirements. The Home Office also oversees and ensures that these schools meet all compliance items.

Five New Compliance Requirements:



40. For charter schools serving grades 7-12 comply with notification requirements re any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. For students serving pupils in kindergarten or grades 1 or 2, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM REV. 9/18/2025

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Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
42. For charter schools serving grades 7-12, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(K) and 47611; Gov. Code, § 100032(e)*; Element 11 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Impact:

It is part of the Board's fiduciary governance responsibility to ensure that all MPS schools comply with applicable laws and requirements as indicated on the attached forms. Upon Board review and approval, the Governing Board Chair must sign the certifications—one for **MSA–Santa Ana** (to be submitted to the CDE) and **separate certifications for MSA–4, 6, 7, and Bell** (to be submitted to LAUSD).

Exhibits:

1. MSA-4 Compliance Monitoring 2025-26 (board) - admin signed
2. MSA-6 Compliance Monitoring 2025-26 (board) - admin signed
3. MSA-7 Compliance Monitoring 2025-26 (board) - admin signed
4. MSA-Bell Compliance Monitoring 2025-26 (board) - admin signed
5. MSA-Santa Ana Compliance Monitoring 2025-26 (board) - admin signed

CHARTER SCHOOL COMPLIANCE MONITORING 2025-2026 ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 31, 2025**, as part of the school's triannual electronic submission of documents, we request that the **school site administrator** submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 31, 2025.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2025-2026*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 9, 2026.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hires a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2025-2026* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in

the attached *Compliance Monitoring and Certification of Board Compliance Review 2025-2026* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2025-2026

School Name: **MAGNOLIA SCIENCE ACADEMY 4**

Board President Name: **MEKAI MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8011**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for all items; school administrator needs to sign and date the certification page and submit all pages no later than October 31, 2025 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-39 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 9, 2026 via Dropbox.

Note: All items should be checked. If an item is not applicable, leave the item blank and identify why it is not applicable in the chart below. Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2025-2026" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2025-2026 Board meetings calendar .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or reviewed and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been reviewed (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
Foundation Policy and School Climate Bill of Rights. See current FSDRL.	School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary .	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	Local School Wellness Policy, including evidence of stakeholder input in the development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth , including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
40. For charter schools serving grades 7-12 comply with notification requirements re any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41. For students serving pupils in kindergarten or grades 1 or 2, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
42. For charter schools serving grades 7-12, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(K) and 47611; Gov. Code, § 100032(e)*; Element 11 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Identify the non-applicable items here:

Item Number	Reason not applicable
33	Grade levels not applicable
41	Grade levels not applicable

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


(By Friday, October 31, 2025)

The undersigned hereby certifies that, on SEPTEMBER 26, 2025 the School Administrator of

Date(s)

MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

JACOB THEIS		9/26/25
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 9, 2026)

The undersigned hereby certifies that, on OCTOBER 9, 2025 , the Governing Board of

Date(s)

MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

CHARTER SCHOOL COMPLIANCE MONITORING 2025-2026 ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 31, 2025**, as part of the school's triannual electronic submission of documents, we request that the **school site administrator** submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 31, 2025.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2025-2026*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 9, 2026.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hires a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2025-2026* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in

the attached *Compliance Monitoring and Certification of Board Compliance Review 2025-2026* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2025-2026

School Name: **MAGNOLIA SCIENCE ACADEMY 6**

Board President Name: **MEKAN MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8013**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for all items; school administrator needs to sign and date the certification page and submit all pages no later than October 31, 2025 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-39 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 9, 2026 via Dropbox.

Note: All items should be checked. If an item is not applicable, leave the item blank and identify why it is not applicable in the chart below. Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2025-2026" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2025-2026 Board meetings calendar .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or reviewed and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been reviewed (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
Foundation Policy and School Climate Bill of Rights. See current FSDRL.	School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary .	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	Local School Wellness Policy, including evidence of stakeholder input in the development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth , including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. For charter schools serving grades 7-12 comply with notification requirements re any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41. For students serving pupils in kindergarten or grades 1 or 2, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
42. For charter schools serving grades 7-12, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(K) and 47611; Gov. Code, § 100032(e)*; Element 11 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Identify the non-applicable items here:

Item Number	Reason not applicable
21	Grade levels not applicable
23	Grade levels not applicable
24	Grade levels not applicable
32	Grade levels not applicable
33	Grade levels not applicable
34	Grade levels not applicable
35	Grade levels not applicable
39	Grade levels not applicable
41	Grade levels not applicable

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

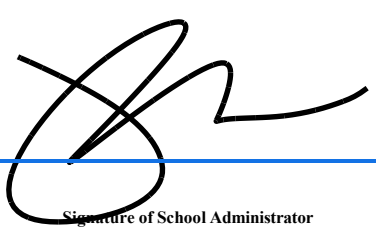
(By Friday, October 31, 2025)

The undersigned hereby certifies that, on SEPTEMBER 26, 2025 the School Administrator of

Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

JAMES CHOE		9/26/25
Printed Name of School Administrator	Signature of School Administrator Mr. Choe (Sep 26, 2025 13:51:03 PDT)	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 9, 2026)

The undersigned hereby certifies that, on OCTOBER 9, 2025, the Governing Board of

Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

CHARTER SCHOOL COMPLIANCE MONITORING 2025-2026 ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 31, 2025**, as part of the school's triannual electronic submission of documents, we request that the **school site administrator** submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 31, 2025.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2025-2026*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 9, 2026.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hires a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2025-2026* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in

the attached *Compliance Monitoring and Certification of Board Compliance Review 2025-2026* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2025-2026

School Name: **MAGNOLIA SCIENCE ACADEMY 7**

Board President Name: **MEKAN MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8014**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for all items; school administrator needs to sign and date the certification page and submit all pages no later than October 31, 2025 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-39 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 9, 2026 via Dropbox.

Note: All items should be checked. If an item is not applicable, leave the item blank and identify why it is not applicable in the chart below. Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2025-2026" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2025-2026 Board meetings calendar .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or reviewed and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been reviewed (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
Foundation Policy and School Climate Bill of Rights. See current FSDRL.	School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary .	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	Local School Wellness Policy, including evidence of stakeholder input in the development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth , including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. For charter schools serving grades 7-12 comply with notification requirements re any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. For students serving pupils in kindergarten or grades 1 or 2, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
42. For charter schools serving grades 7-12, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(K) and 47611; Gov. Code, § 100032(e)*; Element 11 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Identify the non-applicable items here:

Item Number	Reason not applicable
6	Not co-located
21	Grade levels not applicable
22	Grade levels not applicable
23	Grade levels not applicable
24	Grade levels not applicable
32	Grade levels not applicable
34	Grade levels not applicable
35	Grade levels not applicable
37	Grade levels not applicable
39, 40, 42	Grade levels not applicable

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 31, 2025)

The undersigned hereby certifies that, on SEPTEMBER 26, 2025 the School Administrator of

Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

MUSA AVSAR	<i>Musa Avsar</i>	9/26/25
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 9, 2026)

The undersigned hereby certifies that, on OCTOBER 9, 2025, the Governing Board of

Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

CHARTER SCHOOL COMPLIANCE MONITORING 2025-2026 ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 31, 2025**, as part of the school's triannual electronic submission of documents, we request that the **school site administrator** submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 31, 2025.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2025-2026*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 9, 2026.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hires a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2025-2026* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in

the attached *Compliance Monitoring and Certification of Board Compliance Review 2025-2026* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2025-2026

School Name: **MAGNOLIA SCIENCE ACADEMY BELL**

Board President Name: **MEKAI MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **5166**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for all items; school administrator needs to sign and date the certification page and submit all pages no later than October 31, 2025 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-39 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 9, 2026 via Dropbox.

Note: All items should be checked. If an item is not applicable, leave the item blank and identify why it is not applicable in the chart below. Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2025-2026" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2025-2026 Board meetings calendar .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or reviewed and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been reviewed (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
Foundation Policy and School Climate Bill of Rights. See current FSDRL.	School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary .	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	Local School Wellness Policy, including evidence of stakeholder input in the development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth , including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. For charter schools serving grades 7-12 comply with notification requirements re any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41. For students serving pupils in kindergarten or grades 1 or 2, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 31, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
42. For charter schools serving grades 7-12, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(K) and 47611; Gov. Code, § 100032(e)*; Element 11 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Identify the non-applicable items here:

Item Number	Reason not applicable
21	Grade levels not applicable
23	Grade levels not applicable
24	Grade levels not applicable
32	Grade levels not applicable
33	Grade levels not applicable
34	Grade levels not applicable
35	Grade levels not applicable
39	Grade levels not applicable
41	Grade levels not applicable

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 31, 2025)

The undersigned hereby certifies that, on SEPTEMBER 26, 2025 the School Administrator of

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

ADRIAN URIBE



9/26/25

Printed Name of School Administrator

Signature of School Administrator

Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 9, 2026)

The undersigned hereby certifies that, on OCTOBER 9, 2025, the Governing Board of

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☐ Board Agenda where item was discussed

MEKAN MUHAMMEDOV

Printed Name of Governing Board Chair

Signature of Governing Board Chair

Date Signed

COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2025–26

School Name: MAGNOLIA SCIENCE ACADEMY SANTA ANA

(CDS Code Number): 30-76893-0130765

Compliance Requirements	
1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341	
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , section 49406.	
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2025–26 Board meetings calendar.	
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.	
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:	
<ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) 	

Compliance Requirements
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i>
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/ .

Compliance Requirements	
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2025–26 school year (<i>EC</i> 47606.5).	
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC</i> 48850	
16. The charter school has a form posted on their website for complaints pursuant to <i>EC</i> 47605(e)(4)(A) through (E) to be filed with the charter authorizer. The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf .	
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.	
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.	
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.	

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on 9/25/25
the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Steven Keskinturk	<i>Steven Keskinturk</i>	9/25/25
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2025)

The undersigned hereby certifies that, on 10/9/25
the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Mekan Muhammedov		
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>

Coversheet

Approval of Revised MPS Conflict of Interest Policy

Section:	V. Consent Items
Item:	B. Approval of Revised MPS Conflict of Interest Policy
Purpose:	Vote
Submitted by:	
Related Material:	V_B_Revised MPS Conflict of Interest Policy.pdf



Agenda Item:	V B: Consent Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent Jennifer Lara, Board Secretary
RE:	Approval of Revised MPS Conflict of Interest Policy

Action Proposed:

I recommend that the Board move to approve the revised Magnolia Public Schools (MPS) Conflict of Interest Policy.

Background:

The Board last approved the Magnolia Public Schools (MPS) Conflict of Interest Policy in September 2024, with no revisions at that time, as part of the Board’s due diligence in reviewing both the Conflict of Interest Code and Policy.

Since then, feedback was received recommending additional language to strengthen the Policy. The proposed revisions have been incorporated into the MPS Conflict of Interest Policy for Board review.

It is important to note that this action pertains **only** to the Policy. The MPS Conflict of Interest Code remains unchanged. Any future revisions to the Code would require approval from the Fair Political Practices Commission (FPPC).

Analysis:

Based on authorizer feedback, the following language is to be added to the MPS Conflict of Interest Policy:



“If the Board determines that a conflict of interest, the Charter School shall not enter into a contract or transaction (1) in which a director directly or indirectly has a material financial interest; or (2) with any other corporation, firm, association, or other entity in which one or more of the Charter School’s directors are a director and have a material financial interest.”

This language falls in line to what is prescribed in the Magnolia Public Schools (MPS) Bylaws.

Impact:

Upon Board approval, the revised Policy will be updated internally and published on the Magnolia Public Schools website.

Exhibits:

- MPS Conflict of Interest Policy

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
CONFLICT OF INTEREST POLICY**

I. PURPOSE

The purpose of this Conflict of Interest Policy (“Policy”) is to protect Magnolia Educational & Research Foundation’s (“Charter School”) interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School’s Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 *et seq.*), including the exhibits attached thereto.

II. DESIGNATED EMPLOYEES

Employees of this Charter School, including members of the Board of Directors (“Board”) and candidates for election and/or appointment to the Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Appendix A,” which is hereby incorporated by reference, attached to the Charter School’s Conflict of Interest Code.

III. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

IV. MANNER OF DISQUALIFICATION

A. Non-Board Member Designated Employees

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Board Member Designated Employees

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

Board Governance Policies

Conflict of Interest Policy

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and shall comply with any applicable provisions of the Charter School Bylaws.

If the Board determines that a conflict of interest, the Charter School shall not enter into a contract or transaction (1) in which a director directly or indirectly has a material financial interest; or (2) with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are a director and have a material financial interest.

4902-3123-0061, v. 2

Coversheet

MPS Annual Authorizer Oversight Reports

Section:	VI. Information/Discussion Items
Item:	A. MPS Annual Authorizer Oversight Reports
Purpose:	Discuss
Submitted by:	
Related Material:	VI_A_MPS Annual Authorizer Oversight Reports.pdf



Agenda Item:	VI A: Information/Discussion Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	MPS Annual Authorizer Oversight Reports

Action Proposed:

N/A

Purpose:

It is imperative that we share authorizer oversight reports with our Board, highlight any findings, and discuss possible next steps for actions that should be taken based on the feedback provided by the authorizers.

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. The Home Office supports the schools in preparation for the oversight visits through mock visits, document review, and attendance to the visits.

2024-25 Oversight Visits

All ten of our schools have been visited by their respective authorizers. Following are the visit dates for 2024-25:



School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	11/12/24 and 5/7/25
MSA-2	LACOE	Yes	11/19/24 and 5/16/25
MSA-3	LACOE	Yes	11/18/24 and 5/21/25
MSA-4	LAUSD	Yes	3/21/25
MSA-5	LACOE	Yes	11/12/24 and 4/22/25
MSA-6	LAUSD	Yes	3/6/25
MSA-7	LAUSD	Yes	3/4/25
MSA-Bell	LAUSD	Yes	3/11/25
MSA-San Diego	SDUSD	Yes	4/10/25
MSA-Santa Ana	SBE	Yes	1/30/25

Analysis:

This agenda is about oversight visit reports from LACOE and LAUSD.

LACOE:

LACOE provided two reports: Governance Review report for MPS and an Instructional Review report for each school. The full reports are attached. The following are excerpts from the summary and recommendations parts of the reports.

Summary / Recommendations from Oversight Visit Reports

GOVERNANCE REVIEW 2024-2025

Summary:

The current board consists of five voting members and a student board member. This is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.

During the capacity interviews for the renewal of MSA 1, MSA 2, and MSA 3, the board was not able to identify differences in each school's academic performance. It is important that the board has a comprehensive

understanding of each school, beyond fiscal and facility's needs, to best support the schools in student achievement. This year the board should closely monitor MSA 2 to ensure the academic decline does not continue.

While LACOE does not approve the LCAP, engagement of educational partners, addressing the 8 State Priorities, and contributing actions were reviewed. These items require the board attention to fully comply with the LCAP.



Recommendations:

1. *The leadership and the board should consider ways to improve communication and understanding of the differences between each of its school's performances and needs.*
2. *The board should closely monitor the progress of MSA 2 with the current decline on the California School Dashboard.*
3. *The board should closely monitor the transition in leadership at MSA 2 and MSA 3 and determine if either school needs additional support.*
4. *The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.*
5. *Ethics training is now mandatory for all board members every two years with the first training required prior to January 1, 2026.*
6. *The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.*
7. *The board should continue to monitor the instructional program and the schools' progress toward charter renewal.*



INSTRUCTIONAL PROGRAM REVIEW 2024-2025

MSA-1:

Summary

Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons

observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.

Since the California School Dashboard currently indicates that the school continues to be performing below the state average in CAASPP ELA and Math, declined in ELPI, and have some Student Groups that need attention (ELs, LTELs, and SWD) in some indicators, the school's action plan needs more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.

The school's Annual Report action plan contains a list of services, programs and intervention, but does not always indicate the specific changes that the school will be making. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes.

The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is not currently utilizing the Language Usage portion, a key component of English Language Arts.

MSA 1 shows great growth in students' academic learning through the NWEA MAP data in the areas that are tests, as well as on CAASPP in math. The school uses data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. MSA 1 continues to have a high CCI, high graduation rates, and low suspension rates. The school continues to reflect on how to connect with and best serve its students. In addition, the school has provided its students and community with many opportunities to connect with each other, their community, and their elected officials.

MSA 1 had a 99% graduation rate for this year with a 92% A-G competition rate, and 95% of the graduating class were accepted into 4-year universities and 2-year colleges.

These efforts, whether educational, community building, or overall support of its students and families, were recognized as this past year the school was renewed for a five-year term.

**Recommendations**

1. *A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the ELD program to improve CAASPP and ELPI scores for EL and LTELs, CAASPP Math scores for SWD, and CCI and Chronic Absenteeism for SWD.*
2. *The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.*
3. *The school should continue its focus on the implementation of PBIS, Capturing Kids Hearts, culturally responsive teaching, and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
4. *The school leadership should continue to closely monitor progress on Dashboard data for All Students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*

**MSA-2:****Summary**

Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standard-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Platinum program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional rounds to help improve instruction.

Since the California School Dashboard currently indicates that the school declined substantially and are now performing below the state average in CAASPP ELA and Math, declined in ELPI, and have some Student Groups that need attention (ELs and SWD) in some indicators, the schools action plan needs more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.

The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is not currently utilizing the Language Usage portion of the NWEA MAP testing, a key component of English Language Arts.

The school's Annual Report action plan contains a list of services, programs and intervention that are repeated throughout the report, but fail to relay specific changes that will be made in order to meet these goals. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes. In addition, too many changes in one school

year are not feasible and will further contribute to lower staff satisfaction rates, burnout and not meeting MPO and LCAP goals.

MSA 2 uses data from NWEA and IABs to target instruction as well as instructional rounds to enhance teaching throughout. MSA 2 continues to have a high CCI, high graduation rates, and low suspension rates. The school continues to offer a dual enrollment program and many students being recognized for the Congressional Award Program. Additionally, students participated in the Youth Mental Health Program where students earned \$2,000 and a free computer after completing competitive rigorous 5-week program for students interested in the mental-health field. MSA 2 continues to work toward the goal to have their own campus catered to its students' needs for the 2027-2028 school year. These efforts, whether educational, community building, or overall support of its students and families, were recognized as this past year the school was renewed for a five-year term.

There will be a change in leadership for the 2025-2026 school and support from the home office will be critical for the new principal's success.

**Recommendations**

1. *A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the decline of CAASPP data for both ELA and Math, ELD program to improve CAASPP and ELPI scores for EL and LTELs, and Chronic Absenteeism for all students and student groups with a focus on ELs and SWDs.*
2. *The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.*
3. *The home office should help with planning and support throughout the year due to the change in leadership.*
4. *The school should continue its focus on the implementation of PBIS, culturally responsive teaching, and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
5. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*

**MSA-3:****Summary**

Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold Program for PBIS by the State

The school no longer has any Red performance color on the California School Dashboard. This is true for both the All Students group and all Student Groups. There still are areas of concern and places to monitor student progress. The California Dashboard indicates that the school continues to be performing below the state average in CAASPP ELA for Hispanic students and in CAASPP Math. The school declined in their ELPI score and continues to be above the state average for Chronic Absenteeism. The school has some Student Groups that are approaching numbers for numerically significant student groups (ELs, HY and SWD) in some indicators, and monitoring these groups, even before they become a Student Group, is important. The school should examine all its plans and create a comprehensive plan that is reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.

The school's two action plans did not align. Annual Report action plan contains some list of services, programs and intervention, but does not always match the Action Plan for Success. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes. Further, the school should have one comprehensive plan so that efforts are not competing for time, money, professional development, or focus.

The school's NWEA data shows that the school is making one year growth for almost all grade levels for each student group in Reading and the majority of grade levels in Math. The school is not currently utilizing the Language Usage portion, a key component of English Language Arts.

There will be a change in leadership for the 2025-2026 school and support from the home office will be critical for the new principal's success.

**Recommendations**

1. *A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the CAASPP data Math, ELD program to improve CAASPP and ELPI scores for EL and LTELs, and Chronic Absenteeism for all students and student groups.*
2. *The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.*
3. *The home office should help with planning and support throughout the year due to the change in leadership.*
4. *The school should continue its focus on the implementation of PBIS into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism. The Action Plan for Success mentions culturally responsive teaching and restorative practices and school should explore incorporating these throughout its campus.*
5. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*

**MSA-5:****Summary**

Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standard-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an associate's degree. Students can take the remaining 30 credits to complete the degree if desired.

Since the California School Dashboard currently indicates that the school has declined in CAASPP Math, ELPI, and Chronic Absenteeism, and some Student Groups that need attention (ELs, LTELs, and SWD) in some indicators, these action plans need more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and indicate how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.

The school's Annual Report action plan contains a list of services, programs and intervention, but does not always indicate the specific changes that the school will be making. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based

on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes.

The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is currently not utilizing the Language Usage portion, a key component of English Language Arts.

The California dashboard for MSA 5 shows many areas where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. This has led to a 100% graduation rate with 16 of the 18 senior accepted to a 4-year university and 73% of high school students complete at least one dual enrollment class. The school continues to reflect on all goals and data to create a system of continuous improvement.

MSA 5 has also provided its students and community with some unique opportunity and services including partnering with Senator Menjivar's "Tacos and Taxes event providing free tax filing services to underserved communities and hosting an Annual Community Resource Fair featuring over fifteen community partner.



Recommendations

1. *A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on CAASPP Math scores for ELs, LTELs, and SWD, Chronic Absenteeism for all students, ELs, and LTELs, and suspension rates for SWD.*
2. *The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.*
3. *The school should continue its focus on the implementation of PBIS and culturally responsive teaching into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
4. *The school leadership should continue to closely monitor progress on Dashboard data for All Students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
5. *As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals meet the needs of all students and are achievable goals.*

**LAUSD:**

The full reports are attached. 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 three years.

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
	2024-25			
MSA-4	4	3	3	4
MSA-6	4	3	3	4
MSA-7	4	3	3	4
MSA-BELL	3	1	3	3
	2023-24			
MSA-4	3	-	3	3
MSA-6	4	3	4	3
MSA-7	3	2	4	4
MSA-BELL	3	2	3	3
	2022-23			
MSA-4	4	-	3	4
MSA-6	4	3	4	4
MSA-7	4	3	4	4
MSA-BELL	4	2	4	4



The following are excerpts from the summary and recommendations parts of the reports.

Summary / Recommendations from Oversight Visit Reports

GOVERNANCE

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025

GOVERNANCE

RATING*

Summary of School Performance

4, Accomplished

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:

- The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization's most recent Bylaws requiring no less than 3 and no more than 11 directors.
- Calendar of Governing Board meetings for the 2024-2025 school year, showing monthly meetings scheduled from July 11, 2024 to June 26, 2025
- Compliance Monitoring Certification of Board Compliance Review form certified by the principal on September 27, 2024 and the Board President on October 10, 2024.
- Brown Act and Conflict of Interest training was held during the Board meeting on August 8, 2024

G2: DUE PROCESS

The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

As evidenced by information in Folder 1, some of the evidence include the following:

- Systems to provide due for students, employees, and parent including, but not limited to the following:
 - Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school's website
 - Procedures for resolving general stakeholder complaints within the "General Complaint Procedures Form" located at the school site, within the student/parent handbook and on the school's website. Procedures and forms are available in English and Spanish
 - Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school's website
 - Employee handbook which includes descriptions of the school's employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/21/2025

- Agenda items during Board meetings regularly include updates/reports regarding student achievement and other key aspects of school performance (e.g., CAASPP, NWEA MAP, etc.) and operations from the organization's Chief Executive Officer, Chief Academic Officer, other home office officers, and school site principals.
- Some of the specific items discussed during Board meetings include the following: approval of LCAPs for all Magnolia schools on June 17, 2024; data presentation of LCAP Mid-Year Update on February 13, 2025; enrollment update, including enrollment trends and "Glows, Grows & Priorities" presentations by MSA 6, 7, and Bell on April 11, 2024; and academic updates provided by the Chief Academic Officer on October 10, 2024.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):☒ Not Applicable***RATING NOTES:**

- A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).
- A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024	Middle Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR The California School Dashboard All Students ELA Indicator has a Status/Distance From Standard (DFS) that is higher than the state average.</p> <ul style="list-style-type: none"> The school's DFS in ELA is 0.2, compared to the state average at -13.2. SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in ELA because the school did not have 30 or more students assessed in 2023. <p>A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).</p> <ul style="list-style-type: none"> The school has two (2) numerically significant student groups (Latino and Socioeconomically Disadvantaged). The student groups and their respective DFS are as follows: <ul style="list-style-type: none"> Latino is 3.2, compared to the state average at -39.3 Socioeconomically Disadvantaged is -1.8, compared to the state average at -40.9 SPECIAL NOTE: Per the CA Dashboard Year 2024, the two student groups mentioned above have No Performance Color in ELA because the school did not have 30 or more students assessed in 2023 for each respective student group. <p>A10: ALL STUDENTS SUSPENSION RATE INDICATOR The California School Dashboard All Students Suspension Rate Indicator color is Green and has a Status (Percent) that is lower than the state average (also Green).</p> <ul style="list-style-type: none"> Per CDE, 0.7% of students were suspended at least once, compared to the state at 3.2%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A3: ALL STUDENTS MATH INDICATOR The California School Dashboard All Students Math Indicator has a Status (DFS) that is lower than the state average.</p> <ul style="list-style-type: none"> The school's DFS in Math is -93.6 (an increase of 42.5 points from the previous year), compared to the state average at -47.6. SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in Math because the school did not have 30 or more students assessed in 2023. <p>A4: STUDENT GROUP MATH INDICATOR None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).</p> <ul style="list-style-type: none"> The school has two numerically significant student groups (Latino and Socioeconomically Disadvantaged). The student groups and their respective DFS are as follows: 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

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- Latino is -90.8, compared to the state at -79.2
- Socioeconomically Disadvantaged is -97.9, compared to the state at -78.2
- In response to indicators A3 and A4, school leadership shared strategies and steps the school is taking to increase student achievement in Math. Some include the following:
 - Restructuring the master schedule, expanding math course offerings, and strengthening curriculum implementation and teacher instructional practices via professional development.
 - Master schedule is now designed to provide students with multiple opportunities for academic assistance throughout the day (e.g. SBAC study hours, small-group instruction). "SBAC Study Hour Prep initiative, the assistant principal and study hour/advisory teachers co-teach and deliver content to prepare students for the SBAC that includes a combination of additional math content review and test preparation skills. This occurs twice a week in each advisory grade level where students are scheduled to take the SBAC." Additionally, teachers in the core mathematics classes review study questions in their classes to increase exposure to the types of questions that will be asked on the SBAC.
 - Most students are enrolled in two math courses and the integration of MESA (Mathematics, Engineering, Science Achievement) and Makerspace programs, as well as the addition of data science electives which provide hands-on learning experiences "that promote critical thinking and problem-solving while reinforcing core mathematical competencies."
 - Teachers have engaged in targeted professional development designed to enhance instructional effectiveness with topics such as cooperative learning strategies and project-based learning.
 - There is ongoing coaching to teachers related to differentiating materials and instruction to meet the diverse needs of all learners.
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the two student groups mentioned above have No Performance Color in ELA because the school did not have 30 or more students assessed in 2023 for each respective student group.**

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR

The California School Dashboard All Students Chronic Absenteeism Indicator has a Status (Percent) that is higher than the state average.

- Per CDE, 29% of students have chronic absenteeism, compared to the state at 18.6% (Yellow).
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in Chronic Absenteeism because the school did not have 30 or more students accounted for in this area in 2023.**
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
 - Implementation of incentive programs to encourage school attendance (e.g., weekly grade-level challenges to promote competition, etc.)
 - Parents are given updates regarding attendance progress and goals during PAC and ELPAC meetings
 - Multi-tiered system of support that include home visits, attendance meetings with families, and implementation of attendance intervention plans for students after they receive the first attendance warning letter.
 - Implementation of an intervention program for middle school students that integrates a structured workbook activities that focus on developing better habits around time management, sleep routines, and personal responsibility.

Corrective Action Required

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

**MSA-6:**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

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DATE OF VISIT: 3/6/2025

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024	Middle Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR The California School Dashboard All Students ELA Indicator color is Yellow and has a Status/Distance From Standard (DFS) that is higher than the state average. Per the CDE, the school's DFS in ELA is +4.5, compared to the state at -13.2.</p> <p>A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).</p> <ul style="list-style-type: none"> Per the CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). These student groups and their respective DFS are as follows: <ul style="list-style-type: none"> English Learner (EL): -40.3 (No Performance Color), compared to the state average at -67.6 (Orange) Latino: -1.1 (Yellow), compared to the state average at -39.3 (Orange) Socioeconomically Disadvantaged: +4.5 (Yellow), compared to the state average at -40.9 (Orange) <p>A4: STUDENT GROUP MATH INDICATOR All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).</p> <ul style="list-style-type: none"> Per CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). These student groups and their respective DFS are as follows: <ul style="list-style-type: none"> ELs: -76 (No Performance Color), compared to the state at -93.4 (Orange) Latino: -51.1 (Orange), compared to the state at -79.2 (Orange) Socioeconomically Disadvantaged: -46.3 (Orange), compared to the state at -78.2 (Orange) 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A3: ALL STUDENTS MATH INDICATOR The California School Dashboard All Students Math Indicator color is Orange and has a Status (DFS) that is lower than the state average (Orange). Per the CDE, the school's DFS in Math is -48.5 (a decline of 33.2 points), compared to the state average at -47.6.</p> <ul style="list-style-type: none"> Per school leadership, the decline in Math is attributed to the introduction of a new math curriculum last school year called Into Math. School leadership shared, "while the curriculum is of high quality, any new adoption comes with a learning curve, and may contribute to the decline in scores. With a full year of professional development and hands-on experience with the new materials, we are confident that math scores will improve." Another barrier, per school leadership is that the math teacher did not have a dedicated space due to logistical challenges at the school site. This school year, there is the addition of 2 new classrooms, thereby allowing the math teacher to have dedicated space and eliminates being a traveling teacher. 	

**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR**

The California School Dashboard All Students Chronic Absenteeism Indicator color is Orange and has a Status (Percent) that is higher than the state average (Yellow). Per CDE, 20.5% of students have chronic absenteeism (a decline of 11.4% from the previous year), compared to the state at 18.6%.

- Per school leadership, the school continues to utilize supports that are being implemented to continue to decrease Chronic Absenteeism. Some include the following:
 - Following the attendance and truancy policy with fidelity.
 - Connecting with families after incremental absences.
 - Continue home visits
 - Implementation of a Multi-Tiered System of Support training from the state of California to guide the school in meeting the needs of every child
 - Hired a Family Success Coordinator to be the frontline communicator to families regarding absenteeism.
 - Continue targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Orange and has a Status (Percent) that is higher than the state average (Green). Per the CDE, the school's 2024 percentage of students suspended at least one day is 5%, lower than the state average at 3.2%.

- School leadership identified that there were two specific behaviors that contributed to the suspensions during the 2023-2024 school year – substance use/distribution and fighting. To mitigate for these behaviors, the school has implemented the following:
 - Expanded list of mental health supports and informational resources for the community.
 - Held parent workshops from the Los Angeles Department of Mental Health
 - Professional development with staff regarding implementation of social contracts within classes to improve student body relationships
 - Development of project-based assignments as other alternatives to suspensions on the aforementioned areas.

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

**MSA-7:**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

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DATE OF VISIT: 3/4/2025

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		3, Proficient
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024		Middle Performing
<u>Areas of Demonstrated Strength and/or Progress</u>		
A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR		
All numerically significant student groups scored higher than their respective student group statewide average (Status/Distance From Standard (DFS)).		
<ul style="list-style-type: none"> Per the CDE, the school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). These student groups and their respective DFS are as follows: <ul style="list-style-type: none"> English Learners (ELs): -21.3 (Yellow), compared to the state at -13.2 (Orange) Latino: -37.8 (Orange), compared to the state at -39.3 (Orange) Socioeconomically Disadvantaged: -31.4 (Yellow), compared to the state at -40.9 (Orange) Students with Disabilities: -84.7 (No Performance Color), compared to the state at -95.6 (Red) 		
A3: ALL STUDENTS MATH INDICATOR		
The California School Dashboard All Students Math Indicator color is Yellow and has a Status (DFS) that is the higher than the state average. Per the CDE, the school's 2024 schoolwide Math DFS is -42, higher than the state average at -47.6.		
A4: STUDENT GROUP MATH INDICATOR		
All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).		
<ul style="list-style-type: none"> Per CDE, the school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). These student groups and their respective DFS are as follows: <ul style="list-style-type: none"> ELs: -51 (Yellow), compared to the state at -93.4 (Orange) Latino: -57.2 (Yellow), compared to the state at -79.2 (Orange) Socioeconomically Disadvantaged: -54.7 (Yellow), compared to the state at -78.2 (Orange) Students with Disabilities: -86.1 (No Performance Color), compared to the state at -124.3 (Red) 		
A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR		
The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow and Status (Percent) that is lower than the state average. Per the CDE, the school's 2024 percentage of chronically absent students is 16.9%, lower than the state average at 18.6%.		
A10: ALL STUDENTS SUSPENSION RATE INDICATOR		
The California School Dashboard All Students Suspension Rate Indicator color is Blue. Per the CDE, the school's 2024 percentage of students suspended at least one day is 0%, lower than the state average at 3.2%.		



Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR

The California School Dashboard All Students ELA Indicator color is Yellow and a Status (DFS) that is lower than the state average (Orange).

- Per the CDE, the school's DFS in ELA is -21.3 (an increase of 11.3 points from the previous year), compared to the state at -13.2.
- The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide. Some of them include the following:
 - Utilization of NWEA MAP and IAB assessment data, which is analyzed during monthly Student Success and Data meetings, to identify areas for growth and tailor interventions. "The data informs us in adjusting instruction, monitoring progress, and ensuring that students receive the targeted support they need to succeed."
 - Implementation of the *Write Brain* literacy program for grades TK-5th, "engaging students in hands-on writing activities that foster creativity and foundational writing skills."
 - Use of *No Red Ink* to help students develop grammar, writing, and editing skills
 - Weekly Wednesday SBAC preparation sessions
 - Students participate in *Novel Studies* to develop critical thinking and analytical reading skills.
 - Guided ELA small-group rotations and small-group instruction are conducted throughout the day "to provide differentiated support, while the intervention teacher works with smaller groups to help close learning gaps based on individual needs."
 - Continued use of IXL ELA to address specific skill gaps identified through NWEA MAP, IAB, and SBAC assessments.

A5: ALL STUDENTS English Learner Progress INDICATOR (ELPI)

The California School Dashboard All Students ELPI color is Red.

- Per the CDE, 34.4% (Red) of English Learners were making progress towards English proficiency, compared to the state at 45.7% (Orange)
 - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
 - Implementation of a Winter Intercession for EL students to provide targeted English Language development support.
 - Continue push-in and pull-out support to give students individualized assistance within the classroom and in small group settings.
 - Implementation of ELPAC Interim Assessments to help students familiarize themselves with the Summative ELPAC testing system.

Corrective Action Required

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

**MSA-BELL:**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		1, Unsatisfactory
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024		Low Performing-Criterion 2
<p><u>Areas of Demonstrated Strength and/or Progress</u> None at this time.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR The California School Dashboard All Students ELA Indicator color is Yellow or Orange and has a Status/Distance From Standard (DFS) that is lower than the state average. Per the CDE, the school's DFS in ELA is -50.1 (a decline of 9.1 points from the previous year), compared to the state at -13.2.</p> <p>A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).</p> <ul style="list-style-type: none"> Per the CDE, the school has six (6) numerically significant student groups (English Learners, Long-Term English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Homeless). These student groups and their respective DFS are as follows: <ul style="list-style-type: none"> English Learners (ELs): -102.2 (Orange), compared to the state at -67.6 (Orange) Long-Term English Learners: -151.4 (Red), compared to the state at -109.6 (Red) Latino: -49.9 (Yellow), compared to the state at -39.3 (Orange) Socioeconomically Disadvantaged: -54.3 (Orange), compared to the state at -40.9 (Orange) Students with Disabilities: -131.9 (Red), compared to the state at -95.6 (Red) Homeless: -55.8 (No Performance Color), compared to the state at -70.4 (Red) In response to indicators A1 and A2, school leadership shared strategies and steps the school is taking to increase student achievement in ELA. Some of them include the following: <ul style="list-style-type: none"> Implementation of new ELA platform, <i>No Red Ink</i>, a program designed to "bolster student proficiency in writing and grammar." Implementation of a dedicated Sustained Silent Reading period each morning where Accelerated Reader (AR) Program is used. Teacher utilize AR to track and monitor student reading progress. Adding a Dean of Academics position to the school. This position concentrates on "analyzing student data and monitoring progress, ensuring more tailored and efficient interventions." IXL continues to be utilized as an intervention tool. However, this year the school has assigned specific times during Advisory periods and every Wednesday within core classes as dedicated time for the use of IXL. Co-planning to support diverse learners, both vertical and horizontal. Additionally, the school has adopted to link Student with Disabilities (SWD) passports to each lesson plan. Utilization of Universal Design for Learning (UDL) co-teaching model. Specifically, students are provided with "graphic organizers, sentence starters, paragraph frames, guided Cornell notes, and small group instruction to provide support. 		

**A3: ALL STUDENTS MATH INDICATOR**

The California School Dashboard All Students Math Indicator color is Red. Per the CDE, the school's DFS in Math is -103.3, compared to the state's average of -47.6 (Orange).

A4: STUDENT GROUP MATH INDICATOR

Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per CDE, the school has six (6) numerically significant student groups (English Learner, Long-Term English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Homeless). These student groups and their respective DFS are as follows:
 - ELs: -138.3 (Red), compared to the state at -93.4 (Orange)
 - Long-Term English Learners: -189.1 (Red), compared to the state at -163.5 (Red)
 - Latino: -102.9 (Red), compared to the state at -79.2 (Orange)
 - Socioeconomically Disadvantaged: -108 (Red), compared to the state at -78.2 (Orange)
 - Students with Disabilities: -172.7 (Red), compared to the state at -124.3 (Red)
 - Homeless: -102.7 (No Performance Color), compared to the state at -106 (Red)
- In response to indicators **A3** and **A4**, school leadership shared strategies and steps the school is taking to increase student achievement in Math. Some of them include the following:
 - Implementation of new math curriculum, *HMH Mathematics*.
 - Conducted a Summer bridge program during 2024, focused on student needs in math, especially newly enrolled 6th grade students.
 - Power Math classes were added this school year and enrolled all students into this class, excluding students in the ELD program. This class is geared towards providing "necessary interventions, re-teaching course math concepts, and offering enrichment activities that challenge the more advanced learners."
 - Adding a Dean of Academics position to the school. This position concentrates on "analyzing student data and monitoring progress, ensuring more tailored and efficient interventions."
 - Teachers are given ongoing training sessions on the use of the new math curriculum, *HMH Mathematics*.
 - Math teachers participate in monthly Professional Learning Communities (PLCs) and weekly meetings with the Dean of Academics. These sessions are dedicated to discussing each student's progress, identifying areas for growth, and developing targeted intervention to support individual needs.

A5: ALL STUDENTS English Learner Progress INDICATOR (ELPI)

The California School Dashboard All Students ELPI color is Yellow and has a Status (Percent) that is lower than the state average.

- Per CDE, the school has 45%% of English Learners making progress towards English proficiency, compared to the state at 45.7% (Orange). Additionally, Long-Term English Learners have 38.9% making progress towards English proficiency, compared to the state's Long-Term English Learners at 45.8%.
- School leadership shared strategies and steps the school is taking to increase all English Learners (ELs) progress towards English proficiency. Some of them include the following:
 - Implementation of a dedicated Sustained Silent Reading period each morning where Accelerated Reader (AR) Program is used. Teacher utilize AR to track and monitor student reading progress.
 - Adoption of the RACE writing strategy



- Bilingual paraprofessional classroom support for ELs (e.g., one to one, small group, pull out intensive interventions, etc.)
- EL boot camps throughout the school year, during Winter break and Saturday 4 Success.
- ELD Coordinator continues to provide professional development sessions for all staff that focus on strategies to support Designated and Integrated EL instruction, as well as the ELPAC

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR

The California School Dashboard All Students Chronic Absenteeism Indicator color is Orange and has a Status (Percent) that is higher than the state average.

- Per CDE, 27.2% of students have chronic absenteeism, compared to the state at 18.6% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
 - Continue to focus on creating a welcoming environment (e.g., greeting students at the door, clean and neat learning space, creating engaging lessons, etc.)
 - Utilizing the Crisis Prevention Institute (CPI) evidence-based strategies “to identify student triggers and effectively de-escalate stressful moments in the classroom.”
 - Continuous home visits and meetings with parents to share the importance of school attendance.
 - School psychologist and school social worker hold a weekly “break/lunch bunch” that is welcoming to all students but intended to support students with high needs to make friends and improve their well-being
 - Mental health team collaborate with Discipline Coordinator to lead student workshops on specific areas of need as they come up such as bullying and safety concern, academic struggles, feeling lonely, and others.
 - MTSS Coordinator, who leads increased attendance efforts, meets weekly with the AP of Student Services and attendance clerk to review data and discuss outstanding students to ensure communication has been delivered to parents regarding attendance and truancy concerns.
 - Attendance Intervention Plan is developed during meetings (parents are invited to attend) to address student needs.
 - Incentives for attendance includes shoutouts and awards during the monthly PBIS assemblies.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Orange and has a Status (Percent) that is higher than the state average.

- Per CDE, 3.5% of students were suspended at least once during the 2023-2024 school year, compared to the state at 3.2% (Green).
- School leadership shared that the suspensions were in the areas of physical altercations and possession of weapons. Additionally, school leadership shared some strategies to improve student suspension. Some of them included the following:
 - Strengthening the PBIS/MTSS program through professional learning and development of a data driven PBIS system to identify trends and inform programmatic adjustments.
 - Implement a classroom managed behavior vs. major office discipline referral matrix that defines acceptable behaviors and connect them to positive reinforcement strategies.
 - Enhance Restorative Justice Practices to address behavioral issues effectively
 - Strengthen collaboration with families
 - Promote Social Emotional Learning (SEL) by targeting SEL lessons to address conflict resolution, anger management, and decision making skills.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*

Summary of School Performance

3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has 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.

- Some of the evidence found in Folder 3, responses to guiding questions, and classroom observations include the following:
 - Middle grade students (6th – 8th) are now separated by grade level for their core classes and the curriculum has expanded to include Makerspace for 8th grade, Introduction to Computer Science for 7th grade, and Spanish for 6th grade.
 - Sample lesson plans and curricular list
 - Year-long professional development plan
 - Focused areas observed during the classroom observations included Project Based Learning (PBL), small group learning, student centered learning, and classroom expectations, norms, and routines.

O3: SPECIAL EDUCATION

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; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records.

- Some of the evidence found in Folder 3 and discussion with leadership include the following:
 - Review of the Master Calendar for IEPs at the time of the oversight visit indicated that 100% of IEPs were completed within applicable timelines and upcoming IEPs had been scheduled.
 - Review of the Welligent 300 report at the time of the oversight visit indicated that all service records were within Tiers 1-3
 - The Self-Review Checklist was completed.
 - Professional development activities conducted include *How do I Support Exceptional Learners* on September 20, 2024 and *Progress Monitoring and Present Levels of Performance* on August 2, 2024.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups.

- Some of the evidence found in Folder 3, LAUSD Discipline Report, and discussion with leadership include the following:
 - As evidence by the LAUSD Discipline Report for the 2023-2024 school year, the school's suspension rate is 0.81%, a decrease of 8.99 percentage points, compared to the 2022-2023 school year.
 - Implementation of "enhanced PBIS initiatives including community circles, academic and PBIS assemblies, Kickboard, and professional development on MTSS best practices from LACOE."



- The dean of students and office manager have standing weekly meetings to identify students who are struggling with attendance and the appropriate follow up. The Assistant Principal and teachers review attendance information in their biweekly meetings, and administrators review this data in weekly Monday meetings.
- Professional development activities include *Classroom Management* on August 8, 2024, *Community Circles* on January 15, 2025, and *My Name My Identity & Family Engagement* on February 12, 2025.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

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

☒ Not Applicable

***RATING NOTES:**

- A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.
- A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.
- A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.
- A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.



MSA-6:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*

Revised 12/12/2024

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

Summary of School Performance

3, Proficient

Areas of Demonstrated Strength and/or Progress**02: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.

- Some of the evidence found in Folder 3 and via classroom observations include the following:
 - Focus areas observed during classroom observations included: teacher responsiveness, building caring community of learners, and checking for understanding and questioning by teachers
 - Implementation of integrated and designated ELD (e.g. sample instructional material, English Learner Master Plan, Supporting English Learners training in August 2023, etc.).
 - Some of the professional development activities included: Co-Teaching Tier 1 Supports, EL Strategies Used in the Class, and Evidence of Differentiated Instruction.

05: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- Event calendar for the 2024-2025 including: Back to School Night on September 10, 2024, Parent Teacher Conferences on October 10th and 11th, and STEAM Expo on December 10, 2024.
- Parent Task Force (PTF), ELAC, and PAC meeting calendar, agendas, minutes, sign-in sheets, and current rosters (e.g., September 27, 2024 PAC meeting discussed the LCAP and areas of growth, and ELAC meeting on January 31, 2025)
- All legally mandated topics have been covered by the school's ELAC and/or set as agenda items for future meetings to be held in the 2024-2025 school year.

Areas Noted for Further Growth and/or Improvement

None noted at this time

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):☒ Not Applicable

**MSA-7:**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS****RATING*****Summary of School Performance****3, Proficient**Areas of Demonstrated Strength and/or Progress**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.

- Some of the evidence found in Folders 3 and via classroom observations include the following:
 - Instructional areas observed during classroom observation included, small group instruction, student engagement and routines, and implementation of PBIS.
 - Implementation of integrated and designated ELD (e.g. ELD services and lessons year-at-a glance; Integrated ELD Reading lesson plan using *Wonders* curriculum workshop for grade 2, English Learner Master Plan, ELD professional development titled Support English Learners in August 2024, etc.
 - Implementation of differentiated instructional strategies (e.g., guided math scheduled and supports, picture of what differentiated math groups look like, description of tiered instructional intervention, etc.).
 - Incorporation of a new supplemental resource to strengthen students' writing skills called *Write Brain Program*

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.

- Some of the evidence in Folder 3 and per discussion with leadership include the following:
 - The school's suspension rate for the 2023-2024 school year was 0% (which equates to three events in the school year) for all students and no expulsions.
 - *Start with Hello Week* September 16-20, 2024 and *Kindness Week* from January 27-31, 2025. Both are implemented, per school leadership, to encourage a positive school culture.
 - Implementation of Positive School Climate and Restorative Justice systems of support through the implementation programs such as *Second Step* (a schoolwide Social-Emotional Learning (SEL) curriculum), and PBIS Rewards Points Tracker (points are tracked in the areas of safety, responsibility, and respect).
 - Classroom Management & Positive Behavior Interventions and Support professional development on August 1, 2024.

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- Some of the evidence in Folder 3 include the following:



- Event calendar for the 2024-2025 including: Student/Parent Orientation on August 9, 2024, Back to School Night on September 11, 2024, and Spirit Day on November 19, 2024.
- Parent Task Force (PTF), ELAC, and PAC meeting calendar, agendas, minutes, and sign-in sheets (e.g., September 19, 2024 PAC meeting discussed the LCAP and PAC meeting on November 21, 2024 provided a Needs Assessment to parents)
- All legally mandated topics have been covered by the school's ELAC and/or set as agenda items for future meetings to be held in the 2024-2025 school year.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

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

Notes:

None

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

☒ Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

**MSA-BELL:**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS****RATING*****Summary of School Performance****3, Proficient**Areas of Demonstrated Strength and/or Progress**O3: SPECIAL EDUCATION**

The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records.

- As evidenced in Folder 3, Welligent reports, and discussion with school leadership, some of the evidence includes the following:
 - Review of Welligent Master Calendar report at the time of oversight indicated 100% of the IEPs were compliant and completed within applicable timelines.
 - Review of the Welligent 300 report at the time of oversight indicated 100% of services were in Tiers 1-3.
 - The Annual Self-Review Checklist was completed and submitted to the Division of Special Education
 - Professional Development activities include Co-Planning to Co-Teacher on September 20, 2024 and the Special Education Presentation during the staff beginning of the activities on August 7, 2024.

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- As evidenced in Folder 3 and discussion with leadership, some of the evidence includes the following:
 - A year-long calendar with opportunities for stakeholder engagement and consultation (e.g., PAC and ELAC meetings, Coffee with the Principal, etc.)
 - Annual Parent notification regarding Title I and Title 3 state requirements
 - Coffee with the Principal agendas and sign-in sheets on November 20, 2024, December 11, 2024, and January 15, 2025
 - PAC meeting agendas, sign-in sheets and minutes for September 26, 2024, October 30, 2024, and February 20, 2025. During the meetings there was a discussion about the school's LCAP, NWEA MAP data, academic interventions in ELA and Math.

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2024-2025* form ("ESSA Grid") and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.



Areas Noted for Further Growth and/or Improvement

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis.

- As evidenced by documentation in Folder 2 and discussion with school leadership, the school utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments to measure student achievement and growth in both Reading and Math two to three times per year. Per the assessment publisher, one year's progress is defined as a Conditional Growth Index (CGI) within the range of -0.2 to 0.2. The end of year (for the 2023-2024 school year) NWEA MAP assessment data indicated the following (as specified by the school's CGI data):
 - In Math, less than a majority of student groups achieved one year's progress. When assessing grade level data inclusive of all student groups, no grade levels achieved one year's progress.
 - In ELA, less than a majority of student groups achieved one year's progress. Similarly, when assessing grade level data inclusive of all student groups, less than a majority of grade levels achieved one year's progress.
- As noted in the Student Achievement and Educational Performance section, above, the school's 2025 CDE classification is Low Performing and less than a majority of student groups performed higher than their respective state student group averages. In ELA and Math, less than a majority of numerically significant student groups achieved "Increased" performance in 2024.
- The school leadership shared their efforts to improve student achievement in ELA and Math. Please see the **Student Achievement and Educational Performance** section for more information.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

- As evidence by the LAUSD Discipline Report for the 2023-2024 school year, the school's suspension rate is 4.70%, an increase of 1.05 percentage points, compared to the 2022-2023 school year. On April 15, 2025, MSA Bell provided a response to a Charter Schools Division email regarding this data (sent March 7, 2025) that included a detailed root cause analysis, as well as an action plan (see below). As evidenced in Folder 3, school leadership discussion, and the *LAUSD Suspension Letter Response*, elements of the action plan include the following:
 - A Multi-Tiered Systems of Support (MTSS) handbook for teachers and staff which includes specific behavior interventions for Tiers 1-3.
 - Ensure classroom and schoolwide behavior expectations are posted in the classroom and in common areas (Note: During the oversight visit, the behavior expectations were observed in classrooms, as well as in the school's common areas such as the Main Office, lunch area, and hallways).
 - Utilization of the school's social worker to conduct restorative circles to mediate student conflict and create actions that all parties agree to.
 - PBIS Rewards Training and Restorative Justice professional development activities on August 5, 2024. MTSS training was also provided on August 6, 2024.

Corrective Action Required

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

Notes:

None



FISCAL OPERATIONS

MSA-4:

FISCAL OPERATIONS

RATING

Summary of School Performance

4, Accomplished

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

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 4 (MSA 4)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$1,221,947	\$1,349,016	\$1,448,873	\$1,322,121	\$1,135,067
Net Income / (Loss)	\$313,658	\$127,069	\$99,857	(\$126,752) ¹	(\$187,054) ²
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,137,866	\$1,105,035	\$1,599,759	\$1,265,070	\$1,069,515
Unrestricted Net Assets	\$1,221,947	\$1,349,016	\$1,448,873	\$1,322,121	\$1,113,004
Norm Enrollment Reported by the School	101	110	101	120	133
FINANCIAL RATIO ANALYSIS					



Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	65.66%	56.52%	56.22%	45.57%	39.12%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	61.14%	46.30%	62.07%	43.60%	37.59%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	358.95%	340.22%	248.10%	346.26%	729.95%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	26.57%	28.07%	39.68%	29.00%	14.29%

¹According to Magnolia Educational & Research Foundation ("MERF"), MSA 4 reported a net loss of **(\$126,752)** for the Fiscal Year ("FY") 2023-2024. This loss was primarily due to unexpected operational needs and necessary staffing expenses, including costs related to substitute and special education ("SPED") staffing, certificated aids, and rent and leases. The school explained that the deficit does not indicate long-term fiscal instability but reflects a set of temporary and unanticipated cost increases. These issues have since been addressed through improved forecasting and tighter controls.

²According to MERF, the projected net loss of **(\$187,054)** is primarily driven by increased SPED costs, resulting in budget encroachment.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)



10	4 ³	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458) ⁴
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Management Fees: According to MERF, MSA 4 paid annual management fees of \$172,849 (or 2.7% of the home office expenses) in Fiscal Year ("FY") 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

³The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 6; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator's 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education ("SBE") through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education ("LACOE").

⁴The MERF reported a net loss of (\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

MSA 4's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6				12	8
7				9	17
8				1	10
9	25	35	23	20	21
10	27	22	34	30	21
11	26	27	20	33	28
12	23	26	24	15	28



Total Enrollment	101	110	101	120	133
Increase/(Decrease) in Enrollment from Prior Year	N/A	9	(9)	19	13
Enrollment Growth (%)	N/A	8.9%	(8.2%)	18.8%	10.8%

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	32
Accumulated increase in student enrollment percentage	31.7%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment"	
Per the approved enrollment capacity in the school's operative charter	360
2024-2025 Norm Enrollment	133
Below approved student enrollment count	(227)
Below approved student enrollment percentage	(63.1%)

As noted above, the school has maintained positive net assets for Fiscal Year 2023-2024 and projected positive net assets for the 2024-2025 Second Interim. However, MSA 4 is currently under-enrolled by 227 students (63.1%) compared to its approved enrollment capacity in MSA4's operative charter. According to the Principal of MSA 4, the school is committed to increasing student enrollment and ensuring that families are aware of available academic programs and opportunities. The projected enrollment for 2024-2025 was 133 students, which is a slight increase from the previous year, and as of March 2025, enrollment has risen to 137 students, indicating successful efforts in recruitment per MSA 4.

MSA4 stated, "A key strategy in our enrollment growth plan is strengthening our partnership with Magnolia Science Academy 6 (MSA 6). We are reaching out to MSA 6's eighth-grade families to schedule tours and share information about MSA 4 programs. Our college counselor has visited MSA 6 to present at their High School Fair, while our Community School Coordinator has actively introduced MSA 4's program offerings to MSA 6 parents and attended their Parent Advisory Committee (PAC) meetings to build stronger connections with prospective families. To further engage MSA 6 students, we are hosting exclusive Open Houses, inviting them to our Dual Enrollment workshops, and welcoming them to school events such as dances and festivals, creating opportunities for them to experience our school community firsthand.



Beyond our work with MSA 6, we are broadening our outreach efforts in the wider community. Our Office Manager and Community School Coordinator have participated in tabling events at schools such as Citizens of the World and Shenandoah Elementary, as well as at local community parks and libraries to increase awareness of MSA 4. Additionally, we continue to engage with families through community resource fairs, providing them with valuable information about our programs and enrollment process.

To ensure that prospective families have a seamless experience, we have also refined our enrollment procedures in the following ways:

- Staff members have undergone retraining to provide personalized and consistent communication before, during, and after school tours.
- The school website has been updated to be more parent-friendly, featuring an improved section for scheduling school tours and a prominently displayed events calendar.
- We have incorporated Linktree links into our social media platforms, allowing families to easily access our SchoolMint application profile.
- Additionally, we have developed a simple and clear enrollment flowchart to guide families through the process step by step.

Our efforts are already yielding positive results. We currently have 39 applications in SchoolMint and six completed enrollment packets for the upcoming school year—an increase compared to last year. To further enhance our outreach, we are redesigning marketing materials such as brochures, postcards, and folders to better communicate the benefits of joining MSA 4.

Through these initiatives, MSA 4 remains dedicated to increasing student enrollment and ensuring that more families are informed about the exceptional educational opportunities available at our school. We are making meaningful strides toward reaching our full enrollment potential by fostering strong partnerships, engaging with the community, and streamlining the enrollment process.”

The CSD will continue to monitor the school’s student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization’s overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024) , applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF’s and its charter schools’ overall compliance and fiscal operations—



including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF’s school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer’s (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, <i>"the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."</i>
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO’s signature in the Families in Schools’ agreement, specifically for MSA 8 was missing.

- **Charter Operator’s Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF’s Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states “that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory



completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.”

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states “that Chief Executive Officer (“CEO”) shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts.”

- **Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- **CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

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

As part of the November 7, 2017 renewal petition approved by the LAUSD Board of Education (Board of Education report 178-17/18), during the 2018-2023 charter term, which, by operation of law, was extended to and expires June 30, 2026, * MSA 4 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

1. 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 benchmark cited above. The CSD will continue to monitor the school's fiscal practices and its fiscal management through the remainder of the school's charter term.

* Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”

**MSA-6:****FISCAL OPERATIONS****RATING****Summary of School Performance****4, Accomplished****Other circumstances and information could influence the rating and are noted in this evaluation.****Financial Highlights**

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy (MSA) 6	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$2,410,544	\$2,440,121	\$2,848,933	\$2,666,531	\$2,668,013
Net Income / (Loss)	\$559,000	\$29,577	\$408,812	(\$182,402)*	\$1,482
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,037,758	\$2,434,523	\$2,993,077	\$2,773,148	\$2,554,398
Unrestricted Net Assets	\$2,410,544	\$2,440,121	\$2,848,933	\$2,666,531	\$2,384,893
Norm Enrollment Reported by the School	163	84	89	109	126
FINANCIAL RATIO ANALYSIS					



Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	129.86%	131.46%	115.64%	108.06%	85.60%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	109.78%	131.16%	121.50%	112.38%	91.68%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1019.43%	592.50%	488.95%	609.40%	1367.89%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	9.47%	16.51%	20.26%	16.48%	7.47%

*According to Magnolia Educational & Research Foundation ("MERF") Home Office, MSA 6 reported a net loss of **(\$182,402)** for the Fiscal Year ("FY") 2023-2024 primarily due to exceeding the budgeted amount in several key areas, including substitute staffing, school and after-school programs, Special Education ("SPED") instruction contracts, and both instructional and non-instructional supplies. Additionally, the school incurred unanticipated expenses related to student services and technology.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



Management Fees: According to MERF, MSA 6 paid annual management fees of \$172,849 (or 2.7% of the home office expenses) in Fiscal Year ("FY") 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass the salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator's 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education ("SBE") through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education ("LACOE").

**The MERF reported a net loss of (\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

MSA 6's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	49	19	33	41	44
7	49	30	22	38	44
8	65	35	34	30	38
Total Enrollment	163	84	89	109	126
Increase/(Decrease) in Enrollment from Prior Year	N/A	(79)	5	20	17
Enrollment Growth (%)	N/A	(48.5%)	6.0%	22.5%	15.6%



Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(37)
Accumulated decrease in student enrollment percentage	(22.7%)
2024-2025 projected enrollment per the enrollment rollout plan in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
2024-2025 per the school's petition enrollment rollout plan in its operative charter	192
2024-2025 Norm Enrollment	126
Below approved enrollment capacity count	(66)
Below approved enrollment capacity percentage	(34.4%)

As noted above, the school has maintained positive net assets for Fiscal Year 2023-2024 and projected a balanced budget for the 2024-2025 Second Interim.

The Principal of MSA 6 states, "We are thrilled to share the continued success and growth of Magnolia Science Academy 6 (MSA 6) since our relocation to LAUSD's Wilton Place Elementary during the 2022-2023 school year. Since the first year at our current location, with 100 students enrolled, we have witnessed steady enrollment growth. Thanks to the support of our dedicated staff, students, and the broader community, we've experienced a consistent increase in enrollment, and we are excited to build upon this momentum. As we look ahead, we are committed to further strengthening our enrollment strategies to ensure that MSA 6 remains a beacon of academic excellence, innovation, and community engagement.

The projected enrollment for this 2024-2025 school year was 121, with a current enrollment of 131 students. Continuing the trend of our growing enrollment, the projected enrollment for the upcoming 2025-2026 school year is 137 (with a physical capacity of 144 students). To this day, March 11th, 2025, we have 128 completed enrollment applications (92 current students with the intention to return, and 36 completed new applications). At this time, we continue to receive new applicant submissions every week for the upcoming school year. In addition to the organic growth in enrollment, Magnolia invested in a new position titled, Family Success Coordinator (FSC), whose key focuses include, but are not limited to:

- Building positive relationships by fostering strong communication with prospective and enrolled families, acting as a trusted resource and advocate.
- Organizing school tours and Open Houses for prospective families and promoting the school within the community.
- Creating strategic enrollment plans to develop strategies based on trends and conduct orientations to reinforce school culture.
- Building retention strategies by creating and implementing plans to enhance student engagement through student and family-based events.
- Facilitating smooth transitions for families throughout the school year and serving as a primary contact for their needs through a structured onboarding process.
- Holding workshops to improve communication between families and staff, actively seeking areas for improvement.



- Organizing and attending monthly enrollment events to streamline the process, catering to families.
- Use social media as a marketing tool with weekly posts to share student life and promote upcoming events.
- Tabling at various events in the community to build connections.
- Visiting local organizations and building relationships to better support our families.
- Implementing home visits to build a stronger, more personalized connection with students and their families to better understanding their home environment, needs, and challenges.

With this information in mind, we foresee the continuous growth beyond our current physical capacity of MSA 6 in the future.”

The CSD will continue to monitor the school’s student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization’s overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF’s and its charter schools’ overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF’s school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer’s (CEO) signature. These observations are summarized in the table below.



Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.

- **Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- **Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- **CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.



The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

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

As part of the October 23, 2018 renewal petition approved by the LAUSD Board of Education (Board of Education report 123-18/19), during the 2019-2024 charter term, which, by operation of law, was extended to and expires June 30, 2027, * MSA 6 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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. The CSD will continue to monitor the school's fiscal management through the remainder of the school's charter term.

* Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

**MSA-7:**

FISCAL OPERATIONS					RATING
Summary of School Performance					4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.					
<u>Financial Highlights</u>					
The charter school's fiscal condition is positive.					
FINANCIAL HIGHLIGHTS					
Magnolia Science Academy (MSA) 7	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$2,499,146	\$2,614,648	\$3,259,094	\$3,328,936	\$3,386,286
Net Income / (Loss)	\$620,254	\$115,502	\$644,446	\$69,842	\$57,350
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,421,162	\$1,783,300	\$2,865,843	\$3,182,955	\$3,139,618
Unrestricted Net Assets	\$2,499,146	\$2,614,648	\$3,259,094	\$3,328,936	\$3,299,936
Norm Enrollment Reported by the School	294	279	262	281	268
FINANCIAL RATIO ANALYSIS					



Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	60.85%	55.89%	58.54%	53.20%	54.50%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	34.60%	38.12%	51.48%	50.87%	51.85%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	609.20%	348.72%	203.16%	227.75%	392.97%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	13.58%	24.06%	48.76%	42.75%	32.25%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation ("MERF") dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



Management Fees: According to MERF, MSA 7 paid annual management fees of \$553,115 (or 8.5% of the home office expenses) in Fiscal Year ("FY") 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy Bell. Per the charter operator's 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education ("SBE") through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education ("LACOE").

**The MERF reported a net loss of (\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

MSA 7's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK*			15	9	19
K*	52	27	38	40	23
1	56	50	27	45	48
2	56	56	45	30	43
3	50	52	47	50	30
4	50	42	47	50	54
5	30	52	43	57	51
Total Enrollment	294	279	262	281	268



Increase/(Decrease) in Enrollment from Prior Year	N/A	(15)	(17)	19	(13)
Enrollment Growth (%)	N/A	(5.1%)	(6.1%)	7.3%	(4.6%)

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(26)
Accumulated decrease in student enrollment percentage	(8.8%)
2024-2025 projected enrollment per the enrollment rollout plan in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
2024-2025 per the enrollment rollout plan in the school's operative charter	292
2024-2025 Norm Enrollment	268
Below enrollment rollout projection count	(24)
Below enrollment rollout projection percentage	(8.2%)

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024 and projected a balanced budget per its 2024-2025 Second Interim financials. The CSD will continue to monitor the school's student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive, and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:



No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization's overall compliance with MERF's *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF's school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD's review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer's (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, " <i>the school agrees to compensate the Contractor at the rates as explained in Exhibit 1.</i> "
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.



3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.
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- **Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- **Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- **CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review 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.

Corrective Action Required:

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

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

As part of the October 23, 2018 renewal petition approved by the LAUSD Board of Education (Board of Education report 124-18/19), during the 2019-2024 charter term, which, by operation of law, was extended to and expires June 30, 2027, * MSA 7 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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

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

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

* Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

**MSA-BELL:****FISCAL OPERATIONS****RATING****Summary of School Performance****3, Proficient**

According to the CSD's Fiscal Operations Rubrics, to receive a fiscal rating of "4," an existing school, at a minimum, meets *all* of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of "4" is due to a prior audit finding from the year ending June 30, 2023. The annual independent audit report for the Magnolia Education & Research Foundation ("MERF") for the 2022-2023 fiscal year disclosed a material weakness identified by the auditor concerning state compliance, as required by California Education Code Section 8482.4(c)(1). This finding specifically pertained to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school). The 2023-2024 annual independent audit report indicates that the status of this finding has now been marked as **"implemented."**

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

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy Bell (MSA Bell or MSA 8)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$6,112,819	\$6,432,844	\$7,604,881	\$7,675,302	\$7,681,061
Net Income / (Loss)	\$1,324,872	\$320,025	\$1,172,037	\$70,421	\$5,759
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$3,386,788	\$3,937,972	\$6,786,891	\$7,305,692	\$5,931,824
Unrestricted Net Assets	\$6,112,819	\$6,432,844	\$7,604,881	\$7,675,302	\$7,668,068



Norm Enrollment Reported by the School	441	393	384	402	381
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	105.00%	96.75%	97.41%	100.00%	107.77%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	58.17%	59.23%	86.93%	95.18%	83.37%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	845.67%	714.02%	387.50%	610.02%	2826.79%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	11.20%	13.27%	25.33%	16.24%	3.61%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation ("MERF") dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



Management Fees: According to MERF, MSA Bell paid annual management fees of \$795,103 (or 12.3% of the home office expenses) in Fiscal Year ("FY") 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy 7. Per the charter operator's 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education ("SBE") through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education ("LACOE").

The MERF reported a net loss of **(\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

MSA Bell's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	86	97	99	118	86
7	170	130	145	142	156
8	185	166	140	142	139
Total Enrollment	441	393	384	402	381
Increase/(Decrease) in Enrollment from Prior Year	N/A	(48)	(9)	18	(21)
Enrollment Growth (%)	N/A	(10.9%)	(2.3%)	4.7%	(5.2%)



Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(60)
Accumulated decrease in student enrollment percentage	(13.6%)
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment"	
Per the approved enrollment capacity in the school's operative charter	495
2024-2025 Norm Enrollment	381
Below approved student enrollment count	(114)
Below approved student enrollment percentage	(23.0%)

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024 and projected a balanced budget per its 2024-2025 Second Interim financials. However, the school is under-enrolled by 114 students (23%) from the approved enrollment capacity. According to the Principal of MSA Bell, this trend reflects national issues such as low birth rates, immigration policies, and economic challenges like rising living costs and housing insecurity. Many families have moved away in search of more affordable living and job opportunities. MSA Bell stated:

“To support our families, we established the Family Success Coordinator role to help track enrollment trends and assist families, particularly those impacted by financial pressures. We also recognize a decline in 6th-grade enrollment due to nearby schools expanding their grades and offering new choices. Despite these challenges, we are actively working on improving enrollment through targeted recruitment, especially for the 6th grade. We are also:

- Monitoring enrollment and exit trends closely to adapt our strategies.
- Strengthening family engagement to ensure current families feel supported and connected
- Developing long-term plans for growth beyond this year.

Last year, we had 80 applications for the 2024-25 school year; now, we have 107 completed applications and 11 more in progress for the following year. Thanks to the efforts of our Family Success Coordinator, outreach initiatives, and better communication, our enrollment numbers are looking promising.” The CSD will continue to monitor the school’s student enrollment through oversight.



Areas of Demonstrated Strength and/or Progress:

- 1. The school’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization’s overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024) , applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF’s and its charter schools’ overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF’s school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer’s (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
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1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.

- Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

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

N/A



Impact:

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 teams review those reports very carefully. It is critically important to have positive oversight reports from our authorizers and to act on their feedback for continuous improvement of our schools and systems. The Home Office will continue to provide the board with any oversight report and feedback from the authorizers' visits.

Exhibits:

1. Oversight Visit Reports for MSA-1, 2, 3, 4, 5, 6, 7, and Bell

Los Angeles County Office of Education
Charter School Office Oversight Protocol

GOVERNANCE REVIEW 2024-2025

Charter School	Magnolia Science Academy (MSA) 1, 2, 3, 5 (Grades 6-12)
Charter Term	July 1, 2017 – June 30, 2025, renewed July 1, 2025 – June 30, 2030 (MSA 1, 2, 3) July 1, 2018 – June 30, 2026 (MSA 5)
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>	
A. Organizational Management	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> a. Solely a charter school b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations) c. If b, describe the structure 	
<i>The four schools are part of the 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i>	
<p>2. The corporate papers, including articles of incorporation, are available to the authorizer.</p> <p><i>LACOE has been provided with all relevant corporate papers including the following: Articles of Incorporation, 2022 Amended Bylaws, COI Code, Lease Agreements, and Co-Location Agreements. Should any amendments take place to any of the corporate documents, the organization is to notify LACOE and provide draft documents for review prior to approval by the Board.</i></p>	
<p>3. The governing board has a comprehensive plan to conduct an annual oversight of the academic program which reflects the goals and objectives of the local control accountability plan (LCAP).</p> <p><i>The board approved the LCAP for Magnolia Science Academy (MSA) 1, 2, 3, and 5 on June 17, 2024. In addition, the Chief Academic Officer, Chief Accountability Officer, and Leadership Team provide regular reports and updates to the board regarding academic progress, LCAP outcomes, curriculum and instruction, and any changes made to the academic program for students. Staff presented a mid-year update to the LCAP on February 13, 2025</i></p> <p><i>MSA 2 saw large decreases in academic performance on the 2024 California Dashboard and with many areas and student groups receiving a Red performance level. These areas must be included in the LCAP. While NWEA Map data suggests the school may see an increase in the 2025 academic Dashboard data, the board should closely monitor the school's performance.</i></p> <p><i>While LACOE CSO does not approve the LCAP, the CSO has focused on the following three areas and provided monthly training on the LCAP in regard to these areas:</i></p> <p>The LCAP must address all 8 State priorities: All 8 State priorities were addressed.</p> <p>The LCAP must indicate how it engaged educational partners: LCAPs indicate how educational partners were engaged.</p> <p>Actions on LCAP that are marked as Contributing must contribute to improving services/programs for low-income students, ELs and foster youth. All actions marked as contributing are actions targeted to improve services/programs for these student groups. (Goals 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5). LACOE Staff recommends including data to strengthen the argument of the need for the action.</p> <p><i>During the capacity interviews for the renewal of MSA 1, MSA 2, and MSA 3, it was evident that the board was not fully aware differences in each school's academic performance. It is important that the board has a better understanding of each school, beyond fiscal and facility needs, in order to best support them in student achievement.</i></p>	

4. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.
<i>The organizational structure aligns with the description found in the approved charters for MSA 1, 2, 3, and 5. The Chief Executive Officer (CEO)/Superintendent reports directly to board.</i>
B. Capacity/Composition
1. There is a list or roster of governing board members and some of the governing board members have previous governance experience.
<i>The roster for 2024-25 identifies six board members and there was one resignation in the school year. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. Many board members have previous board experience and/or have been on the board for multiple terms.</i>
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090 .
<i>LACOE is in receipt of an approved conflict of interest policy. The current board appears to be free from any perceived or real conflict of interests. MPS submitted copies of their Form 700s to LACOE as their schools span across multiple California counties.</i>
3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>The current board has five voting members and a student representative. The Board is diverse, has representation from a wide variety of communities within its portfolio of school, and balanced in male and female members. There is one former MPS parent on the board.</i>
4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>The board has members with educational, entrepreneurial, health, real estate, engineering, law enforcement, at-risk youth, and non-profit experts.</i>
C. Structure
1. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board has either too few or too many members to support effective governance.
<i>The board has given evidence that they are able to govern effectively and could continue to do so in their current form and regularly has more than enough members to meet quorum at meetings.</i>
2. The governing board has bylaws that are comprehensive and that include a term limit.
<i>The bylaws are comprehensive and include a term limit of five years.</i>
3. The governing board appears to fully understand the bylaws and their implications.
<i>The board appears to act in accordance with its bylaws, which were updated and approved in 2022.</i>
4. The governing board has identified officers.
<i>The current board recognizes a chair, vice-chair, and secretary. The organization bylaws outline specific duties and responsibilities for a chairperson of the board, president, one or more vice-presidents, secretary, and treasurer. The organization's bylaws mandate the positions of president (or chair), secretary, and treasurer.</i>
5. The bylaws delineate committees, which are implemented with fidelity, and provide detailed job descriptions for these committees.
<i>The bylaws discuss the creation of, and powers given to, board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. MPS holds regular committee meetings for Academics, Audit and Facilities,</i>

<i>Educational Partners and Development, and Finance. Agendas, committee packets and recordings of the committee meetings are submitted to the Charter School Office for review.</i>	
D. Role of the Board	
1.	The governing board regularly discusses key elements of governance.
	<i>The board engages in regular updates and approval of fiscal reports, policies, facilities, academics, student support, and school needs. They receive staff reports regarding charter oversight, improvement plans, technical assistance, and status towards renewal.</i>
2.	The governing board demonstrates a strong understanding of their role related to effective governance.
	<i>The board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3.	The governing board members understand their role in developing, supporting and evaluating the charter school leader.
	<i>During the 2024-25 school year, the board engaged in a multi-meeting evaluation of the CEO that included reports on the CEO and organizations goals, closed meetings for discussion, and approval of continued employment that has still yet to be finalized. The last evaluation was finalized on July 11, 2024.</i>
4.	There is a strong working relationship among the charter school leader, board chair and full board.
	<i>A review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair, and the full board.</i>
E. Meetings	
1.	The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school.
	<i>The board meets on a regular basis. In the 2024-25 school year, MPS conducted 13 regular board meetings, three special board meetings, one Academic meeting, one Ad Hoc meeting, one Audit and Facility meeting, one Educational Partners meeting, and one Finance meeting. Board meetings were held monthly with specific committees meetings prior to the board meetings and special board meetings held as needed. No board meetings were cancelled, although some were postponed for a week. All meetings comply with the requirements of the Brown Act.</i>
2.	The governing board complies with the following: <ul style="list-style-type: none"> a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes on the school's website
	<i>Brown Act Training for the board was conducted on August 8, 2024. All board meetings are compliant with the Brown Act and meeting agendas and recordings are posted on the schools' and organization's websites. AB 2158 requires ethics training in future years.</i>
3.	The governing board has created and routinely reviews resolutions and board-adopted policies regarding safety, compliance, fiscal operations and the day-to-day running of the school.
	<i>The board has approved and regularly reviews policies. Some of these policies include, but not limited to, conflict of interest, student/parent and employee handbooks, student and employee discipline and due process, evaluation protocols, parent complaint resolution and due process, Title IX, fiscal including internal controls and allowable purchases/purchasing authority, harassment, safety plan, immunization records, Family Educational Rights and Privacy Act (FERPA) Policy and notices, Section 504 compliance, Suicide Prevention, and Homeless and Foster Youth.</i>
4.	Material revisions to the charter have been approved by the governing board.

MPS did not submit any material revision for its LACOE school in the 2024-25 school year. Only MSA 5 submitted a material revision in the 2020-2021 school year. The County board approved this material revision on June 15, 2021. MSA 2 and MSA 5 are anticipating material revisions in the next school year.

F. Communication and Transparency

1. There is a process in place that ensures that families, teachers, staff, and community partners regularly consult and engage with the Board to provide input regarding the school's operations and educational program to increase the effectiveness of the charter school.

The community has the opportunity to participate in board meetings through public comments. Most of the public comments include updates and celebrations from Magnolia schools along with some parent comments.

The LCAP was presented to the board in a public hearing on June 17, 2024, and parents, students, teachers, school administrators, other school personnel, and the school's SELPA were consulted in the development.

2. The Charter school has a legally compliant website

All schools and the central office have legally compliant websites.

3. The public has access to board members and methods by which to contact them.

All school and central office websites have the board members listed with contact information.

G. Fiscal Standing

1. The governing board executes its fiduciary responsibility with regard to the disbursement of public funds.

The Chief Financial Officer and back-office provider provides financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools and adjusts the budget and operations, as necessary. In addition, the board regularly requests increased clarity and explicit details from home office staff regarding budget items and the purpose of expenditures. At each of the Business Advisory Services (BAS) reviews, BAS indicated that each school should be able to meet its fiscal obligations.

2. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.

The 2024-25 budget was approved on June 17, 2024. The budget and fiscal status were reviewed four other times throughout the year.

3. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.

The budget is sufficient to operate the schools' programs.

Summary:

The current board consists of five voting members and a student board member. This is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.

During the capacity interviews for the renewal of MSA 1, MSA 2, and MSA 3, the board was not able to identify differences in each school's academic performance. It is important that the board has a comprehensive

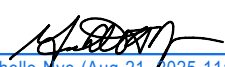
understanding of each school, beyond fiscal and facility's needs, to best support the schools in student achievement. This year the board should closely monitor MSA 2 to ensure the academic decline does not continue.

While LACOE does not approve the LCAP, engagement of educational partners, addressing the 8 State Priorities, and contributing actions were reviewed. These items require the board attention to fully comply with the LCAP.

Recommendations:

1. *The leadership and the board should consider ways to improve communication and understanding of the differences between each of its school's performances and needs.*
2. *The board should closely monitor the progress of MSA 2 with the current decline on the California School Dashboard.*
3. *The board should closely monitor the transition in leadership at MSA 2 and MSA 3 and determine if either school needs additional support.*
4. *The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.*
5. *Ethics training is now mandatory for all board members every two years with the first training required prior to January 1, 2026.*
6. *The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.*
7. *The board should continue to monitor the instructional program and the schools' progress toward charter renewal.*

Report completed by LACOE Lead Coordinator:



Michelle Nye (Aug 21, 2025 11:18:33 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

July 23, 2025

Report provided to charter school representatives via:

- ☐ US Postal Mail/Email
- ☐ In-Person Meeting
- ☐ Video/Phone Conference

INSTRUCTIONAL PROGRAM REVIEW 2024-2025

Charter School	Magnolia Science Academy (Grades 6-12)		
Charter Term	Current Term July 1, 2017 - June 30, 2025 Renewed December 17, 2024, for the term of July 1, 2025 – June 30, 2030		
Date of Visit(s)	November 12, 2024, and May 7, 2025		
Enrollment	Expected (Petition): 925	Actual Enrollment: P1: 744; P2: 736; DataQuest: 746	
Most Recent School Performance Category:	<input type="checkbox"/> High <input checked="" type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> DASS		
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> Williams </div> <div> <input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None </div> </div>		
This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.			
A. Data for Accountability and Improvement			
1. The charter school is on target to meet renewal criteria as set forth in EC 47607.			
<p>Magnolia Science Academy (MSA 1) currently is placed in the middle performance level based on 2023 and 2024 California School Dashboard data. The school has performance level data for English Language Arts (ELA), Math, College and Career Indicator (CCI), English Language Proficiency Indicator (ELPI), Graduation Rates, Chronic Absenteeism, and Suspension Rates.</p> <ul style="list-style-type: none"> ELA: Overall, All Students and the majority of Numerically Significant Student Groups (Student Groups), did not outperform the State's average Distance from Standard (DFS) in ELA, the school did increase for All Students and the majority of Student Groups. The school's DFS for All Students is -31.4, 18.2 points below the state. The Student Groups that need attention include both English Learners (ELs) and Long Time English Learners. (LTEs), both Red on the 2024 California School Dashboard (Dashboard) and making little to no gain from the previous year. Math: Overall, in Math, All Students and the majority of Student Groups, did not outperform the state average DFS, the school did increase for All Students and all Student Groups. The school's DFS for All Students is -73.9, 26.3 points below the state. The Student Groups that need attention include LTEs and Students with Disabilities (SWD), with DFS -164.8 and -157.4 respectively. ELPI: This year the school's ELPI score dropped by over 32% from the previous year and the school is now performing below the state average. In addition, LTEs had a score of 19.6%, a decline of 35.2%. The school needs to review the ELPAC data along with reclassification data to determine any root cause in the drops. CCI: The school continues to outperform the state for All Students and all Student Groups. One area to investigate the achievement gap of SWD, even though they are outperforming their peers across the state and with only 16 students, would not be considered Student Group. SWD are approximately half as likely to meet the requirements of the CCI when compared to other MSA 1 students. Graduation Rates: The school continues to have an exceedingly high graduation rate, with a dashboard color of Blue for All Students and Student Groups. Chronic Absenteeism: While the school's chronic absenteeism rate is improving slightly, it is not improving at the same rate as it is across the state. All Students and most of the Student Groups have a Chronic Absenteeism rate higher than the state. Further, the student group that 			

needs attention is SWD with a rate close to double that of their MSA 1 peers and increasing.

- **Suspension Rate:** The school continues to have a low suspension rate for All Students (2.5%) and all student groups, all below the state average. This indicator reinforces that the school's other means of correction are working including their Positive Behavior Intervention System (PBIS).

Magnolia Science Academy (1) 2024 Dashboard Summary							
Student Group	ELA DFS	Math DFS	ELPI %	CCI %	Graduation Rate %	Chronic Absenteeism %	Suspension %
All Students	-31.4	-73.9	23.3	80.5	97.4	23	2.5
Hispanic	-41.4	-83.2		80.6	98.6	23.7	2.7
White							0
ELs	-106.8	-122.8	23.3			25.2	2.8
LTEL	-141.8	-164.8	19.6			24.1	3.3
SED	-34.8	-78		81.1	97.3	23.3	2.7
SWD	-109.3	-157.4		43.8*	87.5*	41.2	2.5
Green denotes outperforming the state, Red denoted not outperforming the state. * These groups have less than 30 students but are included due to the achievement gap.							

Appendix A includes comprehensive data for all dashboard indicators.

While the ELA and Math data will be further discussed in the next section on verified data, the school's improvement plans should include ELA, Math, ELPI, and Chronic Absenteeism

The three-year trend shows that the school has historically outperformed the state in only CCI and ELPI, but not in CAASPP ELA and Math, when examining the four academic indicators. These indicators hold greater weight during renewal. The other three dashboard indicators show a three-year trend that the school has typically outperformed the state.

Magnolia Science Academy (1) Dashboard Summary													
Year	ELA		Math		ELPI	CCI		Graduation Rate		Chronic Absenteeism		Suspension	
	All	SG	All	SG	All	All	SG	All	SG	All	SG	All	SG
2022	N	1/4	N	0/4	Y	-	-	Y	2/2	Y	3/4	Y	4/4
2023	N	0/4	N	0/4	Y	Y	2/2	Y	2/2	Y	2/4	N	2/4
2024	N	1/5	N	1/5	N	Y	2/2	Y	2/2	N	1/5	Y	6/6
Majority	NO		NO		YES	YES		YES		YES		YES	

2. The charter school is implementing a plan for collecting, analyzing and reporting verified data on pupil achievement and using the data continually to monitor and improve its educational program.

MSA 1 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2024-25, the majority of grade levels made at least one year progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 10 students were excluded from this report to protect student privacy. In addition, groups with less than half of the grade levels with data were also excluded, such as Asian students with only one grade level with data. Using these guidelines, there were four student groups included in both reading and math (Hispanic students, socioeconomically disadvantaged students (SEDs), and ELs for all grades and SWDs for many grade levels).

- **Reading:** *The majority of grade levels for All Students and student groups are making one year progress. The school should analyze those specific student groups that are not. Specifically, sixth and eighth grade students, for All Students and the majority of student groups, did not make one year progress with CGIs of -1.39 and -1.44 for All Students in that grade level respectively.*
- **Language Usage:** *The school does not give this test. This is an important component of ELA and should be part of the school's assessment profile.*
- **Math:** *All of the grade levels for All Students and majority of student groups are making one year progress. The school should analyze those specific grade level student groups that are not.*

The three-year trend shows that the school is consistently making one year progress each year. While the chart below summarizes the data, Appendix A includes comprehensive data for verified data for All Students and student groups by grade level.

MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	5 of 6	6 of 6	4 of 6		6 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Asian	—	—	—		—	—	1 of 1*
Hispanic or Latino	5 of 6	6 of 6	4 of 6		6 of 6	6 of 6	6 of 6
English Learners	4 of 5*	5 of 6	4 of 6		5 of 5*	6 of 6	5 of 6
Socioeconomically Disadvantaged	5 of 6	5 of 6	4 of 6		6 of 6	6 of 6	6 of 6
Students with Disabilities	5 of 5*	3 of 4*	4 of 5*		5 of 6	4 of 4*	4 of 5*
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.
<i>The LACOE Annual Plan for MSA 1 was approved and submitted in March 2025.</i>
4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.
<p><i>MSA 1 reviewed its MPOs for 2023-24 through the LACOE annual report. During their review, the school identified the following areas for improvement and included interventions for each:</i></p> <ul style="list-style-type: none"> • Student grades: <i>Use peer mentors and bilingual tutors; improve differentiated instruction and data-driven teaching strategies; enhance student accountability; and teach goal setting to students.</i> • CAASPP ELA: <i>Improve differentiated instruction and data-driven teaching strategies; provide PD and SEL workshops; expand culturally responsive teaching; and increase the use of IXL and interim tests.</i> • CAASPP Math: <i>Improve differentiated instruction and data-driven teaching strategies; implement UDL; strengthen ELD instruction; provide bilingual support; increase targeted teaching; use MAP and SBAC interim tests; and expand culturally responsive teaching.</i> • EL annual progress on ELPAC: <i>Use formative assessments; train teachers on EL strategies; provide parent workshops; increase PBIS rewards; and use bilingual aides.</i> • Average Daily Attendance (ADA) and Chronic Absenteeism: <i>Increase home visits; train teachers on culturally responsive communications; increase PBIS strategies; start an attendance campaign; partner with community resources to help with transportation; health services and family support; and improve parent education and communication.</i> • Satisfaction rates on local surveys for students and staff: <i>Improve transparency in decision-making a policy change; implement peer mentoring; improve mental health resources; and improve shared space functionality.</i> <p><i>Additionally, the school notes that they did not meet their MPOs for suspension rate with a 2.5% suspension rate. The MPO goal is extremely low (suspension rate less than 1%).</i></p> <p><i>Many of these interventions were evident and/or reported on during the LACOE spring site visit. There is a myriad of interventions listed. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with the focus indicated.</i></p>
5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.
<p><i>MSA 1 reviewed its LCAP Goals for 2023-24 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on grades, CAASPP data, average daily attendance, chronic absenteeism, suspension rate and student and staff approval. Additionally, the school did not meet its LCAP goal in the following areas and included interventions for each:</i></p> <ul style="list-style-type: none"> • Teacher retention and teacher attendance: <i>Continue to recruit and hire qualified teachers; enhance teacher experience through professional development and mentorships; and provide a supportive teaching environment.</i> • California Science Test (CAST): <i>Implement targeted intervention cycles and data-driven teaching strategies; expand culturally responsive teaching; improve designated and integrated ELD instruction; expand tutoring access; and increase the use of real-world examples/problems.</i>

- **College going rate:** Offer college workshops; enhance personalized guidance and support; promote college going culture; and monitor college going milestones.
- **Student retention rates:** Expand extracurricular offerings; improve communication with families; and address non-academic barriers.

Many of these interventions were evident and/or reported on during the LACOE spring site visit. There is a myriad of interventions listed. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with the focus indicated.

While LACOE CSO does not approve the LCAP, the CSO has focused on the following three areas and provided monthly training on the LCAP in regard to these areas:

The LCAP must address all 8 State priorities: All 8 State priorities were addressed.

The LCAP must indicate how it engaged educational partners: LCAPs indicate how educational partners were engaged.

Actions on LCAP that are marked as Contributing must contribute to improving services/programs for low-income students, ELs and foster youth. All actions marked as contributing are actions targeted to improve services/programs for these student groups. (Goals 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5). LACOE Staff recommends including data to strengthen the argument of the need for the action.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 1 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 1 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, seven advanced placement courses, dual enrollment with Los Angeles Mission College and the school's electives continuing the STEAM education including two Career Technical Education pathways in Computers/Tech and Health Sciences.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carry out the educational program. There are currently 47 certificated staff, including four special education teachers, one Educational Specialist, one School Psychologist, and one Title I ELA Specialist. In addition, there are 39 classified staff and 13 other contracted staff.

The school may want to assess whether more staff is necessary to support SWD outside of the classroom, such as in chronic absenteeism or college going culture.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 1 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.

The target population for MSA 1 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 1 households that speak languages other than English and have a

<p><i>high population of socially economically disadvantaged students. MSA 1 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment, Power English and Math classes, and the program No Red Ink. This year the school has made great gain in math using the IXL program and plans to fully implement in English next year. Additionally, the school makes use of Saturday school, winter academy, and summer school for further supplemental instruction and credit recovery.</i></p> <p><i>The school's data indicates more supports and targeted intervention may be needed for students with disabilities and English learners. It is imperative that interventions are specific, actionable and targeted for the student group.</i></p>	
<p>5. The Charter school uses standard-based curricular materials appropriate for current students.</p>	
<p><i>MSA 1 uses California Standard based materials for all classes.</i></p>	
<p>C. Services to Special Populations</p>	
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p>	
<p><i>MSA 1 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 1 currently has 106 special education students, 14.2% of the enrollment (2023-24 special education was 15.6% of the enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 22 students, well under the maximum caseload limit of 28 students. Additionally, the school had no owed services on each of these reports and no overdue IEPs at the end of the year.</i></p> <p><i>The Local Level Annual Performance Report found that the graduation rate for special education students was below the target (55% vs 76%), there was disproportionality by disability areas, and the rate of students with transition goals/service is below the target (84.44% vs 100%). Local Level Annual Performance Report from CDE found at https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp.</i></p>	
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>	
<p><i>MSA 1 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Master Plan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2024-25) serves an EL population of 25.2%.</i></p> <p><i>The ELPI results for 2023-24 indicated that 23.3% of EL students made progress towards English language proficiency, 39.6% maintained their level, and 37.1% regressed. The ELPI score is significantly lower than the 2024 data (55.4%). Their EPLI CA Dashboard Performance level was red and lower than the state average (45.7% making progress).</i></p> <p><i>With the current ELPI score at 23.3% and a Red dashboard performance level, more attention to this group, including LTELs, is needed.</i></p>	

3.	The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.
	<i>MSA 1 has identified the homeless and foster youth liaison. Last year MPS revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i>
D. Professional Development & Teacher Qualification	
1.	The charter school staff has received legally required clearances and trainings.
	<i>MSA 1 staff have all the required training. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i>
2.	Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.
	<i>Professional development is provided on a regular basis. Professional development included grade level and department meetings, Capturing Kids Hearts, discussion of best teaching practices (student engagement, collaboration, and classroom visuals), improving instruction, using data to inform instruction, Chronic Absenteeism, SEL instruction and crisis prevention intervention.</i>
3.	The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.
	<i>Fall 2024 and Spring 2025 staffing rosters reflected that all teachers, but one, held appropriate credentials. The current theater teacher does not possess the appropriate credential (English versus theater), and this may be a CALSAAS finding.</i>
	<i>The 2023-24 CALSAAS summary report indicates that the school had no misassigned teachers or vacancies. While the school had 35 exceptions, all were deemed Local Assignment Options.</i>
E. Facilities, Operations and Safety	
1.	There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
	<i>The annual facilities inspection was conducted on November 8, 2024, and there were no required corrections. As a note, the school completed its addition of a gymnasium to add to the school's physical education program, CIF, and middle school sports, and to allow for other events such as school assemblies.</i>
2.	The charter school maintains proper documentation and materials/supplies related to student safety.
	<i>MSA 1 has proper documentation, schedule of drills, and student safety plan.</i>
3.	The school climate is safe and conducive to learning.
	<i>MSA 1 received the California PBIS Gold Recognition for its work with implementing the PBIS system with fidelity. In addition, MSA 1 has begun work to train and implement the Capturing Kids Hearts program, a program that "strengthens connectedness and builds relationship-driven culture".</i>
	<i>The school's suspension rate is lower than the state for All Students (2.5%) and all Student Groups.</i>
4.	The structure of the organization and leadership is designed to effectively operate the school.
	<i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i>
Summary	
	<i>Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons</i>

observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.

Since the California School Dashboard currently indicates that the school continues to be performing below the state average in CAASPP ELA and Math, declined in ELPI, and have some Student Groups that need attention (ELs, LTELs, and SWD) in some indicators, the school's action plan needs more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.

The school's Annual Report action plan contains a list of services, programs and intervention, but does not always indicate the specific changes that the school will be making. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes.

The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is not currently utilizing the Language Usage portion, a key component of English Language Arts.

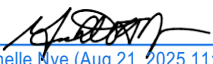

MSA 1 shows great growth in students' academic learning through the NWEA MAP data in the areas that are tests, as well as on CAASPP in math. The school uses data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. MSA 1 continues to have a high CCI, high graduation rates, and low suspension rates. The school continues to reflect on how to connect with and best serve its students. In addition, the school has provided its students and community with many opportunities to connect with each other, their community, and their elected officials.

MSA 1 had a 99% graduation rate for this year with a 92% A-G completion rate, and 95% of the graduating class were accepted into 4-year universities and 2-year colleges.

These efforts, whether educational, community building, or overall support of its students and families, were recognized as this past year the school was renewed for a five-year term.

Recommendations

1. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the ELD program to improve CAASPP and ELPI scores for EL and LTELs, CAASPP Math scores for SWD, and CCI and Chronic Absenteeism for SWD.
2. The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.
3. The school should continue its focus on the implementation of PBIS, Capturing Kids Hearts, culturally responsive teaching, and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.

<p>4. <i>The school leadership should continue to closely monitor progress on Dashboard data for All Students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i></p>	
<p>Report completed by LACOE Lead Coordinator:</p>  <p>Michelle Nye (Aug 21, 2025 11:20:20 PDT)</p>	<p>Approved by LACOE Charter School Office Director:</p> 
<p>Cheli Nye, Ed.D., Coordinator III</p>	<p>Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p>July 22, 2025</p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input type="checkbox"/> In-Person Meeting</p> <p><input checked="" type="checkbox"/> Video/Phone Conference</p>

Appendix A**MAGNOLIA SCIENCE ACADEMY
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA****Table 1: MSA 1 2023-2024 Enrollment by Ethnicity**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	714	100.0%
AA/Black	5	0.7%
American Indian	1	0.1%
Asian	23	3.2%
Filipino	11	1.5%
Hispanic	641	89.8%
Pac Islander	—	—
Two or more	3	0.4%
White	30	4.2%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 4-29-25

Table 2: MSA 1 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	174	24.4%
Foster	2	0.3%
Homeless	25	3.5%
SED	642	89.9%
SWD	109	15.3%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 4-29-25

Table 3: MSA 1 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	88	84	84	75	77	73	62	543
2018-19	133	89	86	77	71	65	69	590
2019-20	125	133	87	86	80	73	66	650
2020-21	140	125	129	90	80	79	74	717
2021-22	115	133	116	133	86	83	76	742
2022-23	105	113	126	82	113	78	77	694
2023-24	111	123	117	104	80	104	75	714

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School (1981-2022) <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 4-29-25

California Dashboard Tables

Table Legend for All California Dashboard Tables

"*" - The student group has fewer than 11 students and is not reported for privacy reasons.

"**" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)

"—" - No data available

"NPL" - No Performance Level available 2022

"NPC" - No Performance Color available 2023+

"N/A" - Non-Applicable

Table 4: MSA-1 California School Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low	Very Low	Medium	—	Very High	Very High	Low
2023	Orange	Yellow	Green	Very High	Yellow	Yellow	Orange
2024	Yellow	Yellow	Red	Blue	Blue	Orange	Green

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

Table 5: MSA-1 2022 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Low	99	423	-33.9	—	-12.2	-21.7	Lower
AA/Black	NPL*	100	4	*	—	-57.7	—	—
Am Indian	—	—	0	—	—	-49.3	—	—
Asian	High	100	13	54.3	—	63	-8.7	Lower**
Filipino	NPL*	100	10	*	—	42.9	—	—
Hispanic or Latino	Low	99	383	-41	—	-38.6	-2.4	Lower
Pacific Islander	NPL*	100	0	*	—	-29.1	—	—
Two or More	NPL*	100	1	*	—	25.1	—	—
White	High	100	12	40.2	—	21.9	18.3	Higher**
English Learners	Very Low	99	130	-98.5	—	-61.2	-37.3	Lower
Foster Youth	—	—	0	—	—	-85.6	—	—
Homeless Youth	Very Low	100	11	-70.5	—	-62.9	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Low	99	362	-37.6	—	-41.4	3.8	Higher
Students With Disabilities	Very Low	98	58	-109.7	—	-97.3	-12.4	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	NO
						Student Groups	NO	1 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 6: MSA-1 2023 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Orange	98	397	-41.1	-7.3	-13.6	-27.5	Lower
AA/Black	NPC*	100	9	*	—	-59.6	—	—
Am Indian	NPC*	100	1	*	—	-47.9	—	—
Asian	NPC**	100	12	-4.5	-58.8**	61.8	-66.3	Lower**
Asian	NPC**	100	11	31.4	—	44	—	—
Filipino	Orange	98	353	-46.7	-5.7	-40.2	-6.5	Lower
Hispanic or Latino	—	—	0	—	—	-32.5	—	—
Pacific Islander	—	—	0	—	—	24.3	—	—
Two or More	NPC**	100	11	2.8	—	20.8	—	—
White	Red	97	140	-107.2	-8.7	-67.7	-39.5	Lower
English Learners	NPC*	100	0	*	—	-89.2	—	—
Foster Youth	NPC*	100	9	*	—	-67.9	—	—
Homeless Youth	—	—	0	—	—	—	—	—
LTEL	Orange	98	356	-45.7	-8.1	-42.6	-3.1	Lower
Socioeconomically Disadvantaged Students With Disabilities	Red	95	56	-114.1	-4.4	-96.3	-17.8	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students		NO
						Student Groups		NO 0 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 7: MSA-1 2024 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Yellow	99	418	-31.4	+9.7	-13.2	-18.2	Lower
AA/Black	NPC*	100	5	*	—	-58.9	—	—
Am Indian	NPC*	100	1	*	—	-49	—	—
Asian	NPC**	100	17	+61.5	+66.0**	60.7	0.8	Higher**
Asian	NPC*	100	9	*	—	45.8	—	—
Filipino	Yellow	99	367	-41.4	+5.3	-39.3	-2.1	Lower
Hispanic or Latino	—	—	0	—	—	-34.7	—	—
Pacific Islander	NPC*	100	3	*	—	24.3	—	—
Two or More	NPC**	100	16	-2.3	-5.1**	19.2	-21.5	Lower**
White	Red	98	159	-106.8	+0.4	-67.6	-39.2	Lower
English Learners	NPC*	75	3	*	—	-87.3	—	—
Foster Youth	NPC*	100	10	*	—	-70.4	—	—
Homeless Youth	Red	96	62	-141.8	-3.7	-109.6	-32.2	Lower
LTEL	Yellow	99	376	-34.8	+11.0	-40.9	6.1	Higher
Socioeconomically Disadvantaged Students With Disabilities	Orange	98	64	-109.3	+4.8	-95.6	-13.7	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 1 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 8: MSA-1 2022 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Very Low	98	421	-100.2	—	-51.7	-48.5	Lower
AA/Black	NPL*	100	4	*	—	-106.9	—	—
Am Indian	—	—	0	—	—	-90.4	—	—
Asian	NPL**	100	13	-18.9	—	48.4	-67.3	Lower**
Filipino	NPL*	100	10	*	—	2.7	—	—
Hispanic or Latino	Very Low	98	381	-107.8	—	-83.4	-24.4	Lower
Pacific Islander	NPL*	100	0	*	—	-71.3	—	—
Two or More	NPL*	100	1	*	—	-9.9	—	—
White	NPL**	100	12	-37.4	—	-13.4	-24	Lower**
English Learners	Very Low	99	129	-144.9	—	-92	-52.9	Lower
Foster Youth	—	—	0	—	—	-126.3	—	—
Homeless Youth	NPL**	100	11	-74.1	—	-101.8	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Very Low	99	361	-103.3	—	-84	-19.3	Lower
Students With Disabilities	Very Low	97	57	-158.6	—	-130.8	-27.8	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 9: MSA-1 2023 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Yellow	98	399	-82.7	+17.5	-49.1	-33.6	Lower
AA/Black	NPC*	100	9	*	—	-104.5	—	—
Am Indian	NPC*	100	1	*	—	-87.3	—	—
Asian	NPC**	100	12	-40.1	-21.2**	50.8	-90.9	Lower**
Asian	NPC**	100	11	-12.6	—	7.4	—	—
Filipino	Yellow	98	355	-89	+18.8	-80.8	-8.2	Lower
Hispanic or Latino	—	—	0	—	—	-71.3	—	—
Pacific Islander	—	—	0	—	—	-7.4	—	—
Two or More	NPC**	100	11	-37.2	—	-11.1	—	—
White	Orange	98	142	-140.6	+4.3	-93.4	-47.2	Lower
English Learners	NPC*	100	0	*	—	-127.4	—	—
Foster Youth	NPC*	100	9	*	—	-101.3	—	—
Homeless Youth	—	—	0	—	—	—	—	—
LTEL	Yellow	98	358	-89	+14.2	-80.8	-8.2	Lower
Socioeconomically Disadvantaged Students With Disabilities	Red	97	57	-161.8	-3.2	-127.3	-34.5	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students		NO
						Student Groups		NO 0 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 10: MSA-1 2024 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance from Standard	Difference from State Average	Higher or Lower
All	Yellow	100	425	-73.9	+8.8	-47.6	-26.3	Lower
AA/Black	NPC*	100	5	*	—	-102.2	—	—
Am Indian	NPC*	100	1	*	—	-86.6	—	—
Asian	NPC**	100	17	-19.7	+20.4**	49.5	-69.2	Lower**
Filipino	NPC*	100	9	*	—	10.4	—	—
Hispanic or Latino	Yellow	100	373	-83.2	+5.8	-79.2	-4	Lower
Pacific Islander	—	—	0	—	—	-72.5	—	—
Two or More	NPC*	100	3	*	—	-5.3	—	—
White	NPC**	100	17	-9.9	+27.3**	-10.3	0.4	Higher**
English Learners	Orange	99	165	-122.8	+17.8	-93.4	-29.4	Lower
Foster Youth	NPC*	100	3	*	—	-125.1	—	—
Homeless Youth	NPC*	100	10	*	—	-106	—	—
LTEL	Orange	99	64	-164.8	+3.6	-163.5	-1.3	Lower
Socioeconomically Disadvantaged Students With Disabilities	Yellow	100	382	-78	+11.0	-78.2	0.2	Higher
	Orange	100	65	-157.4	+4.4	-124.3	-33.1	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students		NO
						Student Groups		NO 1 of 5

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 11: MSA-1 English Learner Progress Indicator

Year	Participation Rate	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	98.8	Medium	151	53.6	50.3	3.3	Higher
2023	100	Green	148	55.4	48.7	6.7	Higher
2024	98.3	Red	159	23.3	45.7	-22.4	Lower

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-28-25

Table 12: MSA-1 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	77	72.7	—	43.9	28.8	Higher
AA/Black	—	0	—	—	25.1	—	—
Am Indian	—	0	—	—	26.5	—	—
Asian	NPC*	4	*	—	75.8	—	—
Filipino	NPC*	3	*	—	65.2	—	—
Hispanic or Latino	Very High	65	70.8	—	35.5	35.3	Higher
Pacific Islander	—	0	—	—	33.1	—	—
Two or More	—	0	—	—	52.9	—	—
White	NPC*	5	*	—	53.2	—	—
English Learners	NPC**	11	*	—	15.3	—	—
Foster Youth	—	0	—	—	11.6	—	—
Homeless Youth	NPC*	6	*	—	20.4	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Very High	74	71.6	—	35.4	36.2	Higher
	NPC**	13	30.8	—	12.3	18.5	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 13: MSA-1 2024 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	77	80.5	+7.8	45.3	35.2	Higher
AA/Black	—	0	—	—	28.1	—	—
Am Indian	—	0	—	—	28.9	—	—
Asian	NPC*	1	*	—	74.5	—	—
Filipino	NPC*	1	*	—	67.7	—	—
Hispanic or Latino	Blue	72	80.6	+9.8	37.4	43.2	Higher
Pacific Islander	—	0	—	—	34.6	—	—
Two or More	—	0	—	—	53.7	—	—
White	NPC*	3	*	—	54.3	—	—
English Learners	NPC**	15	60	+23.6**	17.2	42.8	Higher**
Foster Youth	—	0	—	—	13	—	—
Homeless Youth	NPC*	4	*	—	21.8	—	—
LTEL	NPC*	10	*	—	16.5	—	—
Socioeconomically Disadvantaged Students With Disabilities	Blue	74	81.1	+9.5	37.4	43.7	Higher
	NPC**	16	43.8	+13.0**	13.5	30.3	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 14: MSA-1 2022 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	73	95.9	—	87.4	8.5	Higher
AA/Black	—	0	—	—	79.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPL*	3	*	—	95.2	—	—
Filipino	NPL*	1	*	—	95.5	—	—
Hispanic or Latino	Very High	67	95.5	—	85.3	10.2	Higher
Pacific Islander	—	0	—	—	85.2	—	—
Two or More	—	0	—	—	89.6	—	—
White	NPL*	2	*	—	90.8	—	—
English Learners	NPL**	18	94.4	—	73.3	21.1	Higher**
Foster Youth	—	0	—	—	64.1	—	—
Homeless Youth	NPL*	2	*	—	74.4	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	—	0	—	—	—	—	—
	Very High	73	95.9	—	85.1	10.8	Higher
	NPL**	15	93.3	—	75.2	18.1	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 15: MSA-1 2023 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	78	94.9	-1.0	86.4	8.5	Higher
AA/Black	—	0	—	—	78.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPC*	4	*	—	94.5	—	—
Filipino	NPC*	3	*	—	94.7	—	—
Hispanic or Latino	Yellow	66	93.9	-1.6	84.2	9.7	Higher
Pacific Islander	—	0	—	—	84.6	—	—
Two or More	—	0	—	—	88.6	—	—
White	NPC*	5	*	—	89.8	—	—
English Learners	NPC*	11	81.8	—	73.5	—	—
Foster Youth	—	0	—	—	63.2	—	—
Homeless Youth	NPC*	6	*	—	73.7	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Yellow	75	94.7	-1.2	83.7	11	Higher
	NPC**	14	92.9	-0.5**	72.7	20.2	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 16: MSA-1 2024 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	77	97.4	+2.5	86.7	10.7	Higher
AA/Black	—	0	—	—	79.1	—	—
Am Indian	—	0	—	—	80.1	—	—
Asian	NPC*	1	*	—	92.2	—	—
Filipino	NPC*	1	*	—	95.2	—	—
Hispanic or Latino	Blue	72	98.6	+4.7	85.3	13.3	Higher
Pacific Islander	—	0	—	—	83.1	—	—
Two or More	—	0	—	—	88.3	—	—
White	NPC*	3	*	—	89.2	—	—
English Learners	NPC**	15	100	+18.2**	77.9	22.1	Higher**
Foster Youth	—	0	—	—	65.7	—	—
Homeless Youth	NPC*	4	*	—	75.7	—	—
LTEL	NPC*	10	*	—	80.8	—	—
Socioeconomically Disadvantaged Students With Disabilities	Blue	74	97.3	+2.6	84.4	12.9	Higher
	NPC**	16	87.5	-5.4**	74.4	13.1	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-28-25							

Table 17: MSA-1 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	368	29.9	—	30	-0.1	Lower
AA/Black	NPL *	4	*	—	42.9	—	—
Am Indian	—	0	—	—	42.9	—	—
Asian	NPL *	9	*	—	11.5	—	—
Filipino	NPL *	8	*	—	16.2	—	—
Hispanic or Latino	Very High	337	31.5	—	35.8	-4.3	Lower
Pacific Islander	NPL *	2	*	—	43.9	—	—
Two or More	NPL *	1	*	—	25.1	—	—
White	NPL *	7	*	—	21.9	—	—
English Learners	Very High	106	33	—	33.6	-0.6	Lower
Foster Youth	—	0	—	—	42.1	—	—
Homeless Youth	NPL *	8	*	—	45.1	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Very High	311	28.3	—	37.4	-9.1	Lower
Students With Disabilities	Very High	48	47.9	—	39.6	8.3	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 3 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 18: MSA-1 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	370	23.5	-6.4	24.3	-0.8	Lower
AA/Black	NPC**	11	18.2	—	36.4	—	—
Am Indian	NPC*	1	*	—	36.1	—	—
Asian	NPC**	12	25	—	10.1	14.9	Higher**
Filipino	NPC*	10	*	—	13.8	—	—
Hispanic or Latino	Yellow	324	23.5	-8.0	28.4	-4.9	Lower
Pacific Islander	—	0	—	—	37.6	—	—
Two or More	—	0	—	—	21.6	—	—
White	NPC**	12	33.3	—	18.5	14.8	Higher**
English Learners	Orange	109	27.5	-5.5	26.3	1.2	Higher
Foster Youth	NPC*	1	*	—	33.6	—	—
Homeless Youth	NPC**	11	27.3	—	38.7	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Yellow	332	23.5	-4.8	29.9	-6.4	Lower
Students With Disabilities	Orange	52	36.5	-11.4	33.1	3.4	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		YES
					Student Groups		NO 2 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 19: MSA-1 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	379	23	-0.6	18.6	4.4	Higher
AA/Black	NPC*	6	*	—	31.3	—	—
Am Indian	NPC*	1	*	—	30.6	—	—
Asian	NPC**	15	6.7	-18.3**	7.5	-0.8	Lower**
Filipino	NPC*	10	*	—	9.6	—	—
Hispanic or Latino	Red	329	23.7	+0.3	21.7	2	Higher
Pacific Islander	—	0	—	—	32.6	—	—
Two or More	NPC*	2	*	—	16.2	—	—
White	NPC**	16	18.8	-14.6**	13.5	5.3	Higher**
English Learners	Orange	115	25.2	-2.3	20.1	5.1	Higher
Foster Youth	NPC*	3	*	—	30.5	—	—
Homeless Youth	NPC*	7	*	—	32.7	—	—
LTEL	Orange	58	24.1	-3.3	23.9	0.2	Higher
Socioeconomically Disadvantaged	Red	331	23.3	-0.2	23.4	-0.1	Lower
Students With Disabilities	Red	51	41.2	+4.6	26.3	14.9	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		NO
					Student Groups		NO 1 of 5

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 20: MSA-1 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Low	759	1.7	—	3.1	-1.4	Lower
AA/Black	NPL*	5	*	—	7.9	—	—
Am Indian	—	0	—	—	6.4	—	—
Asian	NPL**	26	0	—	0.9	-0.9	Lower**
Filipino	NPL**	13	0	—	1.2	-1.2	Lower**
Hispanic or Latino	Low	683	1.9	—	3.3	-1.4	Lower
Pacific Islander	NPL*	2	*	—	4.5	—	—
Two or More	NPL*	4	*	—	2.9	—	—
White	NPL**	26	0	—	2.6	-2.6	Lower**
English Learners	Medium	179	2.8	—	3.2	-0.4	Lower
Foster Youth	—	0	—	—	12.4	—	—
Homeless Youth	NPL**	14	0	—	5.5	-5.5	Lower**
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Low	651	1.8	—	4	-2.2	Lower
	High	116	5.2	—	5.4	-0.2	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 21: MSA-1 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	747	3.5	+1.8	3.5	0	Higher
AA/Black	NPC**	11	0	—	8.8	—	—
Am Indian	NPC*	1	*	—	7.4	—	—
Asian	NPC**	28	0	+0.0**	1.1	-1.1	Lower**
	NPC**	14	0	+0.0**	1.3	-1.3	Lower**
Filipino	Orange	665	3.8	+1.9	3.8	0	Higher
Hispanic or Latino	—	0	—	—	4.9	—	—
Pacific Islander	NPC*	1	*	—	3.3	—	—
Two or More	NPC**	27	3.7	+3.7**	2.9	0.8	Higher**
White	Red	180	5	+2.2	3.7	1.3	Higher
English Learners	NPC*	1	*	—	13.6	—	—
Foster Youth	NPC**	20	0	+0.0**	6.5	-6.5	Lower**
Homeless Youth	—	0	—	—	—	—	—
LTEL	Orange	662	3.6	+1.8	4.5	-0.9	Lower
Socioeconomically Disadvantaged Students With Disabilities	Green	113	1.8	-3.4	5.9	-4.1	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		NO
					Student Groups		No 2 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

Table 22: MSA-1 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	789	2.5	-0.9	3.2	-0.7	Lower
AA/Black	NPC*	6	*	—	8.4	—	—
Am Indian	NPC*	1	*	—	7	—	—
Asian	NPC**	24	0	+0.0**	1	-1	Lower**
Filipino	NPC**	12	0	+0.0**	1.2	-1.2	Lower**
Hispanic or Latino	Green	708	2.7	-1.1	3.4	-0.7	Lower
Pacific Islander	—	0	—	—	4.4	—	—
Two or More	NPC*	3	*	—	3	—	—
White	NPC	35	0	-3.7	2.6	-2.6	Lower
English Learners	Green	215	2.8	-2.2	3.4	-0.6	Lower
Foster Youth	NPC*	4	*	—	13.2	—	—
Homeless Youth	NPC**	29	0	+0.0**	5.7	-5.7	Lower**
LTEL	Green	120	3.3	-1.1	8.1	-4.8	Lower
Socioeconomically Disadvantaged Students With Disabilities	Green	702	2.7	-0.9	4	-1.3	Lower
	Yellow	120	2.5	+0.7	5.4	-2.9	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 6 of 6	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 4-28-25

MSA-1 - Verified Data**Table Legend for All NWEA MAP Tables**

Tables are a Summary of the NWEA MAP Reports

Green cell indicates the student group has met the minimum requirement for one year's growth, CGI ≥ -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth, CGI < -0.2

* Indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.

Data reflects grade levels with ten or more students in that student group.

MSA 1 does not test 12th grade students**Table 23: MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI**

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	5 of 6	6 of 6	4 of 6		6 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Asian	—	—	—		—	—	1 of 1*
Hispanic or Latino	5 of 6	6 of 6	4 of 6		6 of 6	6 of 6	6 of 6
English Learners	4 of 5*	5 of 6	4 of 6		5 of 5*	6 of 6	5 of 6
Socioeconomically Disadvantaged	5 of 6	5 of 6	4 of 6		6 of 6	6 of 6	6 of 6
Students with Disabilities	5 of 5*	3 of 4*	4 of 5*		5 of 6	4 of 4*	4 of 5*
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)

Table 24: MSA-1 NWEA MAP Reading and Math CGI for All Students

2022-23		2023-24	2024-25		2022-23		2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math			
	Conditional Growth Index				Conditional Growth Index			
6	-1.47	-0.04	-1.32		-0.18	1.10	-0.06	
7	1.36	1.96	1.03		0.92	0.95	0.69	
8	1.89	0.32	-1.35		1.32	1.39	1.29	
9	-0.07	0.85	2.76		0.62	0.98	6.37	
10	1.35	2.00	3.78		1.00	4.41	3.95	
11	0.34	1.90	1.99		1.49	1.49	1.35	

Table 25: MSA-1 NWEA MAP Reading and Math CGI for Asian Students

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	—	—	—		—	—	—
7	—	—	—		—	—	2.21
8	—	—	—		—	—	—
9	—	—	—		—	—	—
10	—	—	—		—	—	—
11	—	—	—		—	—	—

Table 26: MSA-1 NWEA MAP Reading and Math CGI for Hispanic Students

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-1.70	-0.03	-1.39		-0.06	0.80	-0.20
7	1.22	2.09	0.71		0.79	0.97	0.56
8	1.97	0.14	-1.44		1.24	1.23	1.26
9	-0.19	0.80	2.77		0.62	1.08	6.6
10	1.38	1.99	3.82		1.01	4.67	3.87
11	0.34	2.02	1.90		1.59	1.50	1.36

Table 27: MSA-1 NWEA MAP Reading and Math CGI for English Learners

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-1.33	-1.19	-0.44		-0.08	0.93	-0.57
7	1.50	2.84	2.40		1.07	1.58	0.31
8	1.94	0.74	-1.83		1.16	1.79	1.54
9	0.49	0.57	4.22		0.25	3.15	7.44
10	0.73	3.73	5.88		0.44	11.48	6.64
11	—	1.54	4.27		—	1.48	2.06

Table 28: MSA-1 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-1.18	-0.32	-1.40		-0.13	1.21	-0.12
7	1.24	1.99	0.80		0.73	0.73	0.39
8	1.87	0.32	-1.48		1.32	1.39	1.45
9	-0.09	0.54	2.89		0.46	1.03	6.33
10	1.14	2.21	2.87		1.31	3.92	3.91
11	0.30	1.98	1.48		1.56	1.39	1.05

Table 29: MSA-1 NWEA MAP Reading and Math CGI for Students with Disabilities Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.20	—	-1.41		0.48	—	-1.44
7	0.74	2.69	0.41		1.27	1.15	1.72
8	3.68	2.63	0.16		0.83	0.94	-0.13
9	—	-0.25	3.85		3.30	1.39	6.07
10	1.68	—	7.74		-0.21	—	7.75
11	0.93	1.76	—		2.81	0.39	—

Appendix B

Glossary of Acronyms

Term	Detail
AP	Advanced Placement
ATSI	Additional Targeted Support and Improvement
CCI	College and Career Indicator
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
DA	Differentiated Assistance
DFS	Distance from Standard
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPI	English Language Proficiency Indicator
FPM	Federal Program Monitoring
FY	Foster Youth
IB	International Baccalaureate
IEP	Individual Education Plan
LCAP	Local Control and Accountability Plan
LTEL	Long-Term English Learner
MPO	Measurable Pupil Outcome
P1	First Principal Apportionment
P2	Second Principal Apportionment
PD	Professional Development
RSP	Resource Specialist Program
SDC	Special Day Class
SED	Socioeconomically Disadvantaged Student
SWD	Students With Disabilities
TSI	Targeted Support and Improvement
WASC	Western Association of Schools and Colleges

INSTRUCTIONAL PROGRAM REVIEW 2024-2025

Charter School	Magnolia Science Academy 2 (Grades 6-12)		
Charter Term	Current Term July 1, 2017 - June 30, 2025 Renewed December 17, 2024, for the term of July 1, 2025 – June 30, 2030		
Date of Visit(s)	November 19, 2024, and May 16, 2025		
Enrollment	Expected (Petition):	Actual Enrollment: P1: 517; P2: 511; DataQuest: 516	
Most Recent School Performance Category:	<input type="checkbox"/> High <input checked="" type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> DASS		
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> Williams </div> <div> <input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None </div> </div>		

This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.

A. Data for Accountability and Improvement

1. The charter school is on target to meet renewal criteria as set forth in EC 47607.

Magnolia Science Academy 2 (MSA 2) currently is placed in the middle performance level based on 2023-2024 California School Dashboard data. The school has performance level data for English Language Arts (ELA), Math, College and Career Indicator (CCI), English Language Proficiency Indicator (ELPI), Graduation Rates, Chronic Absenteeism, and Suspension Rates.

- **ELA:** Overall, All Students and the majority of Numerically Significant Student Groups (Student Groups), did not outperform the State's average Distance from Standard (DFS) in ELA. The school's DFS for All Students was -47.5, 34.3 points below the state, and this is a 28.1-point decrease from the year below. Most student groups saw a decline of more than 20 points. This is a drastic change from the 2023 dashboard where the majority of Student Groups were above the state average. Two groups had a dashboard performance level of Red, English Learners (ELs) and Students with Disabilities (SWDs).
- **Math:** The school's dashboard performance level in Math was Red for All Students and all Student Groups. All Students and the majority of Student Groups did not outperform the state average DFS, and further, each group decreased more than 33 points, most decreased more than 44 points. This is also a drastic change from the previous year when the majority of Student Groups were above the state average.
- **ELPI:** This year the school's ELPI score, 32.4%, dropped by over 27% from the previous year, the school is now performing below the state average, and the dashboard performance level was Red. In addition, Long-Term English Learners (LTELs) had a score of 30.8%, a decline of 35.9%. The school needs to review the ELPAC data along with reclassification data to determine any root cause in the drops.
- **CCI:** The school continues to outperform the state for All Students and all Student Groups even with a decline in the rate.
- **Graduation Rates:** The school continues to have an exceedingly high graduation rate, with a dashboard color of Blue for All Students and Student Groups.
- **Chronic Absenteeism:** All Students and ELs have a Chronic Absenteeism rate higher than the state. Two student groups increased their Chronic Absenteeism rate, ELs and SWDs, and are both Red on the Dashboard and SWD is double the rate of their peers.
- **Suspension Rate:** The school continues to have a low suspension rate for All Students (0.5%)

and all student groups, all below the state average. This indicator reinforces that the school's other means of correction are working including their Positive Behavior Intervention System (PBIS).

Magnolia Science Academy-2 2024 Dashboard Summary							
Student Group	ELA DFS	Math DFS	ELPI %	CCI %	Graduation Rate %	Chronic Absenteeism %	Suspension %
All Students	-47.5	-110.4	32.4	76.7	97.8	19.3	0.5
Hispanic	-29.8	-115.7		72.2	97.4	19.9	0.4
ELs	-91.7	-161.3	32.4			22	1.2
LTEL	-113.3*	-197.4*	30.8				0
SED	-51.8	-115		75	97.6	20	0.6
SWD	-86.6	-147.9				45.9	1.7
Green denotes outperforming the state, Red denoted not outperforming the state. * These groups have less than 30 students but are included due to the achievement gap.							

Appendix A includes comprehensive data for all dashboard indicators.

While the ELA and Math data will be further discussed in the next section on verified data, the school's improvement plans should include ELA, Math, ELPI, and Chronic Absenteeism.

When asked about the drops in scores in CAASPP ELA, CAASPP Math, and ELPI data, the school shared that the uncertainty of location, due to the ongoing negotiations with LAUSD for their Facility Use Agreement, was the main cause of the decline. While this may have had some impact on the campus, it is unclear how and why this made such a drastic impact. The school needs to conduct a thorough root cause analysis to assess these drops and ensure future success.

The three-year trend shows that the school has historically outperformed the state in only CCI and ELPI, but not in CAASPP ELA and Math, the four academic indicators. These indicators hold greater weight during renewal. The other three dashboard indicators show a three-year trend that the school has typically outperformed the state.

Magnolia Science Academy 2 Dashboard Summary													
Year	ELA		Math		ELPI	CCI		Graduation Rate		Chronic Absenteeism		Suspension	
	All	SG	All	SG	All	All	SG	All	SG	All	SG	All	SG
2022	N	2/4	N	2/4	Y	-	-	Y	2/2	Y	3/4	Y	4/4
2023	N	3/4	N	3/4	Y	Y	2/2	Y	2/2	Y	4/4	Y	4/4
2024	N	1/4	N	0/4	N	Y	2/2	Y	2/2	N	3/4	Y	5/5
Majority	NO		NO		YES	YES		YES		YES		YES	

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

2. The charter school is implementing a plan for collecting, analyzing and reporting verified data on pupil achievement and using the data continually to monitor and improve its educational program.

MSA 2 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2024-25, the majority of grade levels made at least one year progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 10 students were excluded from this report to protect student privacy. In addition, groups with less than half of the grade levels with data were also excluded, such as Asian students with only one grade level with data. Using these guidelines, there were four student groups by grade level in both reading and math (Hispanic students, socioeconomically disadvantaged (SEDs), and SWD for all grades and ELs for most grade levels).

- **Reading:** *The majority of grade levels for All Students and student groups are making one year progress. The school should analyze those specific student groups that are not. Sixth and seventh grade students, for All Students and the majority of student groups, did not make one year progress with CGIs of -1.71 and -0.51 for All Students in that grade level respectively.*
- **Language Usage:** *The school does not give this test. This is an important component of ELA and should be part of the school's assessment profile.*
- **Math:** *The majority of grade levels for All Students and student groups are making one year progress. The school should analyze those specific student groups that are not. Sixth grade students, for All Students and the majority of student groups, did not make one year progress with CGIs of -0.52 for All Students in that grade level.*

The three-year trend shows that the school is consistently making one year progress each year. While the chart below summarizes the data, Appendix A includes comprehensive data for verified data for All Students and student groups by grade level.

Table N: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
English Learners	3 of 3*	2 of 4*	5 of 5*		3 of 3*	3 of 4*	4 of 5*
Socioeconomically Disadvantaged	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
Students with Disabilities	5 of 5*	2 of 6	4 of 6		5 of 5*	4 of 6	5 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	NO (0 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)

3. The charter school has submitted the LACOE Annual Report.
<i>The LACOE Annual Plan for MSA 2 was approved and submitted in March 2025.</i>
<p>4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.</p> <p><i>MSA 2 reviewed its MPOs for 2023-24 through the LACOE annual report. During their review, the school identified the following areas for improvement and included interventions for each:</i></p> <ul style="list-style-type: none"> • Student grades: <i>Train teachers in restorative practices; implement an instructional coach to improve individual student support, instructional strategies, and student learning outcomes; add a Community Schools Coordinator, Family Success Coordinator, and Community Schools Liaison; expand targeted systems of supports; train teachers in CHATS to support ELs; continue Instructional Rounds and PLCs; and use Plan-Do-Act-Study Cycles to set goals, monitor progress and refine instructional practices.</i> • CAASPP ELA and NWEA Reading: <i>Train teachers in restorative practices; implement an instructional coach to improve individual student support, instructional strategies, and student learning outcomes; add a Community Schools Coordinator, Family Success Coordinator, and Community Schools Liaison; expand targeted systems of supports; train teachers in CHATS to support ELs; continue Instructional Rounds and PLCs; and use Plan-Do-Act-Study Cycles to set goals, monitor progress and refine instructional practices.</i> • CAASPP and NWEA Math: <i>Train teachers in restorative practices; implement an instructional coach to improve individual student support, instructional strategies, and student learning outcomes; add a Community Schools Coordinator, Family Success Coordinator, and Community Schools Liaison; use Plan-Do-Act-Study Cycles to set goals, monitor progress and adjust instructional practices; continue Instructional Rounds and PLCs; implement Teach like a Champion book study; expand targeted systems of supports; train teachers in CHATS to support ELs; partner with Relay Graduate School to utilize School Mint Grow; and increase family involvement opportunities.</i> • EL annual progress and ELPAC: <i>Train teachers in restorative practices; implement an instructional coach to improve individual student support, instructional strategies, and student learning outcomes; added a Community Schools Coordinator, Family Success Coordinator, and Community Schools Liaison; train teachers in CHATS to support ELs; use Plan-Do-Act-Study Cycles to set goals, monitor progress and refine instructional practices; continue Instructional Rounds and PLCs; implement Teach like a Champion book study; expand targeted systems of supports; and increase family involvement opportunities.</i> • Average Daily Attendance (ADA) and Chronic Absenteeism: <i>Continue attendance meetings and letters; increase PBIS incentives; implement home visits (although the report states that they made home visits to 25% of its students in the previous year); and work to remove obstacles to attend school.</i> • Satisfaction rates on local surveys for students and staff: <i>Utilize student council to increase student voice while planning schoolwide events; improve team building activities; and to continue to analyze survey data.</i> <p><i>Many of the actions are the same or very similar across all goals and are not specific or targeted for subject, concern, and/or student group. These actions do not specifically address the unmet goals but rather they are vague and a myriad of possible interventions without reason or rationale and lack any description of how they will be used together to create change to meet the MPO in the future. Further, there are far too many interventions for these to be implemented with fidelity. Lastly, some actions indicate the school would continue the same interventions despite not working in the past. A</i></p>

comprehensive plan is recommended that includes two (2) to three (3) schoolwide specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with a specific focus.

Some of these interventions were evident during the site visit, but with similar inventions as in the past, it is unclear if there were any changes in practice.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 2 reviewed its LCAP Goals for 2023-24 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, students' grades, English learners progress towards proficiency, ADA and chronic absenteeism, and overall satisfaction rates on local surveys for students.

Additionally, the school did not meet its LCAP goal in the following areas and included an action plan for each:

- **Teacher retention and teacher attendance:** *Implement restorative practices, community circles, and inclusive teaching to enhance teacher engagement and wellbeing; hire a Community School Coordinator, Family Success Coordinator (but it is unclear how these will help in teacher retention); implement Plan-Do-Study-Act cycles to study teacher retentions; and continue instructional rounds and PLC to promote collaboration.*
- **California Science Test (CAST):** *Train teachers in restorative practices, implement an instructional coach to improve individual student support, instructional strategies, and student learning outcomes; add a Community Schools Coordinator, Family Success Coordinator, and Community Schools Liaison; use Plan-Do-Act-Study Cycles to set goals, monitor progress and refine instructional practices; continue Instructional Rounds and PLCs; expand targeted systems of supports; and continue its STEAM initiative.*
- **Seal of biliteracy:** *Increase support in SBAC preparation; introduce AP review at Saturday school; and implement tailored guidance on how students can earn the Seal of Biliteracy.*
- **College going rate:** *Continue individualized college counseling and college workshops.*
- **Home visits:** *Train staff on purpose, process, and benefits; build stronger relationships with families and provide personized support; train teachers in restorative practices; and bring home visits strategies into PLCs.*
- **College going rate:** *Continue to offer flexible options to graduation and credit recovery.*

The actions are the same or very similar to those from the unmet MPOs and across all goals. Further, these actions are not specific or targeted for subject, concern, and/or student group. The same concerns as were in the MPO section apply here.

While LACOE CSO does not approve the LCAP, the CSO has focused on the following three areas and provided monthly training on the LCAP in regard to these areas:

The LCAP must address all 8 State priorities: *All 8 State priorities were addressed.*

The LCAP must indicate how it engaged educational partners: *LCAPs indicate how educational partners were engaged.*

Actions on LCAP that are marked as Contributing must contribute to improving services/programs for low-income students, ELs and foster youth. *All actions marked as contributing are actions targeted to improve services/programs for these student groups. (Goals 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5). LACOE Staff recommends including data to strengthen the argument of the need for the action.*

B. Educational Program and Curriculum	
1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.	<i>MSA 2 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 2 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, three advanced placement courses, dual enrollment with Los Angeles Valley College, CTE pathway in Business, and the school's electives continue the STEAM education. This year the school has offered a dual enrollment course to 8th grade students and it is also started an IGETC pathway.</i>
2. The charter school's staffing is sufficient to carry out the educational program.	<i>The current school staffing is sufficient to carry out the educational program. There are currently 24 certificated staff, including three Educational Specialist, one School Psychologist and one instructional coach. In addition, there are 25 classified staff and 23 other contracted staff.</i> <i>The school may want to assess whether more staff is necessary to support ELs and SWD in both academic and non-academic operations, where achievement gaps exist.</i>
3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.	<i>MSA 2 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.</i>
4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.	<i>The target population for MSA 2 are students in grades 6-12 from Van Nuys, California, and neighboring communities throughout the San Fernando Valley. There are many MSA 2 households that speak languages other than English and have a high population of socially economically disadvantaged student. MSA 2 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, dual enrollment, learning labs, APEX for credit recovery, IXEL, and the program No Red Ink. Additionally, the school makes use of Saturday school and winter and summer intersessions for further supplemental instruction and credit recovery.</i>
5. The Charter school uses standard-based curricular materials appropriate for current students.	<i>MSA 2 uses California Standard based materials for all classes.</i>
C. Services to Special Populations	
1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.	<i>MSA 2 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i> <i>MSA 2 currently has 95 special education students, 18.5% of enrollment (2023-24 special education was 20.3% of enrollment). According to the most recent LACOE special education report, the average caseload for the special education staff was approximately 25 students, under the maximum caseload limit of 28 students. While the school owed service minutes in Quarter 2 and 3 due to a special education vacancy, the school had no late IEP or owed services as of Quarter 4 on these reports.</i>

<p>The Local Level Annual Performance Report found that the parent involvement rate was slightly under the target (95.89% vs 96%), there was disproportionality by disability areas, and the rate of students with transition goals/service is below the target (88.89% vs 100%). Local Level Annual Performance Report from CDE found at https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp.</p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>
<p><i>MSA 2 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Master Plan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2024-25) serves an EL population of 17.5%.</i></p> <p><i>The ELPI results for 2023-24 indicated that 32.4% of ELs made progress towards English language proficiency, 47.1% maintained their level, and 20.6% regressed. Their EPLI CA Dashboard Performance level was red and lower than the state average (45.7% making progress).</i></p> <p><i>With the current ELPI score at 32.4% and a Red dashboard performance level, more attention to this group, including LTELs, is needed.</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p>
<p><i>MSA 2 has identified their homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p>
<p><i>MSA 2 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.)</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p>
<p><i>Professional development is provided on a regular basis. Professional development included grade level and department meetings, discussion of best teaching practices (student engagement, collaboration, and student reflection), improving instruction, using data to inform instruction, and a book study. The school is working to implement trauma informed practices in the upcoming school year.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2024 and Spring 2025 staffing rosters reflected that all teachers held appropriate credentials. There were two math vacancies at the beginning of the year that will most likely appear on the CALSAAS report.</i></p> <p><i>The 2023-24 CALSAAS summary report indicates that the school had no misassigned teachers or vacancies. While the school had 37 exceptions, 34 were deemed Local Assignment Options, 2 CALPAD errors, and 1 was appropriately assigned.</i></p>

E. Facilities, Operations and Safety
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<p><i>The annual facilities inspection was conducted on November 7, 2024, and there were no required corrections. The school negotiated a two-year co-located alternative use agreement at their current site valid until June 30, 2026.</i></p> <p><i>MSA 2 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their footprint, which they intend to use for the construction of their new facility to open in 2027.</i></p>
2. The charter school maintains proper documentation and materials/supplies related to student safety.
<p><i>MSA 2 has proper documentation, schedule of drills, and student safety plan.</i></p>
3. The school climate is safe and conducive to learning.
<p><i>MSA 2 received the California PBIS Platinum Recognition for its work with implementing the PBIS system with fidelity.</i></p> <p><i>The school's suspension rate is lower than state for all students (0.5%) and all student groups.</i></p>
4. The structure of the organization and leadership is designed to effectively operate the school.
<p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
Summary
<p><i>Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standard-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Platinum program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional rounds to help improve instruction.</i></p> <p><i>Since the California School Dashboard currently indicates that the school declined substantially and are now performing below the state average in CAASPP ELA and Math, declined in ELPI, and have some Student Groups that need attention (ELs and SWD) in some indicators, the schools action plan needs more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.</i></p> <p><i>The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is not currently utilizing the Language Usage portion of the NWEA MAP testing, a key component of English Language Arts.</i></p> <p><i>The school's Annual Report action plan contains a list of services, programs and intervention that are repeated throughout the report, but fail to relay specific changes that will be made in order to meet these goals. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes. In addition, too many changes in one school</i></p>

year are not feasible and will further contribute to lower staff satisfaction rates, burnout and not meeting MPO and LCAP goals.


MSA 2 uses data from NWEA and IABs to target instruction as well as instructional rounds to enhance teaching throughout. MSA 2 continues to have a high CCI, high graduation rates, and low suspension rates. The school continues to offer a dual enrollment program and many students being recognized for the Congressional Award Program. Additionally, students participated in the Youth Mental Health Program where students earned \$2,000 and a free computer after completing competitive rigorous 5-week program for students interested in the mental-health field. MSA 2 continues to work toward the goal to have their own campus catered to its students' needs for the 2027-2028 school year. These efforts, whether educational, community building, or overall support of its students and families, were recognized as this past year the school was renewed for a five-year term.

There will be a change in leadership for the 2025-2026 school and support from the home office will be critical for the new principal's success.

Recommendations

- 1. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the decline of CAASPP data for both ELA and Math, ELD program to improve CAASPP and ELPI scores for EL and LTELs, and Chronic Absenteeism for all students and student groups with a focus on ELs and SWDs.*
- 2. The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.*
- 3. The home office should help with planning and support throughout the year due to the change in leadership.*
- 4. The school should continue its focus on the implementation of PBIS, culturally responsive teaching, and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
- 5. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*

Report completed by LACOE Lead Coordinator:


Michelle Nye (Aug 21, 2025 11:21:10 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

August 7, 2025

Report provided to charter school via:

- ☒ US Postal Mail/Email
☐ In-Person Meeting
☒ Video/Phone Conference

Appendix C**MAGNOLIA SCIENCE ACADEMY 2
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA****Table 1: MSA 2 2023-2024 Enrollment by Ethnicity**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	532	100.0%
AA/Black	17	3.2%
American Indian	—	—
Asian	12	2.3%
Filipino	2	0.4%
Hispanic	480	90.2%
Pac Islander	—	—
Two or more	1	0.2%
White	20	3.8%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 5-1-25

Table 2: MSA 2 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	77	14.5%
Foster	2	0.4%
Homeless	10	1.9%
SED	495	93.0%
SWD	108	20.3%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 5-1-25

Table 3: MSA 2 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	100	93	86	62	49	44	37	471
2018-19	97	86	79	49	47	38	41	437
2019-20	95	90	79	46	46	41	38	435
2020-21	102	91	90	52	47	42	40	464
2021-22	88	108	92	69	58	48	41	504
2022-23	105	94	103	51	62	49	47	511
2023-24	101	105	101	73	49	59	44	532

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 5-1-25

California Dashboard Tables

Table Legend For All California Dashboard Tables

"*" - The student group has fewer than 11 students and is not reported for privacy reasons
 "***" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 "—" - No data available
 "NPL" - No Performance Level available 2022
 "NPC" - No Performance Color available 2023+
 "N/A" - Non-Applicable

Table 4: MSA 2 Public School California Dashboard

Year	ELA	Math	ELPI	Chronic Absenteeism	Suspension	Graduation Rate	CCI
2022	Low	Low	Medium	—	Very High	Very High	Very Low
2023	Yellow	Yellow	Green	Very High	Blue	Yellow	Blue
2024	Orange	Red	Red	Green	Blue	Yellow	Green

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

Table 5: MSA 2 Public School 2022 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Low	100	329	-35	—	-12.2	-22.8	Lower
AA/Black	NPL*	100	6	*	—	-57.7	—	—
Am Indian	—	—	0	—	—	-49.3	—	—
Asian	NPL*	100	10	*	—	63	—	—
Filipino	—	—	0	—	—	42.9	—	—
Hispanic or Latino	Low	100	302	-39.4	—	-38.6	-0.8	Lower
Pacific Islander	—	—	0	—	—	-29.1	—	—
Two or More	—	—	0	—	—	25.1	—	—
White	High	100	11	16.4	—	21.9	—	—
English Learners	Very Low	100	76	-89.4	—	-61.2	-28.2	Lower
Foster Youth	NPL*	100	1	*	—	-85.6	—	—
Homeless Youth	NPL*	100	5	*	—	-62.9	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Low	100	271	-36.6	—	-41.4	4.8	Higher
Students With Disabilities	Very Low	100	60	-87.3	—	-97.3	10	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	NO
						Student Groups	NO	2 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 6: MSA 2 Public School 2023 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Yellow	100	336	-19.3	+15.6	-13.6	-5.7	Lower
AA/Black	NPC**	100	14	-20.9	—	-59.6	38.7	Higher**
Am Indian	—	—	0	—	—	-47.9	—	—
Asian	NPC*	100	9	*	—	61.8	—	—
	—	—	0	—	—	44	—	—
Filipino	Yellow	100	297	-21.9	+17.4	-40.2	18.3	Higher
Hispanic or Latino	—	—	0	—	—	-32.5	—	—
Pacific Islander	—	—	0	—	—	24.3	—	—
Two or More	NPC**	100	16	-27.5	-43.9**	20.8	-48.3	Lower**
White	Orange	100	82	-83.5	+5.9	-67.7	-15.8	Lower
English Learners	NPC*	100	1	*	—	-89.2	—	—
Foster Youth	NPC*	100	4	*	—	-67.9	—	—
Homeless Youth	—	—	0	—	—	—	—	—
LTEL	Yellow	100	302	-26.4	+10.2	-42.6	16.2	Higher
Socioeconomically Disadvantaged Students With Disabilities	Yellow	100	60	-65.5	+21.8	-96.3	30.8	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	YES 3 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 7: MSA 2 Public School 2024 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Orange	99	346	-47.5	-28.1	-13.2	-34.3	Lower
AA/Black	NPC**	100	11	-41.6	—	-58.9	—	—
Am Indian	—	—	0	—	—	-49	—	—
Asian	NPC*	100	7	*	—	60.7	—	—
	NPC*	100	2	*	—	45.8	—	—
Filipino	Orange	99	311	-51.7	-29.8	-39.3	-12.4	Lower
Hispanic or Latino	—	—	0	—	—	-34.7	—	—
Pacific Islander	NPC*	100	1	*	—	24.3	—	—
Two or More	NPC**	100	14	-22.6	+4.9**	19.2	-41.8	Lower**
White	Red	100	105	-91.7	-8.2	-67.6	-24.1	Lower
English Learners	NPC*	100	2	*	—	-87.3	—	—
Foster Youth	NPC*	100	8	*	—	-70.4	—	—
Homeless Youth	NPC**	100	26	-113.3	-7.9**	-109.6	-3.7	Lower**
LTEL	Orange	99	325	-51.8	-25.5	-40.9	-10.9	Lower
Socioeconomically Disadvantaged Students With Disabilities	Red	100	67	-86.6	-21.1	-95.6	9	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 1 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 8: MSA 2 Public School 2022 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Low	100	329	-77.9	—	-51.7	-26.2	Lower
AA/Black	NPL*	100	6	*	—	-106.9	—	—
Am Indian	—	—	0	—	—	-90.4	—	—
Asian	NPL*	100	10	*	—	48.4	—	—
	—	—	0	—	—	2.7	—	—
Filipino	Low	100	302	-83.6	—	-83.4	-0.2	Lower
Hispanic or Latino	—	—	0	—	—	-71.3	—	—
Pacific Islander	—	—	0	—	—	-9.9	—	—
Two or More	NPL**	100	11	-23.6	—	-13.4	—	—
White	Very Low	100	76	-119.6	—	-92	-27.6	Lower
English Learners	NPL*	100	1	*	—	-126.3	—	—
Foster Youth	NPL*	100	5	*	—	-101.8	—	—
Homeless Youth	—	—	0	—	—	—	—	—
LTEL	Low	100	271	-80.1	—	-84	3.9	Higher
Socioeconomically Disadvantaged Students With Disabilities	Very Low	100	60	-107.9	—	-130.8	22.9	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 2 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 9: MSA 2 Public School 2023 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Yellow	100	335	-62.9	+15.0	-49.1	-13.8	Lower
AA/Black	NPC**	100	14	-63.6	—	-104.5	40.9	Higher**
Am Indian	—	—	0	—	—	-87.3	—	—
Asian	NPC*	100	9	*	—	50.8	—	—
Filipino	—	—	0	—	—	7.4	—	—
Hispanic or Latino	Yellow	100	296	-66.9	+16.7	-80.8	13.9	Higher
Pacific Islander	—	—	0	—	—	-71.3	—	—
Two or More	—	—	0	—	—	-7.4	—	—
White	NPC**	100	16	-51.2	-27.6**	-11.1	-40.1	Lower**
English Learners	Orange	100	82	-115.3	+4.2	-93.4	-21.9	Lower
Foster Youth	NPC*	100	1	*	—	-127.4	—	—
Homeless Youth	NPC*	100	4	*	—	-101.3	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Yellow	100	301	-70.9	+9.2	-80.8	9.9	Higher
Students With Disabilities	Red	100	60	-114.7	-6.8	-127.3	12.6	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	YES 3 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 10: MSA 2 Public School 2024 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Red	99	349	-110.4	-47.6	-47.6	-62.8	Lower
AA/Black	NPC**	100	11	-65.2	—	-102.2	—	—
Am Indian	—	—	0	—	—	-86.6	—	—
Asian	NPC*	100	7	*	—	49.5	—	—
Filipino	NPC*	100	2	*	—	10.4	—	—
Hispanic or Latino	Red	99	314	-115.7	-48.8	-79.2	-36.5	Lower
Pacific Islander	—	—	0	—	—	-72.5	—	—
Two or More	NPC**	100	14	-96	-44.8**	-10.3	-85.7	Lower**
White	Red	100	108	-161.3	-46.0	-93.4	-67.9	Lower
English Learners	NPC*	100	2	*	—	-125.1	—	—
Foster Youth	NPC*	100	8	*	—	-106	—	—
Homeless Youth	NPC**	100	26	-197.4	-76.3**	-163.5	-33.9	Lower**
LTEL	Red	99	328	-115	-44.1	-78.2	-36.8	Lower
Socioeconomically Disadvantaged Students With Disabilities	Red	100	68	-147.9	-33.2	-124.3	-23.6	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	NO
						Student Groups	NO	0 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-30-25

Table 11: MSA 2 Public School English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	Medium	100	71	54.9	50.3	4.6	Higher
2023	Green	98.8	75	60	48.7	11.3	Higher
2024	Red	98.7	68	32.4	45.7	-13.3	Lower

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 5-1-25

Table 12: MSA 2 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	49	81.6	—	43.9	37.7	Higher
AA/Black	—	0	—	—	25.1	—	—
Am Indian	—	0	—	—	26.5	—	—
Asian	NPC*	3	*	—	75.8	—	—
Filipino	—	0	—	—	65.2	—	—
Hispanic or Latino	Very High	45	80	—	35.5	44.5	Higher
Pacific Islander	—	0	—	—	33.1	—	—
Two or More	—	0	—	—	52.9	—	—
White	NPC*	1	*	—	53.2	—	—
English Learners	NPC*	9	*	—	15.3	—	—
Foster Youth	—	0	—	—	11.6	—	—
Homeless Youth	NPC*	3	*	—	20.4	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Very High	48	83.3	—	35.4	47.9	Higher
	NPC*	8	*	—	12.3	—	—
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 5-1-25							

Table 13: MSA 2 2024 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	43	76.7	-4.9	45.3	31.4	Higher
AA/Black	NPC*	2	*	—	28.1	—	—
Am Indian	—	0	—	—	28.9	—	—
Asian	NPC*	2	*	—	74.5	—	—
Filipino	—	0	—	—	67.7	—	—
Hispanic or Latino	Green	36	72.2	-7.8	37.4	34.8	Higher
Pacific Islander	—	0	—	—	34.6	—	—
Two or More	—	0	—	—	53.7	—	—
White	NPC*	3	*	—	54.3	—	—
English Learners	NPC*	8	*	—	17.2	—	—
Foster Youth	—	0	—	—	13	—	—
Homeless Youth	NPC*	3	*	—	21.8	—	—
LTEL	NPC*	4	*	—	16.5	—	—
Socioeconomically Disadvantaged Students With Disabilities	Green	40	75	-8.3	37.4	37.6	Higher
	NPC*	8	*	—	13.5	—	—
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 14: MSA 2 2022 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	41	100	—	87.4	12.6	Higher
AA/Black	—	0	—	—	79.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPL *	2	*	—	95.2	—	—
Filipino	NPL *	3	*	—	95.5	—	—
Hispanic or Latino	Very High	34	100	—	85.3	14.7	Higher
Pacific Islander	—	0	—	—	85.2	—	—
Two or More	NPL *	1	*	—	89.6	—	—
White	NPL *	1	*	—	90.8	—	—
English Learners	NPL *	8	*	—	73.3	—	—
Foster Youth	—	0	—	—	64.1	—	—
Homeless Youth	NPL *	2	*	—	74.4	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Very High	40	100	—	85.1	14.9	Higher
	NPL *	7	*	—	75.2	—	—
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 15: MSA 2 2023 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	49	95.9	-4.1	86.4	9.5	Higher
AA/Black	—	0	—	—	78.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPC*	3	*	—	94.5	—	—
Filipino	—	0	—	—	94.7	—	—
Hispanic or Latino	Blue	45	95.6	-4.4	84.2	11.4	Higher
Pacific Islander	—	0	—	—	84.6	—	—
Two or More	—	0	—	—	88.6	—	—
White	NPC*	1	*	—	89.8	—	—
English Learners	NPC*	9	*	—	73.5	—	—
Foster Youth	—	0	—	—	63.2	—	—
Homeless Youth	NPC*	3	*	—	73.7	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Blue	48	95.8	-4.2	83.7	12.1	Higher
	NPC*	8	*	—	72.7	—	—
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 16: MSA 2 2024 Graduation Rate

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	45	97.8	+1.9	86.7	11.1	Higher
AA/Black	NPC*	2	*	—	79.1	—	—
Am Indian	—	0	—	—	80.1	—	—
Asian	NPC*	2	*	—	92.2	—	—
Filipino	—	0	—	—	95.2	—	—
Hispanic or Latino	Blue	38	97.4	+1.8	85.3	12.1	Higher
Pacific Islander	—	0	—	—	83.1	—	—
Two or More	—	0	—	—	88.3	—	—
White	NPC*	3	*	—	89.2	—	—
English Learners	NPC*	8	*	—	77.9	—	—
Foster Youth	—	0	—	—	65.7	—	—
Homeless Youth	NPC*	3	*	—	75.7	—	—
LTEL	NPC*	4	*	—	80.8	—	—
Socioeconomically Disadvantaged Students With Disabilities	Blue	42	97.6	+1.8	84.4	13.2	Higher
	NPC*	9	*	—	74.4	—	—
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 17: MSA 2 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	297	27.3	—	30	-2.7	Lower
AA/Black	NPL*	8	*	—	42.9	—	—
Am Indian	—	0	—	—	42.9	—	—
Asian	NPL*	7	*	—	11.5	—	—
Asian	—	0	—	—	16.2	—	—
Filipino	Very High	270	26.7	—	35.8	-9.1	Lower
Hispanic or Latino	—	0	—	—	43.9	—	—
Pacific Islander	—	0	—	—	25.1	—	—
Two or More	NPL**	12	33.3	—	21.9	11.4	Higher**
White	Very High	57	38.6	—	33.6	5	Higher
English Learners	NPL*	2	*	—	42.1	—	—
Foster Youth	NPL*	4	*	—	45.1	—	—
Homeless Youth	—	0	—	—	—	—	—
LTEL	Very High	244	27.9	—	37.4	-9.5	Lower
Socioeconomically Disadvantaged Students With Disabilities	Very High	55	34.5	—	39.6	-5.1	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 3 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 18: MSA 2 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	310	21.3	-6.0	24.3	-3	Lower
AA/Black	NPC**	12	41.7	—	36.4	5.3	Higher**
Am Indian	—	0	—	—	36.1	—	—
Asian	NPC*	6	*	—	10.1	—	—
—	—	0	—	—	13.8	—	—
Filipino	Yellow	277	20.9	-5.7	28.4	-7.5	Lower
Hispanic or Latino	—	0	—	—	37.6	—	—
Pacific Islander	—	0	—	—	21.6	—	—
Two or More	NPC**	15	20	-13.3**	18.5	1.5	Higher**
White	Yellow	56	17.9	-20.7	26.3	-8.4	Lower
English Learners	NPC*	1	*	—	33.6	—	—
Foster Youth	NPC*	3	*	—	38.7	—	—
Homeless Youth	—	0	—	—	—	—	—
LTEL	Yellow	281	22.1	-5.8	29.9	-7.8	Lower
Socioeconomically Disadvantaged Students With Disabilities	Yellow	55	18.2	-16.4	33.1	-14.9	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 19: MSA 2 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	316	19.3	-2.0	18.6	0.7	Higher
AA/Black	NPC*	10	*	—	31.3	—	—
Am Indian	—	0	—	—	30.6	—	—
Asian	NPC*	3	*	—	7.5	—	—
Asian	NPC*	3	*	—	9.6	—	—
Filipino	Yellow	287	19.9	-1.1	21.7	-1.8	Lower
Hispanic or Latino	—	0	—	—	32.6	—	—
Pacific Islander	NPC*	1	*	—	16.2	—	—
Two or More	NPC**	12	16.7	-3.3**	13.5	3.2	Higher**
White	Red	50	22	+4.1	20.1	1.9	Higher
English Learners	NPC*	2	*	—	30.5	—	—
Foster Youth	NPC*	8	*	—	32.7	—	—
Homeless Youth	NPC**	24	12.5	-2.3**	23.9	-11.4	Lower**
LTEL	Yellow	295	20	-2.1	23.4	-3.4	Lower
Socioeconomically Disadvantaged Students With Disabilities	Red	58	25.9	+7.7	26.3	-0.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	YES 3 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 20: MSA 2 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very Low	534	0.4	—	3.1	-2.7	Lower
AA/Black	NPL**	12	0	—	7.9	-7.9	Lower**
Am Indian	—	0	—	—	6.4	—	—
Asian	NPL**	20	0	—	0.9	-0.9	Lower**
Filipino	NPL*	5	*	—	1.2	—	—
Hispanic or Latino	Very Low	472	0.4	—	3.3	-2.9	Lower
Pacific Islander	—	0	—	—	4.5	—	—
Two or More	NPL*	2	*	—	2.9	—	—
White	NPL**	23	0	—	2.6	-2.6	Lower**
English Learners	Low	93	2.2	—	3.2	-1	Lower
Foster Youth	NPL*	2	*	—	12.4	—	—
Homeless Youth	NPL*	7	*	—	5.5	—	—
	—	0	—	—	—	—	—
LTEL	Very Low	442	0.5	—	4	-3.5	Lower
Socioeconomically Disadvantaged Students With Disabilities	Very Low	97	1	—	5.4	-4.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 21: MSA 2 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	539	0.2	-0.2	3.5	-3.3	Lower
AA/Black	NPC**	16	0	+0.0**	8.8	-8.8	Lower**
Am Indian	—	0	—	—	7.4	—	—
Asian	NPC**	19	0	+0.0**	1.1	-1.1	Lower**
Filipino	—	0	—	—	1.3	—	—
Hispanic or Latino	Blue	478	0.2	-0.2	3.8	-3.6	Lower
Pacific Islander	—	0	—	—	4.9	—	—
Two or More	—	0	—	—	3.3	—	—
White	NPC**	26	0	+0.0**	2.9	-2.9	Lower**
English Learners	Blue	89	0	-2.2	3.7	-3.7	Lower
Foster Youth	NPC*	2	*	—	13.6	—	—
Homeless Youth	NPC*	9	*	—	6.5	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Blue	485	0.2	-0.2	4.5	-4.3	Lower
	Blue	104	1	-0.1	5.9	-4.9	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 4 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

Table 22: MSA 2 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	565	0.5	+0.3	3.2	-2.7	Lower
AA/Black	NPC**	19	0	+0.0**	8.4	-8.4	Lower**
Am Indian	—	0	—	—	7	—	—
Asian	NPC**	12	0	+0.0**	1	-1	Lower**
Filipino	NPC*	3	*	—	1.2	—	—
Hispanic or Latino	Blue	505	0.4	+0.2	3.4	-3	Lower
Pacific Islander	—	0	—	—	4.4	—	—
Two or More	NPC*	3	*	—	3	—	—
White	NPC**	23	4.3	+4.3**	2.6	1.7	Higher**
English Learners	Yellow	86	1.2	+1.2	3.4	-2.2	Lower
Foster Youth	NPC*	2	*	—	13.2	—	—
Homeless Youth	NPC**	16	0	—	5.7	-5.7	Lower**
LTEL	Blue	44	0	+0.0	8.1	-8.1	Lower
Socioeconomically Disadvantaged Students With Disabilities	Green	515	0.6	+0.4	4	-3.4	Lower
	Yellow	118	1.7	+0.7	5.4	-3.7	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 5-1-25

MSA 2 Public School - Verified Data**Table Legend For All NWEA MAP Tables**

Tables are a Summary of the NWEA MAP Reports

Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ -0.2

Red cell indicates student group has not met the minimum requirement for one year's growth, CGI < -0.2

* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.

Data reflects grade levels with ten or more students in that student group.

MSA 2 does not test 12th grade students

Table 23: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
English Learners	3 of 3*	2 of 4*	5 of 5*		3 of 3*	3 of 4*	4 of 5*
Socioeconomically Disadvantaged	6 of 6	3 of 6	4 of 6		6 of 6	4 of 6	5 of 6
Students with Disabilities	5 of 5*	2 of 6	4 of 6		5 of 5*	4 of 6	5 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	NO (0 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)

Table 24: MSA-2 NWEA MAP Reading and Math CGI for All Students

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.65	-0.81	-1.71		0.58	-0.34	-0.52
7	1.95	-0.78	-0.51		1.29	-0.01	0.32
8	1.33	0.08	1.29		0.52	-0.40	1.81
9	2.50	-0.72	1.80		3.77	0.41	2.82
10	2.35	1.83	3.55		1.90	3.05	2.73
11	2.66	0.83	1.00		4.81	2.39	1.05

Table 25: MSA-2 NWEA MAP Reading and Math CGI for Hispanic or Latino Students

2022-23		2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.75	-0.70	-1.64		0.55	-0.25	-0.46
7	2.11	-0.79	-0.56		1.44	0.16	0.23
8	1.32	0.16	1.07		0.57	-0.48	1.78
9	2.59	-0.69	1.79		3.93	0.62	2.78
10	2.48	1.65	3.70		2.51	3.15	3.61
11	3.11	1.36	1.03		4.62	1.95	1.14

Table 26: MSA-2 NWEA MAP Reading and Math CGI for English Learners

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.18	1.91	0.45		1.43	2.55	-0.09
7	3.72	-0.58	0.04		2.25	0.27	-1.01
8	2.83	-0.83	2.35		2.98	-1.78	3.69
9	—	0.58	2.88		—	0.04	1.89
10	—	—	6.9		—	—	6.69
11	—	—	—		—	—	—

Table 27: MSA-2 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.66	-0.59	-1.57		0.94	-0.25	-0.42
7	2.15	-0.69	-0.35		1.35	0.01	0.48
8	1.09	0.30	1.22		0.61	-0.40	1.74
9	2.75	-0.77	1.88		3.83	0.46	2.69
10	2.50	1.93	3.76		2.10	3.30	3.30
11	2.86	1.37	1.07		4.82	1.94	1.05

Table 28: MSA-2 NWEA MAP Reading and Math CGI for Students with Disabilities

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	2.89	-1.92	-3.97		2.81	-1.71	-0.25
7	4.53	-0.76	-0.63		2.71	-0.51	1.31
8	2.89	-0.23	1.08		1.38	0.10	6.51
9	2.34	-1.58	3.27		4.75	0.92	3.18
10	6.04	2.30	4.66		2.74	1.21	1.94
11	--	1.33	0.53		--	0.59	3.11

Glossary of Acronyms

Term	Detail
AP	Advanced Placement
ATSI	Additional Targeted Support and Improvement
CCI	College and Career Indicator
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
DA	Differentiated Assistance
DFS	Distance from Standard
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPI	English Language Proficiency Indicator
FPM	Federal Program Monitoring
FY	Foster Youth
IB	International Baccalaureate
IEP	Individual Education Plan
LCAP	Local Control and Accountability Plan
LTEL	Long-Term English Learner
MPO	Measurable Pupil Outcome
P1	First Principal Apportionment
P2	Second Principal Apportionment
PD	Professional Development
RSP	Resource Specialist Program
SDC	Special Day Class
SED	Socioeconomically Disadvantaged Student
SWD	Students With Disabilities
TSI	Targeted Support and Improvement
WASC	Western Association of Schools and Colleges

INSTRUCTIONAL PROGRAM REVIEW 2024-2025

Charter School	Magnolia Science Academy 3 (Grades 6-12)		
Charter Term	Current Term July 1, 2017 - June 30, 2025 Renewed February 18, 2025, for a term of July 1, 2025 – June 30, 2030		
Date of Visit(s)	November 18, 2024, and May 21, 2025		
Enrollment	Expected (Petition):	Actual Enrollment: P1: 411; P2: 415; DataQuest: 411	
Most Recent School Performance Category:	<input type="checkbox"/> High <input checked="" type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> DASS		
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> ATSI <input type="checkbox"/> DA <input checked="" type="checkbox"/> Williams </div> <div> <input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None </div> </div>		
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>			
A. Data for Accountability and Improvement			
1. The charter school is on target to meet renewal criteria as set forth in EC 47607.			
<p><i>Magnolia Science Academy 3 (MSA 3) currently is placed in the middle performance level based on 2023-2024 California Dashboard data. The school has performance level data for English Language Arts (ELA), Math, College and Career Indicator (CCI), Graduation Rates, Chronic Absenteeism, and Suspension Rates. The school has data for English Language Proficiency Indicator (ELPI), but there were less than 30 English Learners (ELs) so no performance level was issued.</i></p> <ul style="list-style-type: none"> ELA: While All Students did not outperform the State's average Distance from Standard (DFS) in ELA, the majority of Numerically Significant Student Groups (Student Groups) did. The only student group that did not was Socioeconomically Disadvantaged Students (SEDs), but the school should also monitor ELs, Homeless Youth (HY), and Students with Disabilities (SWD), even though they are not numerically significant, as they are approaching that threshold and are all currently below the State's average. Math: Overall, in Math, All Students and Student Groups, did not outperform the state average DFS, the school did increase for each of these groups. The school's DFS for All Students is -92.6, 45.0 points below the state. In addition to monitoring the Student Groups, the school should include ELs, HY, and SWD as these groups are below the State's average and their enrollment numbers are increasing. ELPI: While the EL population is under 30 students, the school should still review the ELPI data. This year the school's ELPI score, 38.9%, dropped by over 29% from the previous year, the school is now performing below the state average. In addition, Long-Term English Learners (LTELs) had a score of 35.3%, a decline of 36.1%. The school needs to review the ELPAC data along with reclassification data to determine any root cause in these drops. CCI: The school continues to outperform the state for All Students and all Student Groups even with a decline in the rate for some Student Groups. Graduation Rates: The school continues to have an exceedingly high graduation rate, with a dashboard color of Green for All Students. Additionally, the school had 100% graduation rate for the 14 African American students this year. Chronic Absenteeism: All Students and all Student Groups have a Chronic Absenteeism rate higher than the state despite the decrease in chronic absenteeism across all groups. Suspension Rate: The school's suspension rate declined this year, outperforming the state for 			

All Students (2.2%) and all student groups. This indicator reflects the school's use of other means of correction including their Positive Behavior Intervention System (PBIS). The school should analyze those specific student groups that are significantly higher than their peers, such as Foster Youth (FY), LTELs, and SWD, even if some of these groups are not numerically significant.

Magnolia Science Academy-3 2024 Dashboard Summary							
Student Group	ELA DFS	Math DFS	ELPI %	CCI %	Graduation Rate %	Chronic Absenteeism %	Suspension %
All Students	-38.4	-92.6	38.9*	47.9	93.9	27.3	2.2
AA/Black	-47.2	-94.2				33	3.9
Hispanic	-36.2	-93.6		48.4	93.8	22.2	1.3
ELs	-90.9*		38.9*				8.3*
FY							16.7*
HY	-114.8*	-149.5*				46.7*	
LTEL	-113.3*	-150.6*	35.3*				8.7*
SED	-48.1	-95.5		40.5	93	31.4	2.4
SWD	-137.4*	-149.9*					5.3
Green denotes outperforming the state, Red denoted not outperforming the state. * These groups have less than 30 students but are included due to the achievement gap.							

Appendix A includes comprehensive data for all dashboard indicators.

While the ELA and Math data will be further discussed in the next section on verified data, the school's improvement plans should include ELA, Math, ELPI, and Chronic Absenteeism

The three-year trend shows that the school has historically outperformed the state in only CCI and ELPI (even though not numerically significant), but not in CAASPP ELA and Math, the four academic indicators. These indicators hold greater weight during renewal. CAASPP ELA is seeing the majority of Student Group outperforming the state in the past two years. The other three dashboard indicators show a three-year trend that the school has typically outperformed the state in Graduation rate and Suspension Rate, but not Chronic Absenteeism.

Magnolia Science Academy 3 Dashboard Summary													
Year	ELA		Math		ELPI	CCI		Graduation Rate		Chronic Absenteeism		Suspension	
	All	SG	All	SG	All	All	SG	All	SG	All	SG	All	SG
2022	N	1/3	N	1/3	Y	-	-	Y	2/2	N	3/3	Y	3/4
2023	N	2/3	N	0/3	Y	Y	2/2	Y	2/2	N	0/3	N	1/4
2024	N	2/3	N	1/3	N	Y	2/2	Y	2/2	N	0/3	Y	4/4
Majority	NO		NO		NA	YES		YES		NO		YES	

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

2. The charter school is implementing a plan for collecting, analyzing and reporting verified data on pupil achievement and using the data continually to monitor and improve its educational program.

MSA 3 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2024-25, the majority of grade levels made at least one year progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 10 students were excluded from this report to protect student privacy. In addition, groups with less than half of the grade levels with data were also excluded, such as SWDs with only one grade level with data. Using these guidelines, there were three student groups included in both reading and math (African American/Black students, Hispanic students, and SEDs for all grades).

- **Reading:** *The all grade levels for All Students and student groups made one year progress. Further, the upper grade levels show greater CGI, all over a CGI of 1 and some over 3.*
- **Language Usage:** *The school does not give this test. This is an important component of ELA and should be part of the school's assessment profile.*
- **Math:** *The majority of grade levels for All Students and student groups are making one year progress. The school should analyze those specific student groups that are not. Specifically, sixth grade students, for All Students and the majority of student groups, did not make one year progress with CGIs of -0.50 for All Students in that grade level.*

The three-year trend shows that the school is making one year progress each year and student groups expect in 2023-2024 Reading. While the chart below summarizes the data, Appendix A includes comprehensive data for verified data for All Students and student groups by grade level.

Table N: MSA-3 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	6 of 6	4 of 6	6 of 6		6 of 6	4 of 6	5 of 6
Numerically Significant Student Groups							
African American or Black	5 of 6	3 of 6	6 of 6		4 of 6	3 of 6	4 of 6
Hispanic or Latino	4 of 6	5 of 6	6 of 6		5 of 6	5 of 6	5 of 6
Socioeconomically Disadvantaged	6 of 6	3 of 6	6 of 6		4 of 6	5 of 6	6 of 6
Students with Disabilities	—	0 of 1*	—		—	—	—
Are the majority of student groups performing above the state average?	YES (3 of 3)	NO (1 of 3)	YES (3 of 3)		YES (2 of 3)	YES (2 of 3)	YES (3 of 3)

3. The charter school has submitted the LACOE Annual Report.
<i>The LACOE Annual Plan for MSA 3 was approved and submitted in March 2025.</i>
<p>4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.</p> <p><i>MSA 3 reviewed its MPOs for 2023-24 through the LACOE annual report. During their review, the school identified the following areas for improvement and included interventions for each:</i></p> <ul style="list-style-type: none"> • Course offerings: No action planned, not a current priority. • Student grades: Implement a three-week check-in system. • CAASPP ELA and NWEA Reading: Increase student motivation through positive rewards; implement structural changes to English department to meet the needs of the students; implement the Action Plan for Success to meet the needs of African American students; and principal will meet with Special Education Coordinator to check system of supports for students with disabilities. • CAASPP Math and NWEA Math: Make deliberate hires for math; change teaching assignments to optimize effectiveness; change math pathway and curriculum; and implement the Action Plan for Success to meet the needs of African American students. • EL annual progress on ELPAC: Changed testing structure. • College/Career readiness: Hire a college counselor to conduct one-on-one meetings with students, host workshops, and collaborate with parents to create personalized plans. • ELAC Meetings: These meetings are planned. • Home Visits: Shift these meetings to virtual meetings or neutral meeting sites. • Average Daily Attendance (ADA) and Chronic Absenteeism: Use PBIS strategies; monitor students; and implement academic check-ins and SEL support. • Dropout rates: Target support through the Restorative Justice Coordinator. • Satisfaction rates on local surveys for students and staff: Improve transparency in decision-making a policy change; implement peer mentoring, improve mental health resources; and improve shared space functionality. <p><i>For many of the goals, the school indicated the specific student group that did not meet the target. This allows the school to focus their action specifically on the needs of these groups.</i></p> <p><i>The school also submitted an Action Plan for Success in conjunction with their renewal. This plan focuses on math performance, chronic absenteeism, suspension rates, sixth grade student performance and African American student performance. The planned changes in the Action Plan for Success do not always match the Action Plan for unmet MPOs. Focusing on one (1) or two (2) schoolwide changes with small shifts to current practices will create a plan that is realistic and doable. Specifically, the Action Plan for Success mentions culturally responsive teaching and restorative practices, but these are not a part of the chronic absenteeism MPO action plan, and these are not called out supporting African American student in the classroom. The school should explore training all staff and incorporating these strategies throughout its campus.</i></p> <p><i>The school should examine all its plans and create a comprehensive plan that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with a specific focus indicated.</i></p>

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 3 reviewed its LCAP Goals for 2023-24 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on course offerings, student grades, CAASPP and NWEA MAP data, EL progress, College/Career readiness, ELAC meetings, home visits, average daily attendance, chronic absenteeism, dropout rate, and satisfaction rates on surveys. Additionally, the school did not meet its LCAP goal in the following areas and included an action plan for each:

- **Teacher attendance:** *Provide a supportive teaching environment; use minimum days prior to holidays; and increase incentives for unused sick days.*
- **California Science Test (CAST):** *Use the Action Plan for Success to improve student outcomes for African American Students.*
- **CCI and College going rate:** *Offer more dual enrollment and hire a full-time college counselor to conduct one-on-one meetings, workshops and collaborate with parents.*
- **Seal of Biliteracy:** *Offer college level Spanish (dual enrollment).*

Similar to the unmet MPOs, the school should examine all its plans and create a comprehensive plan that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles indicated.

While LACOE CSO does not approve the LCAP, the CSO has focused on the following three areas and provided monthly training on the LCAP in regard to these areas:

The LCAP must address all 8 State priorities: *All 8 State priorities were addressed.*

The LCAP must indicate how it engaged educational partners: *LCAPs indicate how educational partners were engaged.*

Actions on LCAP that are marked as Contributing must contribute to improving services/programs for low-income students, ELs and foster youth. *All actions marked as contributing are actions targeted to improve services/programs for these student groups. (Goals 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5). LACOE Staff recommends including data to strengthen the argument of the need for the action.*

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 3 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 3 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, 20 dual enrollment classes with Los Angeles Harbor College, with 100% of the graduating class taking at least one college course and focusing on a Liberal Arts pathway. The school's electives continue the STEAM education. The school provides weekly SEL instruction through the Move this World curriculum.

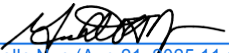

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staff includes 23 certificated staff, including four special education teachers. In addition, there are 17 classified staff and six other contracted staff. The school has employed a Restorative Justice Coordinator as a new staff member.

<p><i>The school may want to review the current model to determine if the use of the two coordinators allows the school to support all students with attendance, suspension, and specifically African American students and sixth grade. It may be appropriate to expand the program to a school-wide model, training and employing all staff with the necessary tools, to ensure sustainability and maximize supports.</i></p>
<p>3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.</p>
<p><i>MSA 3 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.</i></p>
<p>4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.</p>
<p><i>The target population for MSA 3 are students in grades 6-12, from Carson, California, and neighboring communities. This community has a high population of socially economically disadvantaged students. MSA 3 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as Dual enrollment, Power English and Math classes, and the program No Red Ink. Additionally, the school uses after-school tutoring and Saturday school to help students with interventions.</i></p> <p><i>The California Dashboard indicates a focus on interventions for math and chronic absenteeism is needed.</i></p>
<p>5. The Charter school uses standard-based curricular materials appropriate for current students.</p>
<p><i>MSA 3 uses California Standard based materials for all classes.</i></p>
<p>C. Services to Special Populations</p>
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p>
<p><i>MSA 3 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 3 currently has 62 special education students, 15.1% of enrollment (2023-24 special education was 13.9% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 21 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, the school did not owe any services to students. These reports also indicated that there were five students whose IEPs were overdue at the end of the year, three of which were in previous quarterly reports.</i></p> <p>The Local Level Annual Performance Report found that the rate of eligibility determined within 60 days was below the target (50% vs 100%), and rate of students with transition goals/service is below the target (due to small n size, the exact percentage was not calculated, but was determine to be less than the target of 100%). Local Level Annual Performance Report from CDE found at https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp.</p>

2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.
<p><i>MSA 3 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Master Plan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2024-25) serves an EL population of 4.6%.</i></p> <p><i>While there are less than 30 EL students, it is of note that the ELPI results for 2023-24 indicated that 38.9% of ELs made progress towards English language proficiency, 22.2% maintained their level, and 38.9% regressed. There was no EPLI CA Dashboard Performance level, but the ELPI rate was lower than the state average (45.7% making progress).</i></p> <p><i>With the current ELPI score at 38.9 % and a decline of 29.1%, more attention to this group, including LTELs, is needed.</i></p>
3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.
<i>MSA 3 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required clearances and trainings.
<i>MSA 3 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.
<p><i>Professional development is provided on a regular basis. Professional development included discussion of the best teaching practices, improving instruction through learning objectives and high academic expectations, using data to inform instruction (NWEA and IAB interim benchmarks), and PBIS practices.</i></p> <p><i>The school's Action Plan for Success includes professional development for the new math curriculum and Crisis Prevention Institute Training.</i></p>
3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.
<p><i>Fall 2024 and Spring 2025 staffing rosters reflected that all teachers held appropriate credentials or temporary clearances to teach.</i></p> <p><i>The 2023-24 CALSAAS summary report indicates that the school had no misassigned teachers or vacancies. While the school had 20 exceptions, 14 were deemed Local Assignment Options, 5 were Cored, and 1 was other.</i></p>
E. Facilities, Operations and Safety
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<i>The annual facilities inspection was conducted on October 31, 2024, and there were no required corrections. The school is currently co-located on a LAUSD site.</i>

2.	The charter school maintains proper documentation and materials/supplies related to student safety. <i>MSA 3 has proper documentation, schedule of drills, and student safety plan.</i>
3.	The school climate is safe and conducive to learning. MSA 3 received the California PBIS Gold Recognition for its work of implementing the PBIS system with fidelity. The school's suspension rate is lower than that of the state for all students (2.2%) and all student groups.
4.	The structure of the organization and leadership is designed to effectively operate the school. <i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i>
Summary	
<p><i>Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold Program for PBIS by the State</i></p> <p><i>The school no longer has any Red performance color on the California School Dashboard. This is true for both the All Students group and all Student Groups. There still are areas of concern and places to monitor student progress. The California Dashboard indicates that the school continues to be performing below the state average in CAASPP ELA for Hispanic students and in CAASPP Math. The school declined in their ELPI score and continues to be above the state average for Chronic Absenteeism. The school has some Student Groups that are approaching numbers for numerically significant student groups (ELs, HY and SWD) in some indicators, and monitoring these groups, even before they become a Student Group, is important. The school should examine all its plans and create a comprehensive plan that is reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and explain how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.</i></p> <p><i>The school's two action plans did not align. Annual Report action plan contains some list of services, programs and intervention, but does not always match the Action Plan for Success. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes. Further, the school should have one comprehensive plan so that efforts are not competing for time, money, professional development, or focus.</i></p> <p><i>The school's NWEA data shows that the school is making one year growth for almost all grade levels for each student group in Reading and the majority of grade levels in Math. The school is not currently utilizing the Language Usage portion, a key component of English Language Arts.</i></p> <p><i>There will be a change in leadership for the 2025-2026 school and support from the home office will be critical for the new principal's success.</i></p>	

Recommendations	
<ol style="list-style-type: none"> 1. <i>A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on the CAASPP data Math, ELD program to improve CAASPP and ELPI scores for EL and LTELs, and Chronic Absenteeism for all students and student groups.</i> 2. <i>The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.</i> 3. <i>The home office should help with planning and support throughout the year due to the change in leadership.</i> 4. <i>The school should continue its focus on the implementation of PBIS into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism. The Action Plan for Success mentions culturally responsive teaching and restorative practices and school should explore incorporating these throughout its campus.</i> 5. <i>The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i> 	
Report completed by LACOE Lead Coordinator:	Approved by LACOE Charter School Office Director:
 Michelle Nye (Aug 21, 2025 11:19:36 PDT)	
Cheli Nye, Ed.D., Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
July 31, 2025	<input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

Appendix C**MAGNOLIA SCIENCE ACADEMY-3
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA****Table 1: MSA-3 2023-2024 Enrollment by Ethnicity**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	389	
AA/Black	148	38.0
American Indian	0	0
Asian	0	0
Filipino	1	0.3
Hispanic	226	58.1
Pac Islander	0	0
Two or more	12	3.1
White	2	0.5

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 11-6-24

Table 2: MSA-3 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	21	5.4
Foster	10	2.6
Homeless	21	5.4
SED	279	71.7
SWD	54	13.9

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 11-6-24

Table 3: MSA-3 Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	88	89	88	49	54	45	42	455
2018-19	77	104	107	69	51	52	50	510
2019-20	66	87	105	79	56	49	55	497
2020-21	34	69	88	68	62	51	45	417
2021-22	61	42	69	81	58	57	49	417
2022-23	34	74	49	58	62	54	48	379
2023-24	49	40	80	58	56	58	48	389

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 11-6-24

California Dashboard Tables

Table Legend For All California Dashboard Tables

"*" - The student group has fewer than 11 students and is not reported for privacy reasons
 "***" - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 "—" - No data available
 "NPL" - No Performance Level available 2022
 "NPC" - No Performance Color available 2023+
 "N/A" - Non-Applicable

Table 4: MSA-3 Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low*	Low*	**	No Data	Very High*	Very High*	Low*
2023	Yellow	Red	**	Medium*	Yellow	Orange	Red
2024	Orange	Yellow	**	Green	Green	Yellow	Blue

* Status Only

** Less than 30 students

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24**Table 5: MSA-3 2022 ELA Indicator**

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	97	Low*	205	-43.5	*	-12.2	-31.3	Lower
AA/Black	94	Low*	80	-70	*	-57.7	-12.3	Lower
Hispanic or Latino	99	Low*	116	-32.4	*	-38.6	6.2	Higher
English Learners	100	No Status**	17	-95.7	*	-61.2	-34.5	Lower**
Socioeconomically Disadvantaged	97	Low*	167	-47.5	*	-41.4	-6.1	Lower
Students With Disabilities	100	No Status**	20	-128.1	*	-97.3	-30.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students		NO
						Student Groups		NO 1 of 3

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 6: MSA-3 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Yellow	192	-40.2	+3.2	-13.6	-26.6	Lower
AA/Black	100	Yellow	74	-37.9	+32.8	-59.6	21.7	Higher
Hispanic or Latino	97	Orange	110	-47.6	-15.2	-40.2	-7.4	Lower
English Learners	91	No Status**	20	-117.8	-22**	-67.7	-50.1	Lower**
Socioeconomically Disadvantaged	98	Yellow	132	-41.8	+5.7	-42.6	0.8	Higher
Students With Disabilities	92	No Status**	23	-119.4	+8.7	-96.3	-23.1	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	YES 2 of 3	
*Status only, no performance color								
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color								
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24								

Table 7: MSA-3 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Orange	216	-38.4	+1.9	-13.2	-25.2	Lower
AA/Black	100	Orange	97	-47.2	-8.9	-58.9	11.7	Higher
Hispanic or Latino	99	Yellow	112	-36.2	11.4	-39.3	3.1	Higher
English Learners	100	No Status*	21	-90.9	+26.8**	-67.6	-23.3	Lower**
Homeless	100	No Status**	15	-114.8	No Data	-70.4	-44.4	Lower**
Socioeconomically Disadvantaged	99	Orange	151	-48.1	-6.3	-40.9	-7.2	Lower
Students With Disabilities	100	No Status*	27	-137.4	-18	-95.6	-41.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	YES 2 of 3	
*Status only, no performance color ** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24								

Table 8: MSA-3 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Low*	206	-86.9	*	-51.7	-35.2	Lower
AA/Black	97	Very Low*	80	-112.2	*	-106.9	-5.3	Lower
Hispanic or Latino	99	Low*	116	-74.3	*	-83.4	9.1	Higher
English Learners	100	No Status**	17	-103.9	*	-92	-11.9	Lower**
Socioeconomically Disadvantaged	98	Low*	168	-88.1	*	-84	-4.1	Lower
Students With Disabilities	100	No Status**	20	-133.3	*	-130.8	-2.5	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 1 of 3	
*Status only, no performance color								
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color								
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24								

Table 9: MSA-3 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Red	193	-109.5	-22.6	-49.1	-60.4	Lower
AA/Black	100	Red	74	-120.7	-8.5	-104.5	-16.2	Lower
Hispanic or Latino	97	Red	111	-104.2	-29.9	-80.8	-23.4	Lower
English Learners	92	No Status**	20	-156.87	-52.9**	-93.4	-63.4	Lower**
Socioeconomically Disadvantaged	99	Red	133	-106.8	-18.7	-80.8	-26	Lower
Students With Disabilities	92	No Status**	23	-175.1	-41.8**	-127.3	-47.8	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 0 of 3	
*Status only, no performance color								
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color								
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24								

Table 10: MSA-3 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	217	-92.6	+16.9	-47.6	-45	Lower
AA/Black	100	Yellow	97	-94.2	+26.6	-102.2	8	Higher
Hispanic or Latino	99	Yellow	113	-93.6	+10.7	-79.2	-14.4	Lower
English Learners	100	No Status**	22	-104	+52.8**	-93.4	-10.6	Lower**
Homeless	100	No Status**	15	-149.5	No Data	-106	-43.5	Lower**
Long-Term EL	100	No Status**	11	-150.6	+49.4**	-163.5	12.9	Higher**
Socioeconomically Disadvantaged	99	Orange	151	-95.5	+11.3	-78.2	-17.3	Lower
Students With Disabilities	100	No Status**	27	-149.9	+25.2**	-124.3	-25.6	Lower**
Are All Students and the majority of the numerically significant student groups performing at or above the state average DFS?					NO	All Students	NO	
						Student Groups	NO 1 of 3	

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table H: MSA-3 English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	**	100	22	63.6	50.3	13.3	Higher**
2023	**	100	25	68.0	48.7	19.3	Higher**
2024	**	100	18	38.9	45.7	-6.8	Lower**
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24							

Table 12: MSA-3 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Medium*	50	44.0	*	43.9	0.1	Higher
AA/Black	No Status**	17	23.5	*	25.1	-1.6	Lower**
Hispanic or Latino	Medium*	32	53.1	*	35.5	17.6	Higher
Socioeconomically Disadvantaged	Medium*	50	44.0	*	35.4	8.6	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 11-4-24							

Table 13: MSA-3 2024 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	48	47.9	+3.9	45.3	2.6	Higher
AA/Black	No Status**	14	50	+26.5**	28.1	21.9	Higher**
Hispanic or Latino	Orange	31	48.4	-4.7	37.4	11	Higher
Socioeconomically Disadvantaged	Orange	42	40.5	-3.5	37.4	3.1	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	
*Status only, no performance color							
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color							
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24							

Table 14: MSA-3 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High*	49	100	*	87.4	12.6	Higher
Hispanic or Latino	Very High*	37	100	*	85.3	14.7	Higher
Socioeconomically Disadvantaged	Very High*	45	100	*	85.1	14.9	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2

*Status only, no performance color
 ** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
 Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 15: MSA-3 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	50	94.0	-6	86.4	7.6	Higher
AA/Black	No Status**	17	94.1	No Data	78.5	15.6	Higher**
Hispanic or Latino	Yellow	32	93.8	-6.3	84.2	9.6	Higher
Socioeconomically Disadvantaged	Yellow	50	94	-6	83.7	10.3	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2

*Status only, no performance color
 ** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
 Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 16: MSA-3 2024 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	49	93.9	-0.1	86.7	7.2	Higher
AA/Black	No Status**	14	100	+5.9**	78.5	15.6	Higher**
Hispanic or Latino	Green	32	93.8	0	85.3	8.5	Higher
Socioeconomically Disadvantaged	Yellow	43	93	-1	84.4	8.6	Higher
Are All Students and the majority of the numerically significant student groups performing at or above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 17: MSA-3 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High*	176	34.7	*	30.0	4.7	Higher
AA/Black	Very High*	76	32.9	*	42.9	-10.0	Lower
Hispanic or Latino	Very High*	89	34.8	*	35.8	-1.0	Lower
Socioeconomically Disadvantaged	Very High*	140	37.1	*	37.4	-0.3	Lower
Students With Disabilities	No Status**	18	55.6	*	39.6	16.0	Higher**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students		NO
					Student Groups		YES 3 of 3

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 18: MSA-3 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	165	33.9	-0.7	24.3	9.6	Higher
AA/Black	Red	67	41.8	+8.9	36.4	5.4	Higher
Hispanic or Latino	Orange	90	30	-4.8	28.4	1.6	Higher
English Learners	No Status**	15	33.3	No Data	26.3	7	Higher**
Socioeconomically Disadvantaged	Red	115	38.3	+1.1	29.9	8.4	Higher
Students With Disabilities	No Status**	24	41.7	-13.9	33.1	8.6	Higher**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students		NO
					Student Groups		NO 0 of 3

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 19: MSA-3 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	176	27.3	-6.7	18.6	8.7	Higher
AA/Black	Orange	88	33	-8.8	31.3	1.7	Higher
Hispanic or Latino	Orange	81	22.2	-7.8	21.7	0.5	Higher
Homeless Youth	No Status**	15	46.7	No Data	32.7	14	Higher**
Socioeconomically Disadvantaged	Orange	121	31.4	-6.9	23.4	8	Higher
Students With Disabilities	No Status**	24	20.8	-20.8**	26.3	-5.5	Lower**
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students		NO
					Student Groups		NO 0 of 3

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 20: MSA-3 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Low*	426	3.1	*	3.1	-1.2	Lower
AA/Black	Medium*	155	7.9	*	7.9	-5.3	Lower
Hispanic or Latino	Low*	247	3.3	*	3.3	-2.1	Lower
Two or more	No Status**	11	2.9	*	2.9	-2.9	Lower **
English Learners	No Status**	26	3.2	*	3.2	4.5	Higher**
Socioeconomically Disadvantaged	Low*	340	4	*	4	-1.9	Lower
Students With Disabilities	Very High*	43	5.4	*	5.4	3.9	Higher
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				YES	All Students		YES
					Student Groups		YES 3 of 4

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 21: MSA-3 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	398	6.8	+4.9	3.5	3.3	Higher
AA/Black	Red	143	8.4	+5.8	8.8	-0.4	Lower
Hispanic or Latino	Red	238	6.3	+5.1	3.8	2.5	Higher
Two or more	No Status**	12	0	0**	3.3	-3.3	Lower **
English Learners	No Status**	34	8.8	+1.1**	3.7	5.1	Higher**
Socioeconomically Disadvantaged	Red	281	6	+4	4.5	1.5	Higher
Students With Disabilities	Yellow	50	8	-1.3	5.9	2.1	Higher
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				NO	All Students		NO
					Student Groups		NO 1 of 4

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table 22: MSA-3 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	407	2.2	-4.6	3.2	-1	Lower
AA/Black	Green	155	3.9	-4.5	8.4	-4.5	Lower
Hispanic or Latino	Blue	235	1.3	-5	3.4	-2.1	Lower
Two or More	No Status**	14	0	0	3	-3	Lower **
English Learners	No Status**	24	8.3	-0.5	3.4	4.9	Higher**
Foster Youth	No Status**	12	16.7	No Data*	13.2	3.5	Higher**
Homeless	No Status**	22	4.5	No Data*	5.7	-1.2	Lower**
Long-Term EL	No Status**	23	8.7	-2.8	8.1	0.6	Higher**
Socioeconomically Disadvantaged	Blue	295	2.4	-3.7	4	-1.6	Lower
Students With Disabilities	Yellow	57	5.3	-2.7	5.4	-0.1	Lower
Are All Students and the majority of the numerically significant student groups performing at or below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

MSA 3 Public School - Verified Data**Table Legend For All NWEA MAP Tables**

Tables are a Summary of the NWEA MAP Reports

Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ -0.2 Red cell indicates student group has not met the minimum requirement for one year's growth, CGI < -0.2

* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.

Data reflects grade levels with ten or more students in that student group.

MSA 3 does not test 12th grade students**Table 23: MSA-3 NWEA MAP Reading and Math Student Groups Meeting CGI**

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	6 of 6	4 of 6	6 of 6		6 of 6	4 of 6	5 of 6
Numerically Significant Student Groups							
African American or Black	5 of 6	3 of 6	6 of 6		4 of 6	3 of 6	4 of 6
Hispanic or Latino	4 of 6	5 of 6	6 of 6		5 of 6	5 of 6	5 of 6
Socioeconomically Disadvantaged	6 of 6	3 of 6	6 of 6		4 of 6	5 of 6	6 of 6
Students with Disabilities	—	0 of 1*	—		—	—	—
Are the majority of student groups performing above the state average?	YES (3 of 3)	NO (1 of 3)	YES (3 of 3)		YES (2 of 3)	YES (2 of 3)	YES (3 of 3)

Table 24: MSA-3 NWEA MAP Reading and Math All Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.22	-2.06	0.50		-0.72	-1.45	-0.27
7	0.37	-0.96	0.38		-0.02	0.41	1.58
8	-0.10	-0.15	0.21		0.54	-0.30	1.41
9	2.22	1.12	1.65		1.81	2.07	1.75
10	1.97	3.49	2.17		4.80	3.63	7.28
11	1.92	3.82	1.83		8.37	2.76	1.57

Table 25: MSA-3 NWEA MAP Reading and Math African American or Black Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	2.36	-2.54	0.27		-1.25	-1.91	-0.50
7	1.72	-3.35	0.04		-0.29	0.11	0.54
8	-0.26	-0.45	-0.20		0.82	-0.95	1.36
9	1.56	-0.12	3.13		0.67	-1.35	1.12
10	0.04	5.24	1.09		3.54	2.15	1.74
11	2.69	4.31	1.60		7.88	1.73	-0.99

Table 26: MSA-3 NWEA MAP Reading and Math Hispanic Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.88	-1.40	1.47		-0.26	-0.92	-0.28
7	-0.49	1.27	0.50		-0.01	0.82	3.32
8	0.00	0.12	0.97		0.22	0.12	1.74
9	2.58	1.47	1.16		2.33	3.46	2.65
10	2.64	2.82	2.57		5.32	4.17	9.25
11	1.65	3.64	1.92		9.65	3.40	2.44

Table 27: MSA-3 NWEA MAP Reading and Math Socioeconomically Disadvantaged Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	0.06	-0.47	0.53		-0.74	-1.26	-0.09
7	0.38	-0.92	1.06		-0.36	-0.11	0.42
8	0.14	-0.59	0.58		0.36	-0.17	1.92
9	2.47	2.02	2.31		2.33	2.43	2.21
10	2.02	4.59	2.20		4.85	4.21	9.22
11	1.45	3.33	1.83		9.06	3.20	0.79

Table 28: MSA-3 NWEA MAP Reading and Math Students with Disabilities

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	—	—	—		—	—	—
7	—	—	—		—	—	—
8	—	—	—		—	—	—
9	—	-1.07	—		—	—	—
10	—	—	—		—	—	—
11	—	—	—		—	—	—

Glossary of Acronyms

Term	Detail
AP	Advanced Placement
ATSI	Additional Targeted Support and Improvement
CCI	College and Career Indicator
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
DA	Differentiated Assistance
DFS	Distance from Standard
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPI	English Language Proficiency Indicator
FPM	Federal Program Monitoring
FY	Foster Youth
IB	International Baccalaureate
IEP	Individual Education Plan
LCAP	Local Control and Accountability Plan
LTEL	Long-Term English Learner
MPO	Measurable Pupil Outcome
P1	First Principal Apportionment
P2	Second Principal Apportionment
PD	Professional Development
RSP	Resource Specialist Program
SDC	Special Day Class
SED	Socioeconomically Disadvantaged Student
SWD	Students With Disabilities
TSI	Targeted Support and Improvement
WASC	Western Association of Schools and Colleges



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 4 - 8011

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025

Charter School Name:	Magnolia Science Academy 4 (MSA4)			Location Code:	8011
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1330 W. Graham Place B-9	Los Angeles	90064	310-473-2464	310-473-2416	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Region:		
July 1, 2018 to June 30, 2026		4	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 223	
137	360				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 61.94%	
6-12	6-12				
Norm Enrollment Number:	133				
Total Number of Staff Members:	18	Certificated:	8	Classified:	10
Charter School's Leadership Team Members:	Elizabeth Rizzuto, Principal; Alex León, A.P.; Denny Chavez, Dean of Students; David Yilmaz, Chief Accountability Officer; Gokhan Serce, CAO; Meagan Wittek, Director of Student Services; Traci Waller-Lewin, Director of Ed. Services; Kati Mann, Director of EL & ELA Programs; Corri Ravare, Chief of Schools Officer; Liz Shultz, Director of Special Education				
Charter School's Contact for Special Education:	Vanessa Alquijay, Sped. Coord.	SELPA & Option:		LAUSD – Option 3	
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Oversight Manager:		Constancia Carandang	
Other CSD Team Members:	Taylor Wichmanowski				
Oversight Visit Date(s):	March 21, 2024		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):		Webster Middle School
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A		COO/TCO Approved Grade Levels and Occupancy Loads:		N/A

SUMMARY OF RATINGS*(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	3, Proficient	4, Accomplished

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025

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 specific renewal criteria prescribed in statute.

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in 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*. 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; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/21/2025**GOVERNANCE****RATING*****Summary of School Performance**

4, Accomplished

Areas of Demonstrated Strength and/or Progress**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:

- The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization's most recent Bylaws requiring no less than 3 and no more than 11 directors.
- Calendar of Governing Board meetings for the 2024-2025 school year, showing monthly meetings scheduled from July 11, 2024 to June 26, 2025
- Compliance Monitoring Certification of Board Compliance Review form certified by the principal on September 27, 2024 and the Board President on October 10, 2024.
- Brown Act and Conflict of Interest training was held during the Board meeting on August 8, 2024

G2: DUE PROCESS

The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

As evidenced by information in Folder 1, some of the evidence include the following:

- Systems to provide due for students, employees, and parent including, but not limited to the following:
 - Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school's website
 - Procedures for resolving general stakeholder complaints within the "General Complaint Procedures Form" located at the school site, within the student/parent handbook and on the school's website. Procedures and forms are available in English and Spanish
 - Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school's website
 - Employee handbook which includes descriptions of the school's employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/21/2025

- Agenda items during Board meetings regularly include updates/reports regarding student achievement and other key aspects of school performance (e.g., CAASPP, NWEA MAP, etc.) and operations from the organization's Chief Executive Officer, Chief Academic Officer, other home office officers, and school site principals.
- Some of the specific items discussed during Board meetings include the following: approval of LCAPs for all Magnolia schools on June 17, 2024; data presentation of LCAP Mid-Year Update on February 13, 2025; enrollment update, including enrollment trends and "Glows, Grows & Priorities" presentations by MSA 6, 7, and Bell on April 11, 2024; and academic updates provided by the Chief Academic Officer on October 10, 2024.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G2: DUE PROCESS**

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form ("ESSA Grid") for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G5: FISCAL CONDITION***The Governing Board has a system in place to ensure fiscal viability:*

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

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u> , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report <input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *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.	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/21/2025**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY***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 audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings	<input checked="" type="checkbox"/> Board meeting agendas and minutes
	<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings	<input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances
	<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Discussion with leadership
		<input checked="" type="checkbox"/> Independent audit report(s)
		<input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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DATE OF VISIT: 3/21/2025**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE****RATING*****Summary of School Performance**

3, Proficient

California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024

Middle Performing

Areas of Demonstrated Strength and/or Progress**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR**

The California School Dashboard All Students ELA Indicator has a Status/Distance From Standard (DFS) that is higher than the state average.

- The school's DFS in ELA is 0.2, compared to the state average at -13.2.
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in ELA because the school did not have 30 or more students assessed in 2023.**

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR

All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The school has two (2) numerically significant student groups (Latino and Socioeconomically Disadvantaged). The student groups and their respective DFS are as follows:
 - Latino is 3.2, compared to the state average at -39.3
 - Socioeconomically Disadvantaged is -1.8, compared to the state average at -40.9
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the two student groups mentioned above have No Performance Color in ELA because the school did not have 30 or more students assessed in 2023 for each respective student group.**

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Green and has a Status (Percent) that is lower than the state average (also Green).

- Per CDE, 0.7% of students were suspended at least once, compared to the state at 3.2%.

Areas Noted for Further Growth and/or Improvement**A3: ALL STUDENTS MATH INDICATOR**

The California School Dashboard All Students Math Indicator has a Status (DFS) that is lower than the state average.

- The school's DFS in Math is -93.6 (an increase of 42.5 points from the previous year), compared to the state average at -47.6.
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in Math because the school did not have 30 or more students assessed in 2023.**

A4: STUDENT GROUP MATH INDICATOR

None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The school has two numerically significant student groups (Latino and Socioeconomically Disadvantaged). The student groups and their respective DFS are as follows:



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- Latino is -90.8, compared to the state at -79.2
- Socioeconomically Disadvantaged is -97.9, compared to the state at -78.2
- In response to indicators A3 and A4, school leadership shared strategies and steps the school is taking to increase student achievement in Math. Some include the following:
 - Restructuring the master schedule, expanding math course offerings, and strengthening curriculum implementation and teacher instructional practices via professional development.
 - Master schedule is now designed to provide students with multiple opportunities for academic assistance throughout the day (e.g. SBAC study hours, small-group instruction). “SBAC Study Hour Prep initiative, the assistant principal and study hour/advisory teachers co-teach and deliver content to prepare students for the SBAC that includes a combination of additional math content review and test preparation skills. This occurs twice a week in each advisory grade level where students are scheduled to take the SBAC.” Additionally, teachers in the core mathematics classes review study questions in their classes to increase exposure to the types of questions that will be asked on the SBAC.
 - Most students are enrolled in two math courses and the integration of MESA (Mathematics, Engineering, Science Achievement) and Makerspace programs, as well as the addition of data science electives which provide hands-on learning experiences “that promote critical thinking and problem-solving while reinforcing core mathematical competencies.”
 - Teachers have engaged in targeted professional development designed to enhance instructional effectiveness with topics such as cooperative learning strategies and project-based learning.
 - There is ongoing coaching to teachers related to differentiating materials and instruction to meet the diverse needs of all learners.
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the two student groups mentioned above have No Performance Color in ELA because the school did not have 30 or more students assessed in 2023 for each respective student group.**

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR

The California School Dashboard All Students Chronic Absenteeism Indicator has a Status (Percent) that is higher than the state average.

- Per CDE, 29% of students have chronic absenteeism, compared to the state at 18.6% (Yellow).
- **SPECIAL NOTE: Per the CA Dashboard Year 2024, the school has No Performance Color in Chronic Absenteeism because the school did not have 30 or more students accounted for in this area in 2023.**
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
 - Implementation of incentive programs to encourage school attendance (e.g., weekly grade-level challenges to promote competition, etc.)
 - Parents are given updates regarding attendance progress and goals during PAC and ELPAC meetings
 - Multi-tiered system of support that include home visits, attendance meetings with families, and implementation of attendance intervention plans for students after they receive the first attendance warning letter.
 - Implementation of an intervention program for middle school students that integrates a structured workbook activities that focus on developing better habits around time management, sleep routines, and personal responsibility.

Corrective Action Required

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



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Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

Notes:**The indicator information below is provided for informational purposes only and will not be scored.****A12: ALL STUDENTS SCIENCE INDICATOR**

- The school's schoolwide Dashboard Science Indicator Status is -14.5 DFS, lower than the state at -13.5 DFS.

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- ☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:

- ☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:**Reclassification Rate:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2023-2024 academic years. Please note that, depending on the release date of the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.

The school's percent of “At Risk” ELs is **1.1%** as compared to the state's percent of **6.8%**

The school's percent of “LTEs” is **14.8%** as compared to the state percent of **10.6%**

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



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DATE OF VISIT: 3/21/2025☐ Not Applicable

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

Academic Benchmarks and status:

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

Note: California no longer uses any form of similar school rankings either for assessment or accountability.

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.
2024 Status: Not Met – The charter school has two numerically significant student groups for the 2024 California School Dashboard ELA Indicator (Latino and Socioeconomically Disadvantaged. Since neither student group received a 2024 Performance Color, performance level growth cannot be assessed for either student group. Although the charter school’s Latino students’ ELA DFS (3.2) was higher than the Resident Schools Median (1.7), the charter school’s Socioeconomically Disadvantaged students’ ELA DFS (-1.8) was lower than the Resident Schools Median (1.2).
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.
2024 Status: Met – The charter school has two numerically significant student groups for the 2024 California School Dashboard Math Indicator (Latino and Socioeconomically Disadvantaged. Since neither student group received a 2024 Performance Color, performance level growth cannot be assessed for either student group. The charter school’s Latino students’ Math DFS (-90.8) was higher than the Resident Schools Median (-110.2), and the charter school’s Socioeconomically Disadvantaged students’ Math DFS (-97.9) was higher than the Resident Schools Median (-111.1).

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



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DATE OF VISIT: 3/21/2025**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input checked="" type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input checked="" type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator (school does not have any numerically significant student groups in this area) <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☒ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-11	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-11	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. **Latino and Socioeconomically Disadvantaged**
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☒ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.



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DATE OF VISIT: 3/21/2025**Postsecondary Indicators (high school only):**

Postsecondary Indicator: National Student Clearinghouse Student Tracker

1. The report provided by the charter school **included** the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The report provided by the charter school included the number of eligible students and missing or non-participating students.
3. The report provided by the charter school **provided** evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

*MAP Growth by NWEA, Grades K-12 does not provide a participation rate.***A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)*****The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:***

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. <input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state <input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state <input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/21/2025**LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)***The CSD reviewed the Local Control and Accountability Plan.***All requested template information and descriptions were provided:**

- ☒ LCFF Budget Overview for Parents
- ☒ 2023-2024 LCAP Annual Update
- ☒ Plan Summary
- ☒ Engaging Educational Partners
- ☒ Goals and Actions
- ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- ☒ Action Tables
- ☒ Instructions

Sources of Evidence

- ☒ Local Control and Accountability Plan
- ☒ Board Agenda and Minutes

Notes: None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has 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"> Some of the evidence found in Folder 3, responses to guiding questions, and classroom observations include the following: <ul style="list-style-type: none"> Middle grade students (6th – 8th) are now separated by grade level for their core classes and the curriculum has expanded to include Makerspace for 8th grade, Introduction to Computer Science for 7th grade, and Spanish for 6th grade. Sample lesson plans and curricular list Year-long professional development plan Focused areas observed during the classroom observations included Project Based Learning (PBL), small group learning, student centered learning, and classroom expectations, norms, and routines. <p>O3: SPECIAL EDUCATION</p> <p>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; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records.</p> <ul style="list-style-type: none"> Some of the evidence found in Folder 3 and discussion with leadership include the following: <ul style="list-style-type: none"> Review of the Master Calendar for IEPs at the time of the oversight visit indicated that 100% of IEPs were completed within applicable timelines and upcoming IEPs had been scheduled. Review of the Welligent 300 report at the time of the oversight visit indicated that all service records were within Tiers 1-3 The Self-Review Checklist was completed. Professional development activities conducted include <i>How do I Support Exceptional Learners</i> on September 20, 2024 and <i>Progress Monitoring and Present Levels of Performance</i> on August 2, 2024. <p>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</p> <p>The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups.</p> <ul style="list-style-type: none"> Some of the evidence found in Folder 3, LAUSD Discipline Report, and discussion with leadership include the following: <ul style="list-style-type: none"> As evidence by the LAUSD Discipline Report for the 2023-2024 school year, the school's suspension rate is 0.81%, a decrease of 8.99 percentage points, compared to the 2022-2023 school year. Implementation of "enhanced PBIS initiatives including community circles, academic and PBIS assemblies, Kickboard, and professional development on MTSS best practices from LACOE." 	



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- The dean of students and office manager have standing weekly meetings to identify students who are struggling with attendance and the appropriate follow up. The Assistant Principal and teachers review attendance information in their biweekly meetings, and administrators review this data in weekly Monday meetings.
- Professional development activities include *Classroom Management* on August 8, 2024, *Community Circles* on January 15, 2025, and *My Name My Identity & Family Engagement* on February 12, 2025.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



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DATE OF VISIT: 3/21/2025**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction 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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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**)

Performance Rubric	Sources of Evidence
<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; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has 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"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input checked="" type="checkbox"/> WASC Accreditation Notification Letter <input checked="" type="checkbox"/> UC Doorways course approval <input checked="" type="checkbox"/> Graduation Requirement/Policy <input checked="" type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input checked="" type="checkbox"/> College acceptance and enrollment rates



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DATE OF VISIT: 3/21/2025**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS*****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 student groups 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, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify 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 student groups, and/or limited evidence of systems to modify 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 student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day <input checked="" type="checkbox"/> Student Group data analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input checked="" type="checkbox"/> Master Plan for English Learners <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners <input checked="" type="checkbox"/> Implementation of a data analysis system



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DATE OF VISIT: 3/21/2025**O3: SPECIAL EDUCATION***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 mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<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; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for 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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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DATE OF VISIT: 3/21/2025**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

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

- Align with 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, schoolwide positive behavior support, and data monitoring
- 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Documentation of systems to promote regular attendance <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/21/2025**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

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 who have been continuously employed in a teaching position since 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 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 as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- 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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.	



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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes: None



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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes: None		



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8011	2020-2021					2021-2022					2022-2023				
Magnolia Science Academy 4	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	767,223	1,146,221	1,137,866	1,137,866	1,258,831	1,275,763	1,105,035	1,105,035	1,105,035	1,535,580	1,019,351	1,599,759	1,599,759	1,599,759
Accounts Receivable	0	239,619	275,316	445,376	445,377	439,445	419,655	603,432	684,976	684,976	177,770	240,435	729,270	729,270	729,270
Other Current Assets	0	0	0	3,934	3,934	0	0	644	644	644	0	0	14,171	14,171	14,171
Total Current Assets	0	1,006,842	1,421,537	1,587,176	1,587,177	1,698,276	1,695,418	1,709,111	1,790,655	1,790,655	1,713,350	1,259,786	2,343,200	2,343,200	2,343,202
Fixed and Other Assets	0	39,282	39,675	76,947	76,947	69,518	83,435	84,691	84,691	84,691	73,723	70,575	58,683	58,683	58,683
Total Assets	0	1,046,124	1,461,212	1,664,123	1,664,124	1,767,794	1,778,853	1,793,802	1,875,346	1,875,346	1,787,073	1,330,361	2,401,883	2,401,883	2,401,885
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	0	121,046	483,597	442,176	442,177	460,930	614,151	526,329	526,330	526,330	492,216	90,220	941,078	944,454	944,454
Other Long Term Liabilities	0	229,930	229,930	0	0	0	0	0	0	0	0	0	11,932	8,558	8,558
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	0	350,976	713,527	442,176	442,177	460,930	614,151	526,329	526,330	526,330	492,216	90,220	953,010	953,012	953,012
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	0	695,148	747,685	1,221,947	1,221,947	1,306,864	1,164,702	1,267,473	1,349,016	1,349,016	1,294,857	1,240,141	1,448,873	1,448,873	1,448,873
Total Revenues	1,614,498	1,864,773	1,871,247	2,078,269	2,174,600	2,252,869	2,106,813	2,237,100	2,321,160	2,513,884	2,478,872	2,602,072	2,404,353	2,592,174	2,677,049
Total Expenditures	1,611,183	1,883,096	1,837,033	1,764,611	1,860,942	2,238,257	2,021,896	2,294,345	2,275,635	2,386,815	2,411,735	2,574,687	2,513,229	2,492,318	2,577,192
Net Income / (Loss)	3,315	(18,323)	34,214	313,658	313,658	14,612	84,917	(57,245)	45,525	127,069	67,137	27,385	(108,876)	99,856	99,857
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	3,315	(18,323)	34,214	313,658	313,658	14,612	84,917	(57,245)	45,525	127,069	67,137	27,385	(108,876)	99,856	99,857
Net Assets, Beginning	663,452	713,471	713,471	713,471	908,289	942,503	1,221,947	1,221,947	1,221,948	1,221,947	1,268,735	1,267,472	1,267,472	1,267,472	1,349,016
Adj. for restatement / Prior Yr Adj	0	0	0	194,818	0	0	0	0	0	0	0	0	81,545	81,545	0
Net Assets, Beginning, Adjusted	663,452	713,471	713,471	908,289	908,289	942,503	1,221,947	1,221,947	1,221,948	1,221,947	1,268,735	1,267,472	1,349,017	1,349,017	1,349,016
Net Assets, End	666,767	695,148	747,685	1,221,947	1,221,947	957,115	1,306,864	1,164,702	1,267,473	1,349,016	1,335,872	1,294,857	1,240,141	1,448,873	1,448,873
Unrestricted Net Assets	695,148	667,279	1,171,879	1,221,947	1,221,947	1,201,128	948,885	1,188,556	1,349,016	1,349,016	1,135,892	940,375	1,443,595	1,448,873	1,448,873
Restricted Net Assets	0	80,406	50,068	0	0	105,736	215,817	78,917	0	0	158,965	299,766	5,279	0	0

8011	Audited Financials					2023-2024					2024-2025				
Magnolia Science Academy 4	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,137,866	1,105,035	1,599,759	1,265,070	0	1,107,751	1,198,211	1,198,211	1,265,070	1,265,070	1,130,811	1,069,515	1,069,515	0	0
Accounts Receivable	445,377	684,976	729,272	548,560	0	289,202	401,053	401,053	548,559	548,560	306,762	229,952	229,952	0	0
Other Current Assets	3,934	644	14,171	17,681	0	12,000	14,850	17,682	17,682	17,681	0	0	0	0	0
Total Current Assets	1,587,177	1,790,655	2,343,202	1,831,311	0	1,408,953	1,614,114	1,614,114	1,831,311	1,831,311	1,437,573	1,299,467	1,299,467	0	0
Fixed and Other Assets	76,947	84,691	58,683	30,905	0	21,501	20,860	20,860	30,905	30,905	24,832	24,832	24,832	0	0
Total Assets	1,664,124	1,875,346	2,401,885	1,862,216	0	1,430,454	1,634,974	1,634,974	1,862,216	1,862,216	1,462,405	1,324,299	1,324,299	0	0
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	442,177	526,330	944,454	528,885	0	339,376	299,532	299,532	523,837	528,885	228,512	178,023	178,023	0	0
Other Long Term Liabilities	0	0	8,558	11,210	0	9,161	8,109	16,258	11,210	11,210	11,209	11,209	11,209	0	0
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	442,177	526,330	953,012	540,095	0	348,537	307,641	307,641	540,095	540,095	239,722	189,232	189,232	0	0
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	1,221,947	1,349,016	1,448,873	1,322,121	0	1,081,916	1,327,334	1,327,334	1,322,121	1,322,121	1,222,683	1,135,067	1,135,067	0	0
Total Revenues	2,174,600	2,513,884	2,677,049	2,774,686	0	2,723,868	2,623,388	2,703,031	2,684,358	2,774,686	2,871,684	2,755,014	2,658,409	0	0
Total Expenditures	1,860,942	2,386,815	2,577,192	2,901,438	0	2,668,968	2,990,344	2,824,551	2,811,111	2,901,438	2,797,712	2,854,451	2,854,463	0	0
Net Income / (Loss)	313,658	127,069	99,857	(126,752)	0	54,899	(366,957)	(121,540)	(126,752)	(126,752)	73,972	(99,437)	(187,054)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	313,658	127,069	99,857	(126,752)	0	54,899	(366,957)	(121,540)	(126,752)	(126,752)	73,972	(99,437)	(187,054)	0	0
Net Assets, Beginning	908,289	1,221,947	1,349,016	1,448,873	0	1,240,141	1,448,873	1,448,873	1,448,873	1,448,873	1,327,334	1,322,121	1,322,121	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	908,289	1,221,947	1,349,016	1,448,873	0	1,240,141	1,448,873	1,448,873	1,448,873	1,448,873	1,327,334	1,322,121	1,322,121	0	0
Net Assets, End	1,221,947	1,349,016	1,448,873	1,322,121	0	1,295,041	1,081,916	1,327,334	1,322,121	1,322,121	1,401,306	1,222,683	1,135,067	0	0
Unrestricted Net Assets	1,221,947	1,349,016	1,448,873	1,322,121	0	938,758	1,237,122	1,237,122	1,322,121	1,322,121	1,040,684	1,113,004	1,113,004	0	0
Restricted Net Assets	0	0	0	0	0	143,158	90,212	90,212	0	0	182,000	22,063	22,063	0	0



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FISCAL OPERATIONS					RATING
Summary of School Performance					4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.					
<u>Financial Highlights</u> The charter school's fiscal condition is positive.					
FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 4 (MSA 4)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$1,221,947	\$1,349,016	\$1,448,873	\$1,322,121	\$1,135,067
Net Income / (Loss)	\$313,658	\$127,069	\$99,857	(\$126,752) ¹	(\$187,054) ²
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,137,866	\$1,105,035	\$1,599,759	\$1,265,070	\$1,069,515
Unrestricted Net Assets	\$1,221,947	\$1,349,016	\$1,448,873	\$1,322,121	\$1,113,004
Norm Enrollment Reported by the School	101	110	101	120	133
FINANCIAL RATIO ANALYSIS					



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Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	65.66%	56.52%	56.22%	45.57%	39.12%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	61.14%	46.30%	62.07%	43.60%	37.59%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	358.95%	340.22%	248.10%	346.26%	729.95%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	26.57%	28.07%	39.68%	29.00%	14.29%

¹According to Magnolia Educational & Research Foundation (“MERF”), MSA 4 reported a net loss of **(\$126,752)** for the Fiscal Year (“FY”) 2023-2024. This loss was primarily due to unexpected operational needs and necessary staffing expenses, including costs related to substitute and special education (“SPED”) staffing, certificated aids, and rent and leases. The school explained that the deficit does not indicate long-term fiscal instability but reflects a set of temporary and unanticipated cost increases. These issues have since been addressed through improved forecasting and tighter controls.

²According to MERF, the projected net loss of **(\$187,054)** is primarily driven by increased SPED costs, resulting in budget encroachment.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)



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10	4 ³	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458) ⁴
<p>Management Fees: According to MERF, MSA 4 paid annual management fees of \$172,849 (or 2.7% of the home office expenses) in Fiscal Year (“FY”) 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.</p> <p>³The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 6; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator’s 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (“SBE”) through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (“LACOE”).</p> <p>⁴The MERF reported a net loss of (\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.</p>					

Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

MSA 4's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6				12	8
7				9	17
8				1	10
9	25	35	23	20	21
10	27	22	34	30	21
11	26	27	20	33	28
12	23	26	24	15	28



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Total Enrollment	101	110	101	120	133
Increase/(Decrease) in Enrollment from Prior Year	N/A	9	(9)	19	13
Enrollment Growth (%)	N/A	8.9%	(8.2%)	18.8%	10.8%

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	32
Accumulated increase in student enrollment percentage	31.7%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment"	
Per the approved enrollment capacity in the school's operative charter	360
2024-2025 Norm Enrollment	133
Below approved student enrollment count	(227)
Below approved student enrollment percentage	(63.1%)

As noted above, the school has maintained positive net assets for Fiscal Year 2023-2024 and projected positive net assets for the 2024-2025 Second Interim. However, MSA 4 is currently under-enrolled by 227 students (63.1%) compared to its approved enrollment capacity in MSA4's operative charter. According to the Principal of MSA 4, the school is committed to increasing student enrollment and ensuring that families are aware of available academic programs and opportunities. The projected enrollment for 2024-2025 was 133 students, which is a slight increase from the previous year, and as of March 2025, enrollment has risen to 137 students, indicating successful efforts in recruitment per MSA 4.

MSA4 stated, "A key strategy in our enrollment growth plan is strengthening our partnership with Magnolia Science Academy 6 (MSA 6). We are reaching out to MSA 6's eighth-grade families to schedule tours and share information about MSA 4 programs. Our college counselor has visited MSA 6 to present at their High School Fair, while our Community School Coordinator has actively introduced MSA 4's program offerings to MSA 6 parents and attended their Parent Advisory Committee (PAC) meetings to build stronger connections with prospective families. To further engage MSA 6 students, we are hosting exclusive Open Houses, inviting them to our Dual Enrollment workshops, and welcoming them to school events such as dances and festivals, creating opportunities for them to experience our school community firsthand.



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Beyond our work with MSA 6, we are broadening our outreach efforts in the wider community. Our Office Manager and Community School Coordinator have participated in tabling events at schools such as Citizens of the World and Shenandoah Elementary, as well as at local community parks and libraries to increase awareness of MSA 4. Additionally, we continue to engage with families through community resource fairs, providing them with valuable information about our programs and enrollment process.

To ensure that prospective families have a seamless experience, we have also refined our enrollment procedures in the following ways:

- Staff members have undergone retraining to provide personalized and consistent communication before, during, and after school tours.
- The school website has been updated to be more parent-friendly, featuring an improved section for scheduling school tours and a prominently displayed events calendar.
- We have incorporated Linktree links into our social media platforms, allowing families to easily access our SchoolMint application profile.
- Additionally, we have developed a simple and clear enrollment flowchart to guide families through the process step by step.

Our efforts are already yielding positive results. We currently have 39 applications in SchoolMint and six completed enrollment packets for the upcoming school year—an increase compared to last year. To further enhance our outreach, we are redesigning marketing materials such as brochures, postcards, and folders to better communicate the benefits of joining MSA 4.

Through these initiatives, MSA 4 remains dedicated to increasing student enrollment and ensuring that more families are informed about the exceptional educational opportunities available at our school. We are making meaningful strides toward reaching our full enrollment potential by fostering strong partnerships, engaging with the community, and streamlining the enrollment process.”

The CSD will continue to monitor the school’s student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization’s overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF’s and its charter schools’ overall compliance and fiscal operations—



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including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF’s school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer’s (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO’s signature in the Families in Schools' agreement, specifically for MSA 8 was missing.

- **Charter Operator’s Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF’s Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states “that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory



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completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.”

--Page 229 (PUR101 Vendor Selection) of MERF’s Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states “that Chief Executive Officer (“CEO”) shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts.”

- **Charter Operator’s Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year’s contract for reference.
- **CSD’s Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

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

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

As part of the November 7, 2017 renewal petition approved by the LAUSD Board of Education (Board of Education report 178-17/18), during the 2018-2023 charter term, which, by operation of law, was extended to and expires June 30, 2026, * MSA 4 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

1. 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 benchmark cited above. The CSD will continue to monitor the school’s fiscal practices and its fiscal management through the remainder of the school’s charter term.

* Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



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<u>I.</u>	<u><i>Review of Fiscal Documentation</i></u>	<u><i>Comments</i></u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Not applicable
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Magnolia Science Academy 7
		No discrepancies were noted.
5.	Proposition 39 information.	The school is currently located on a Proposition 39 site. According to the District Charter Schools Accounting Unit's record, as of 3/31/2025, the school does not owe any Prop. 39 over-allocated space reimbursement fees. The CSD will continue to monitor this matter through oversight.

<u>II.</u>	<u><i>Review of 2024-2025 Fiscal Preparation Guide</i></u>	<u><i>Provided</i></u>	<u><i>Comments</i></u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	



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3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	According to MERF, MSA Bell has undergone a CalSTRS audit. According to the email communication between MERF & CalSTRS on 1/15/2025, "CalSTRS received the corrections to the impacted accounts, and MSA 8 (Bell)'s review is now complete. CalSTRS also confirmed that the review is closed."
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, and Social Security.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 10/2024



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			Reviewed 24 checks for sample testing
			The CSD's observations were noted under the OO section above.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 15 credit card transactions for sample testing
			No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 13 electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA and current Audited Financials on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See details below.
	<p>MERF provided the Intra-Organizational Loan Agreement commencing on or about July 1, 2020. 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 Chief Financial Officer ("CFO"), the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2024, the balances owed to MSA 8 to MSA 1 (LACOE-authorized) were \$562,124 and \$137,562, respectively, offset by the amounts owed from MSA Santa Ana (SBE-authorized) of \$351,452 and MSA San Diego (SBE-authorized) of \$213,436, leaving MERF with a net balance owed to MSA charter schools of \$134,798. MERF shared that a variance of \$8K between the loan balances per the Loan Agreement of \$134,798 and the net intra-organization receivables/payables balance of \$126,760 per the 2023-2024 audit represents temporary operating transactions that fluctuate monthly.</p> <p>MERF provided an additional Intra-Loan Agreement dated January 17, 2025. In this agreement, MSA 8 allows MERF a loan of up to \$2.5 million at an interest rate of 4%, with a maturity date of 2/15/2026. The purpose of this loan is to secure the acquisition of a future location for MSA 7, and to provide funds for the loan deposit. According to the loan amortization schedule provided on 3/26/2025, the balance was \$1,736,437 for that date.</p> <p>The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.</p>		



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26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	MERF applied for and received ERC in the amount of \$6,886,175. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



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Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<p>Existing School 4 (Accomplished)</p>	<p>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 	



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16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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 uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School
3 (Proficient)

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;



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4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially 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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and



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8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

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* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. 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;
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 viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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

***New School
1 (Unsatisfactory)***

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

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 *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

INSTRUCTIONAL PROGRAM REVIEW 2024-2025

Charter School	Magnolia Science Academy 5 (Grades 6-12)		
Charter Term	Current Term July 1, 2017 - June 30, 2025; last renewed January 23, 2018		
Date of Visit(s)	November 12, 2024, and April 22, 2025		
Enrollment	Expected (Petition):	Actual Enrollment: P1: 214; P2: 204; DataQuest: 218	
Most Recent School Performance Category:	<input type="checkbox"/> High <input checked="" type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> DASS		
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> ATSI <input type="checkbox"/> DA <input checked="" type="checkbox"/> Williams </div> <div> <input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None </div> </div>		

This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.

A. Data for Accountability and Improvement

1. The charter school is on target to meet renewal criteria as set forth in EC 47607.

Magnolia Science Academy 5 (MSA 5) currently is placed in the middle performance level based on 2023-2024 California School Dashboard. The school has performance level data for English Language Arts (ELA), Math, College and Career Indicator (CCI), English Language Proficiency Indicator (ELPI), Graduation Rates, Chronic Absenteeism, and Suspension Rates.

- **ELA:** While the All Students was lower than the State, all Numerically Significant Student Groups (Student Groups) outperformed the state average Distance from Standard (DFS) in ELA, even though school's DFS decreased for All Student and Student Groups. The school's DFS for All Students is -27.9, 14.7 points below the state. Of note, while these groups had less than 30 students, both Students with Disabilities (SWD) and Long-Term English Learners (LTELs) saw an increase in DFS.
- **Math:** All Students and the majority of Student Groups did not outperform the state average DFS in Math. Further, the school declined for All Students and all Student Groups by 29 or more points each. While English Learners (ELs) were still above the State average (1 point), they decline 40.1 points. LTELs and SWD also remained above the state and saw large decreases, but these groups had less than 30 students.
- **ELPI:** The school's ELPI score was above the state despite dropping 10%. LTELs, while only 22 students, were also above the state average even with a decline.
- **CCI:** The school only graduated 26 students; thus, it had no CCI performance level, but this data was still analyzed. The school continues to outperform the state for All Students and all Student Groups with CCIs of over 80% for every group with data.
- **Graduation Rates:** The school continues to have an exceedingly high graduation rate (over 95% for all groups with data, higher than the state averages), but with only 26 graduates, the school did not have a dashboard color performance color.
- **Chronic Absenteeism:** All Students and Student Groups have a Chronic Absenteeism rate higher than the state. Further, the student group that need attention are ELs, with emphasis on LTELs, as the chronic absenteeism rate for ELs is more than 10% more than their peers, and LTELs are by more than 30% more.
- **Suspension Rate:** The school continues to have a low suspension rate for All Students (1.3%) and Student Groups, all below the state average. SWD have a rate of 5.1% and analysis of the gap from their peers should be explored.

Magnolia Science Academy-5 2024 Dashboard Summary							
Student Group	ELA DFS	Math DFS	ELPI %	CCI %	Graduation Rate %	Chronic Absenteeism %	Suspension %
All Students	-27.9	-79.6	53.0	80.8**	96.2**	26.1	1.3
Hispanic	-31.2	-82.6		83.3**	95.8**	24.2	0.9
ELs	-66.0	-92.4	53.0			36.6	1.3
LTEL			59.1**			58.3*	
SED	-28.3	-81.6		80.8**	96.2**	26.0	1.4
SWD							5.1*
Green denotes outperforming the state, Red denoted not outperforming the state. * These groups have less than 30 students but are included due to the achievement gap. **These groups were included even though there were less than 30 students for reference.							

Appendix A includes comprehensive data for all dashboard indicators.

While the ELA and Math data will be further discussed in the next section on verified data, the school's improvement plans should include Math, ELPI, Chronic Absenteeism, and Suspension Rates for the Student Groups indicated above.

The three-year trend shows that the school has outperformed the state in CAASPP ELA, CCI, and ELPI, but not in CAASPP Math. These are the four academic indicators, and they hold greater weight during renewal. Math has not seen the All-Students groups outperforming the state in any of the three years, but the majority of Student Groups did up until the most recent year. The other three dashboard indicators show a three-year trend that the school is typically outperforming the state for Suspension Rate and for Graduation Rate when there is data. Chronic Absenteeism for the All Students groups did not outperform the state in any of the three years, and only the majority of Student Groups in 2022.

Magnolia Science Academy 5 Dashboard Summary													
Year	ELA		Math		ELPI	CCI		Graduation Rate		Chronic Absenteeism		Suspension	
	All	SG	All	SG	All	All	SG	All	SG	All	SG	All	SG
2022	Y	3/3	N	2/3	Y	-	-	-	-	N	2/3	Y	4/4
2023	Y	3/3	N	3/3	Y	Y	2/2	Y	2/2	N	0/3	Y	4/4
2024	N	3/3	N	1/3	Y	-	-	-	-	N	0/3	Y	4/4
Majority	YES		NO		YES	YES		YES		NO		YES	

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

2. The charter school is implementing a plan for collecting, analyzing and reporting verified data on pupil achievement and using the data continually to monitor and improve its educational program.

MSA 5 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2024-25, the majority of grade levels made at least one year progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 10 students were excluded from this report to protect student privacy. In addition, groups with less than half of the grade levels with data were also excluded, such as ELs with only one grade level with data in reading in 2022-23. Using these guidelines, there were two (2) or three (3) student groups included in reading and math (socioeconomically disadvantaged (SED) and Hispanic students for all three (3) years and EL for some years with limited grades included).

- **Reading:** All grade levels for All Students and student groups are making one year progress.
- **Language Usage:** The school does not give this test. This is an important component of ELA and should be part of the school's assessment profile.
- **Math:** The majority of the grade levels for All Students and student groups are making one year progress. The school may want to examine tenth grade math to see why students consistently did not meet the CGI.

The three-year trend shows that the school is consistently making one year progress each year. While the chart below summarizes the data, Appendix A includes comprehensive data for verified data for All Students and student groups by grade level.

Table N: MSA-5 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	5 of 6	6 of 6	6 of 6		6 of 6	5 of 6	5 of 6
Numerically Significant Student Groups							
Hispanic or Latino	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	5 of 6
English Learners	1 of 1*	3 of 3*	—		2 of 3*	3 of 3*	—
Socioeconomically Disadvantaged	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	5 of 6
Are the majority of student groups performing above the state average?	YES (2 of 2)	YES (3 of 3)	YES (2 of 2)		YES (3 of 3)	YES (3 of 3)	YES (2 of 2)

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 5 was approved and submitted in March 2025.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement and included an action plan for each:

- **Class Offerings:** No current improvement plan indicated.

- **Student grades:** Enhance current tutoring and interventions; data-driven instruction to address learning gaps; and offer Professional Development (PD) on grading strategies.
- **CAASPP ELA:** Targeted literacy interventions with a focus on ELs, SEDs, and SWDs; data-driven instruction using NWEA MAP and IABs; EL support by strengthening ELD instruction and providing additional resources; increase differentiated instruction for SWDs; conduct literacy workshops for parents; include culturally responsive instruction; and offer PD for many of the interventions mentioned.
- **CAASPP Math:** Targeted interventions with a focus on ELs, SEDs, and Hispanic students; data-driven instruction using IXL and IABs; ELD-infused workshops; PD and departmental meetings to discuss effective math strategies; and parent workshops.
- **EL annual progress on ELPAC:** Structured designated and integrated ELD instruction (a state and federal requirement); small group language intervention; quarterly progress monitoring to identify the need for additional support; PD; academic vocabulary-building activities; and bilingual resources.
- **Average Daily Attendance (ADA) and Chronic Absenteeism:** Strengthen PBIS intervention and supports; continue utilizing attendance team to identify students and their needs; use the SARB process; expand family engagement activities; and hire a social worker to support students with attendance concerns.
- **Dropout rates:** After-school tutoring, mentorship programs, individualized learning plans, counselor check-ins, engage families in workshops and home visits, and use college and career readiness programs to keep students focused and motivated.

Many of these interventions were evident and/or reported on during the LACOE spring site visit. There is a myriad of interventions listed. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with a focus indicated.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on student grades, courses offered, CAASPP and NWEA MAP data, English learner progress, average daily attendance, chronic absenteeism, and dropout rate. Additionally, the school did not meet its LCAP goal in the following areas and included an action plan for each:

- **Teacher retention and teacher attendance:** Continue to recruit using competitive salaries and the new facilities; enhance the teacher wellness program and regular check-ins; and increase incentives for unused sick days.
- **AP Tests:** Provide structured AP support through after-school and weekend review sessions, peer tutoring, and AP resources; provide teachers with AP PD; and implement an AP monitoring system.

Many of these interventions were evident and/or reported on during the LACOE spring site visit. There is a myriad of interventions listed. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with focus indicated.

While LACOE CSO does not approve the LCAP, the CSO has focused on the following three areas and provided monthly training on the LCAP in regard to these areas:

<p>The LCAP must address all 8 State priorities: All 8 State priorities were addressed.</p> <p>The LCAP must indicate how it engaged educational partners: LCAPs indicate how educational partners were engaged.</p> <p>Actions on LCAP that are marked as Contributing must contribute to improving services/programs for low-income students, ELs and foster youth. All actions marked as contributing are actions targeted to improve services/programs for these student groups. (Goals 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5). LACOE Staff recommends including data to strengthen the argument of the need for the action.</p>	
B. Educational Program and Curriculum	
1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.	MSA 5 is implementing the curricular and instructional plan as outlined in the approved charter. The school focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis on the graduation requirements aligned to the UC's A-G requirements, two advanced placement courses, dual enrollment with Los Angeles Pierce College and the school's electives continue the STEAM education including Computers
2. The charter school's staffing is sufficient to carry out the educational program.	The current school staff is sufficient to carry out the educational program. There are currently 14 certificated staff, including two special education teachers. In addition, there are 17 classified staff and five other contracted staff.
3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.	MSA 5 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2029, with a mid-year cycle during the 2025-26 school year.
4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.	<p>The target population for MSA 5 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 5 households that speak languages other than English and have a high population of socially economically disadvantaged students. MSA 5 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment including IGETC, Power English and Math classes, and the program No Red Ink. The school continues to make annual growth as indicated on the NWEA MAP test in both reading and math for all student groups. Additionally, the school makes use of Saturday school and summer academy for further supplemental instruction and credit recovery. The school also uses Sown to Grow and Overcoming Obstacles for SEL instruction.</p> <p>The school's data indicates more supports and targeted intervention may be needed for ELs, especially for Math and reducing chronic absenteeism. It is imperative that interventions are specific, actionable and target for the student group.</p>
5. The Charter school uses standard-based curricular materials appropriate for current students.	MSA 5 uses California Standard based materials for all classes.

C. Services to Special Populations	
1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.	<p><i>MSA 5 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 5 currently has 46 special education students, 21.1% of enrollment (2023-24 special education was 16.1% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 23 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, all IEPs were up to date each quarter, and no services were owed at the end of the year.</i></p> <p>The Local Level Annual Performance Report found that there was disproportionality by disability areas and the rate of students with transition goals/service is below the target (due to small n size, the exact percentage was not calculated but was determined to be less than the target of 100%). Local Level Annual Performance Report from CDE found at https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp.</p>
2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.	<p><i>MSA 5 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Master Plan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2024-25) serves an EL population of 28.4%.</i></p> <p><i>The ELPI results for 2023-24 indicated that 53.0% of EL students made progress towards English language proficiency, 37.9% maintained their level, and 9.1% regressed. Their EPLI CA Dashboard Performance level was yellow and above the state average (48.7% making progress). Additionally of note, 9.1% regression is extremely low and far below the state average (19.4%).</i></p> <p><i>The current ELPI score fell 10% from the previous year. An evaluation of the ELD program, its implementation and its effectiveness may be needed, especially if this continues.</i></p>
3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.	<p><i>MSA 5 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required clearances and trainings.	<p><i>MSA 5 staff have all the required training. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.	<p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, using data to inform instruction (IXL and IAB interim benchmarks), SEL instruction and PBIS practices.</i></p>

3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.
<p><i>Fall 2024 and Spring 2025 staffing rosters reflected that all teachers held appropriate credentials or temporary clearances to teach.</i></p> <p><i>The 2023-24 CALSAAS summary report indicates that the school had no misassigned teachers or vacancies. While the school had 28 exceptions, 24 were deemed Local Assignment Options and 4 were Cored.</i></p>
E. Facilities, Operations and Safety
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<p><i>The annual facilities inspection was conducted on November 8, 2024, and there were no required corrections.</i></p> <p><i>MSA 5 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their enrollment to 552 and footprint, which they will use for the construction of their new facility and intend to move in the 2025-26 school year.</i></p>
2. The charter school maintains proper documentation and materials/supplies related to student safety.
<i>MSA 5 has proper documentation, schedule of drills, and student safety plan.</i>
3. The school climate is safe and conducive to learning.
<i>MSA 5 received the California PBIS Platinum Recognition for its work with implementing the PBIS system with fidelity. The school's suspension rate is lower than the state for All Students (1.3%) and all Student Groups.</i>
4. The structure of the organization and leadership is designed to effectively operate the school.
<i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i>
Summary
<p><i>Evidence from the oversight visits and documentation review demonstrates that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standard-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an associate's degree. Students can take the remaining 30 credits to complete the degree if desired.</i></p> <p><i>Since the California School Dashboard currently indicates that the school has declined in CAASPP Math, ELPI, and Chronic Absenteeism, and some Student Groups that need attention (ELs, LTELs, and SWD) in some indicators, these action plans need more detail and also should be reflected in the school's LCAP. In addition, the school needs to ensure that all eight state priorities are reflected in the LCAP goals, educational partners are included in the LCAP process, and indicate how actions are contributing specifically with SED, ELs, and Foster Youth when the action is marked as such.</i></p> <p><i>The school's Annual Report action plan contains a list of services, programs and intervention, but does not always indicate the specific changes that the school will be making. When reviewing goals, it is essential to assess the current programs, services and interventions, and then determine what changes are needed based</i></p>

on current research, how these will be implemented, and the measurements and timelines to determine the effectiveness of these changes.

The school's NWEA data shows the school is making one year growth for almost all grade levels for each student group in Reading and Math. The school is currently not utilizing the Language Usage portion, a key component of English Language Arts.

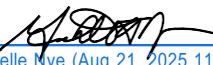
The California dashboard for MSA 5 shows many areas where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. This has led to a 100% graduation rate with 16 of the 18 senior accepted to a 4-year university and 73% of high school students complete at least one dual enrollment class. The school continues to reflect on all goals and data to create a system of continuous improvement.

MSA 5 has also provided its students and community with some unique opportunity and services including partnering with Senator Menjivar's "Tacos and Taxes event providing free tax filing services to underserved communities and hosting an Annual Community Resource Fair featuring over fifteen community partner.

Recommendations

1. A comprehensive plan is recommended that includes specific changes, timelines, professional development schedules, and cycle of inquiry/Plan-Do-Study-Act cycles with actions grounded in current research. This plan should focus on CAASPP Math scores for ELs, LTELs, and SWD, Chronic Absenteeism for all students, ELs, and LTELs, and suspension rates for SWD.
2. The school should implement the Language Usage assessment from the NWEA MAP testing to fully assess students' ELA growth.
3. The school should continue its focus on the implementation of PBIS and culturally responsive teaching into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.
4. The school leadership should continue to closely monitor progress on Dashboard data for All Students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.
5. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals meet the needs of all students and are achievable goals.

Report completed by LACOE Lead Coordinator:


Michelle Nye (Aug 21, 2025 11:18:55 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

August 5, 2025

Report provided to charter school via:

- ☒ US Postal Mail/Email
☐ In-Person Meeting
☒ Video/Phone Conference

Appendix A**MAGNOLIA SCIENCE ACADEMY 5
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA****Table 1: MSA 5 2023-2024 Enrollment by Ethnicity**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	218	100%
AA/Black	2	0.9%
American Indian	2	0.9%
Asian	4	1.8%
Filipino	4	1.8%
Hispanic	197	90.4%
Pac Islander	—	—
Two or more	—	—
White	9	4.1%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 4-16-25

Table 2: MSA 5 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	72	33.0%
Foster	1	0.5%
Homeless	6	2.8%
SED	199	91.3%
SWD	35	16.1%

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 4-16-25

Table 3: MSA 5 Enrollment by Year and Grade

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

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 4-16-25

California Dashboard Tables

Table Legend For All California Dashboard Tables

“*” - The student group has fewer than 11 students and is not reported for privacy reasons
 “**” - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 “—” - No data available
 “NPL” - No Performance Level available 2022
 “NPC” - No Performance Color available 2023+
 “N/A” - Non-Applicable

Table 4: MSA 5 Public School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Medium	Low	Very High	—	NPL**	Very High	Very Low
2023	Green	Yellow	Yellow	High	NPC**	Red	Yellow
2024	Orange	Orange	Orange	NPC**	NPC**	Orange	Green
Source: CA School Dashboard https://www.caschooldashboard.org/							

Table 5: MSA 5 Public School 2022 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Medium	100	152	-2.8	—	-12.2	9.4	Higher
AA/Black	NPL*	100	1	*	—	-57.7	—	—
Am Indian	—	—	—	—	—	-49.3	—	—
Asian	NPL*	100	6	*	—	63	—	—
Filipino	NPL*	100	3	*	—	42.9	—	—
Hispanic or Latino	Low	100	135	-8.2	—	-38.6	30.4	Higher
Pacific Islander	—	—	—	—	—	-29.1	—	—
Two or More	NPL*	100	7	*	—	21.9	—	—
White	Low	100	61	-50.4	—	-61.2	10.8	Higher
English Learners	—	—	—	—	—	-85.6	—	—
Foster Youth	—	—	—	—	—	-62.9	—	—
Homeless Youth	—	—	—	—	—	—	—	—
LTEL	Low	100	138	-9.2	—	-41.4	32.2	Higher
Socioeconomically Disadvantaged Students With Disabilities	Low	100	24	-33.5	—	-97.3	63.8	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					YES	All Students	YES	
						Student Groups	YES 3 of 3	

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

Table 6: MSA 5 Public School 2023 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Green	99	126	0.5	+3.2	-13.6	14.1	Higher
AA/Black	NPC*	100	2	*	—	-59.6	—	—
Am Indian	NPC*	100	1	*	—	-47.9	—	—
Asian	NPC*	100	2	*	—	61.8	—	—
Filipino	NPC*	80	5	*	—	44	—	—
Hispanic or Latino	Green	100	111	-2.7	+5.5	-40.2	37.5	Higher
Pacific Islander	—	—	0	—	—	-32.5	—	—
Two or More	NPC*	100	1	*	—	24.3	—	—
White	NPC*	100	5	*	—	20.8	—	—
English Learners	Orange	98	46	-54.2	-3.9	-67.7	13.5	Higher
Foster Youth	—	—	0	—	—	-89.2	—	—
Homeless Youth	NPC*	100	2	*	—	-67.9	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Green	99	115	-3.4	+5.8	-42.6	39.2	Higher
Students With Disabilities	NPC**	100	17	-35.9	-2.4**	-96.3	60.4	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					YES	All Students	YES	
						Student Groups	YES 3 of 3	

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

Table 7: MSA 5 Public School 2024 ELA Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Orange	99	115	-27.9	-28.4	-13.2	-14.7	Lower
AA/Black	NPC*	100	2	*	—	-58.9	—	—
Am Indian	NPC*	100	2	*	—	-49	—	—
Asian	NPC*	100	3	*	—	60.7	—	—
Filipino	NPC*	100	1	*	—	45.8	—	—
Filipino	Orange	99	101	-31.2	-28.6	-39.3	8.1	Higher
Hispanic or Latino	—	—	0	—	—	-34.7	—	—
Pacific Islander	—	—	0	—	—	24.3	—	—
Two or More	NPC*	100	6	*	—	19.2	—	—
White	Orange	100	61	-66.0	-11.8	-67.6	1.6	Higher
English Learners	NPC*	100	1	*	—	-87.3	—	—
Foster Youth	NPC*	75	4	*	—	-70.4	—	—
Homeless Youth	NPC**	100	18	-51.9	2.3**	-109.6	57.7	Higher**
LTEL	Orange	99	104	-28.3	-24.9	-40.9	12.6	Higher
Socioeconomically Disadvantaged Students With Disabilities	NPC**	96	24	-46.8	-10.8**	-95.6	48.8	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	YES 3 of 3	
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 4-7-25								

Table 8: MSA 5 Public School 2022 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Low	100	152	-67.	—	-51.7	-15.3	Lower
AA/Black	NPL*	100	1	*	—	-106.9	—	—
Am Indian	—	—	0	—	—	-90.4	—	—
Asian	NPL*	100	6	*	—	48.4	—	—
Filipino	NPL*	100	3	*	—	2.7	—	—
Hispanic or Latino	Low	100	135	-74.	—	-83.4	9.4	Higher
Pacific Islander	—	—	0	—	—	-71.3	—	—
Two or More	—	—	0	—	—	-9.9	—	—
White	NPL*	100	7	*	—	-13.4	—	—
English Learners	Very Low	100	61	-100.6	—	-92	-8.6	Lower
Foster Youth	—	—	0	—	—	-126.3	—	—
Homeless Youth	NPL*	100	0	—	—	-101.8	—	—
LTEL	—	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Low	100	138	-75.1	—	-84	8.9	Higher
Students With Disabilities	NPL**	100	24	-92.1	—	-130.8	38.7	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	YES 2 of 3	

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

Table 9: MSA 5 Public School 2023 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Yellow	100	127	-49.4	17.6	-49.1	-0.3	Lower
AA/Black	NPC*	100	2	*	—	-104.5	—	—
Am Indian	NPC*	100	1	*	—	-87.3	—	—
Asian	NPC*	100	2	*	—	50.8	—	—
Asian	NPC*	100	5	*	—	7.4	—	—
Filipino	Yellow	100	111	-53.3	20.7	-80.8	27.5	Higher
Hispanic or Latino	—	—	0	—	—	-71.3	—	—
Pacific Islander	NPC*	100	1	*	—	-7.4	—	—
Two or More	NPC*	100	5	*	—	-11.1	—	—
White	Yellow	100	47	-52.1	48.5	-93.4	41.3	Higher
English Learners	—	—	0	—	—	-127.4	—	—
Foster Youth	NPC*	100	2	*	—	-101.3	—	—
Homeless Youth	—	—	0	—	—	—	—	—
LTEL	Yellow	100	116	-49.4	25.7	-80.8	31.4	Higher
Socioeconomically Disadvantaged Students With Disabilities	NPC**	100	17	-69.8	22.3**	-127.3	57.5	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	YES 3 of 3	

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

Table 10: MSA 5 Public School 2024 Math Indicator

Student Groups	Dashboard Color	Participation Rate	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	Orange	98	114	-79.6	-30.2	-47.6	-32	Lower
AA/Black	NPC*	100	1	*	—	-102.2	—	—
Am Indian	NPC*	100	2	*	—	-86.6	—	—
Asian	NPC*	100	3	*	—	49.5	—	—
Asian	NPC*	100	1	*	—	10.4	—	—
Filipino	Orange	98	101	-82.6	-29.3	-79.2	-3.4	Lower
Hispanic or Latino	—	—	0	—	—	-72.5	—	—
Pacific Islander	—	—	0	—	—	-5.3	—	—
Two or More	NPC*	100	6	*	—	-10.3	—	—
White	Orange	99	61	-92.4	-40.3	-93.4	1	Higher
English Learners	NPC*	100	1	*	—	-125.1	—	—
Foster Youth	NPC*	75	4	*	—	-106	—	—
Homeless Youth	NPC**	94	18	-99.4	-51.2**	-163.5	64.1	Higher**
LTEL	Orange	98	103	-81.6	-32.1	-78.2	-3.4	Lower
Socioeconomically Disadvantaged Students With Disabilities	NPC**	92	24	-97.7	-27.9**	-124.3	26.6	Higher**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 1 of 3	

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

Table 11: MSA 5 Public School English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	Very High	100	65	67.7	50.3	17.4	Higher
2023	Yellow	100	68	63.2	48.7	14.5	Higher
2024	Orange	98.6	66	53	45.7	7.3	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 3-28-25

Table 12: MSA 5 2023 College and Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	High	38	60.5	—	43.9	16.6	Higher
AA/Black	NPC*	1	*	—	25.1	—	—
Am Indian	—	0	—	—	26.5	—	—
Asian	NPC*	2	*	—	75.8	—	—
Filipino	NPC*	1	*	—	65.2	—	—
Hispanic or Latino	Medium	31	54.8	—	35.5	19.3	Higher
Pacific Islander	—	0	—	—	33.1	—	—
Two or More	—	0	—	—	52.9	—	—
White	NPC*	3	*	—	53.2	—	—
English Learners	NPC**	14	35.7	—	15.3	20.4	Higher**
Foster Youth	—	0	—	—	11.6	—	—
Homeless Youth	NPC*	4	*	—	20.4	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	High	35	60	—	35.4	24.6	Higher
Students With Disabilities	NPC*	4	*	—	12.3	—	—
Are All Students and the majority of the numerically significant student groups performing above the state average?				YES	All Students	YES	
					Student Groups	YES 2 of 2	
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved: 4-11-25							

Table 13: MSA 5 2024 College and Career Indicator

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

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

Table 14: MSA 5 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	NPL**	28	96.4	—	87.4	9	Higher**
AA/Black	—	0	—	—	79.5	—	—
Am Indian	—	0	—	—	79.6	—	—
Asian	NPL*	1	*	—	95.2	—	—
Filipino	—	0	—	—	95.5	—	—
Hispanic or Latino	NPL**	24	95.8	—	85.3	10.5	Higher**
Pacific Islander	—	0	—	—	85.2	—	—
Two or More	—	0	—	—	89.6	—	—
White	NPL*	3	*	—	90.8	—	—
English Learners	NPL*	6	*	—	73.3	—	—
Foster Youth	—	0	—	—	64.1	—	—
Homeless Youth	NPL*	3	*	—	74.4	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	NPL**	28	96.4	—	85.1	11.3	Higher**
Students With Disabilities	NPL*	8	*	—	75.2	—	—
Are All Students and the majority of the numerically significant student groups performing above the state average?				N/A	All Students	N/A	
					Student Groups	N/A	

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

Table 15: MSA 5 2023 Graduation Rate Indicator

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

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

Table 16: MSA 5 2024 Graduation Rate Indicator

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

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

Table 17: MSA 5 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	132	30.3	—	30	0.3	Higher
AA/Black	—	0	—	—	42.9	—	—
Am Indian	—	0	—	—	42.9	—	—
Asian	NPL*	4	*	—	11.5	—	—
Filipino	NPL*	2	*	—	16.2	—	—
Hispanic or Latino	Very High	117	31.6	—	35.8	-4.2	Lower
Pacific Islander	—	0	—	—	43.9	—	—
Two or More	NPL*	3	*	—	25.1	—	—
White	NPL*	6	*	—	21.9	—	—
English Learners	Very High	47	36.2	—	33.6	2.6	Higher
Foster Youth	—	0	—	—	42.1	—	—
Homeless Youth	—	0	—	—	45.1	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged Students With Disabilities	Very High	120	32.5	—	37.4	-4.9	Lower
	NPL**	20	20	—	39.6	-19.6	Lower**
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		NO
					Student Groups		YES 2 of 3

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

Table 18: MSA 5 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	120	30.8	+0.5	24.3	6.5	Higher
AA/Black	NPC*	2	—	—	36.4	—	—
Am Indian	NPC*	1	—	—	36.1	—	—
Asian	NPC*	2	—	—	10.1	—	—
Filipino	NPC*	4	—	—	13.8	—	—
Hispanic or Latino	Orange	101	29.7	-1.9	28.4	1.3	Higher
Pacific Islander	—	0	—	—	37.6	—	—
Two or More	NPC*	1	*	—	21.6	—	—
White	—	9	—	—	18.5	—	—
English Learners	Red	43	44.2	+8.0	26.3	17.9	Higher
Foster Youth	NPC*	0	*	—	33.6	—	—
Homeless Youth	NPC*	1	*	—	38.7	—	—
LTEL	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	Orange	110	31.8	-0.7	29.9	1.9	Higher
Students With Disabilities	NCP**	15	20.0**	0**	33.1	0.2	Lower**
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		NO
					Student Groups		NO 0 of 3

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

Table 19: MSA 5 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	111	26.1	-4.7	18.6	7.5	Higher
AA/Black	NPC*	2	*	—	31.3	—	—
Am Indian	NPC*	2	*	—	30.6	—	—
Asian	NPC*	3	*	—	7.5	—	—
Filipino	NPC*	2	*	—	9.6	—	—
Hispanic or Latino	Orange	95	24.2	-5.5	21.7	2.5	Higher
Pacific Islander	—	0	—	—	32.6	—	—
Two or More	—	0	—	—	16.2	—	—
White	NPC*	7	*	—	13.5	—	—
English Learners	Orange	41	36.6	-7.6	20.1	16.5	Higher
Foster Youth	NPC*	1	*	—	30.5	—	—
Homeless Youth	NPC*	5	*	—	32.7	—	—
LTEL	NPC**	12	58.3	8.3**	23.9	34.4	Higher**
Socioeconomically Disadvantaged	Orange	96	26	-5.8	23.4	2.6	Higher
Students With Disabilities	NPC**	22	31.8	11.8**	26.3	5.5	Higher**
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students		NO
					Student Groups		NO 0 of 3

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

Table 20: MSA 5 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very Low	268	0.4	—	3.1	-2.7	Lower
AA/Black	NPL*	2	*	—	7.9	—	—
Am Indian	—	0	—	—	6.4	—	—
Asian	NPL*	8	*	—	0.9	—	—
Filipino	NPL*	5	*	—	1.2	—	—
Hispanic or Latino	Very Low	234	0.4	—	3.3	-2.9	Lower
Pacific Islander	—	0	—	—	4.5	—	—
Two or More	NPL*	3	*	—	2.9	—	—
White	NPL**	16	0	—	2.6	-2.6	Lower**
English Learners	Low	94	1.1	—	3.2	-2.1	Lower
Foster Youth	NPL*	1	*	—	12.4	—	—
Homeless Youth	NPL*	2	*	—	5.5	—	—
LTEL	—	0	—	—	—	—	—
Socioeconomically Disadvantaged	Very Low	243	0.4	—	4	-3.6	Lower
Students With Disabilities	Very Low	41	0	—	5.4	-5.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 4 of 4

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

Table 21: MSA 5 2023 Suspension Indicator

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

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

Table 22: MSA 5 2024 Suspension Indicator

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

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

MSA 5 Public School - Verified Data**Table Legend For All NWEA MAP Tables**

Tables are a Summary of the NWEA MAP Reports

Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ -0.2

Red cell indicates student group has not met the minimum requirement for one year's growth, CGI < -0.2

* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.

Data reflects grade levels with ten or more students in that student group.

MSA 5 does not test 12th grade students

Table 23: MSA-5 NWEA MAP Reading and Math Student Groups Meeting CGI

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	5 of 6	6 of 6	6 of 6		6 of 6	5 of 6	5 of 6
Numerically Significant Student Groups							
Hispanic or Latino	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	5 of 6
English Learners	1 of 1*	3 of 3*	—		2 of 3*	3 of 3*	—
Socioeconomically Disadvantaged	5 of 6	6 of 6	6 of 6		5 of 6	6 of 6	5 of 6
Are the majority of student groups performing above the state average?	YES (2 of 2)	YES (3 of 3)	YES (2 of 2)		YES (3 of 3)	YES (3 of 3)	YES (2 of 2)

Table 24: MSA-5 NWEA MAP Reading and Math All Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.87	2.64	0.43		2.53	2.48	3.57
7	-1.24	4.08	1.23		2.33	3.47	0.33
8	1.23	3.70	1.49		1.66	4.03	3.95
9	1.52	5.04	3.67		0.15	8.33	3.07
10	1.04	5.82	3.69		-0.47	4.05	-0.71
11	1.74	5.93	3.65		5.06	14.28	3.92

Table 25: MSA-5 NWEA MAP Reading and Math Hispanic Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	2.08	2.64	-0.13		2.85	2.48	2.84
7	-2.37	4.41	1.23		3.00	3.46	0.33
8	1.43	3.69	1.36		1.42	4.16	3.89
9	1.52	4.93	3.59		0.15	4.16	3.43
10	1.18	5.82	3.76		-0.51	4.05	-0.48
11	2.01	4.92	3.78		5.36	13.04	3.62

Table 26: MSA-5 NWEA MAP Reading and Math English Learners

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	3.97	3.31	—		3.99	4.95	—
7	—	4.21	—		—	2.45	—
8	—	—	—		2.01	3.27	—
9	—	—	—		—	—	—
10	—	3.88	—		-0.94	5.35	—
11	—	—	—		—	—	—

Table 27: MSA-5 NWEA MAP Reading and Math Socioeconomically Disadvantaged Students

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	1.90	3.03	0.78		2.72	2.51	3.64
7	-1.10	3.60	1.35		2.11	3.27	0.67
8	0.99	3.73	1.49		1.58	4.33	4.16
9	1.54	5.69	3.45		-0.11	9.05	3.97
10	1.29	5.96	4.11		-0.52	4.75	-0.80
11	1.65	6.30	3.74		4.67	14.48	4.62

Table 28: MSA-5 NWEA MAP Reading and Math Students with Disabilities

	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade Level	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	—	—	—		—	—	—
7	—	—	—		—	—	—
8	—	—	—		—	—	—
9	—	—	—		—	—	—
10	—	—	—		—	—	—
11	—	—	—		—	—	—

Glossary of Acronyms

Term	Detail
AP	Advanced Placement
ATSI	Additional Targeted Support and Improvement
CCI	College and Career Indicator
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
DA	Differentiated Assistance
DFS	Distance from Standard
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPI	English Language Proficiency Indicator
FPM	Federal Program Monitoring
FY	Foster Youth
IB	International Baccalaureate
IEP	Individual Education Plan
LCAP	Local Control and Accountability Plan
LTEL	Long-Term English Learner
MPO	Measurable Pupil Outcome
P1	First Principal Apportionment
P2	Second Principal Apportionment
PD	Professional Development
RSP	Resource Specialist Program
SDC	Special Day Class
SED	Socioeconomically Disadvantaged Student
SWD	Students With Disabilities
TSI	Targeted Support and Improvement
WASC	Western Association of Schools and Colleges



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 6 - 8013

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

Charter School Name:	Magnolia Science Academy 6 (MSA6)			Location Code:	8013
Current Address:	City:	ZIP Code:	Phone:	Fax:	
745 S. Wilton Place	Los Angeles	90005	310-842-8555	310-842-8558	
Current Term of Charter¹:		LAUSD Board District:		LAUSD Region:	
July 1, 2019 to June 30, 2027		1		West	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 169	
131	300				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 56.33%	
6-8	6-8				
Norm Enrollment Number:	126				
Total Number of Staff Members:	16	Certificated:	9	Classified:	7
Charter School's Leadership Team Members:	James Choe, Principal; Jacob Theis, A.P.; Alfredo Rubalcava, CEO/Superintendent; Gokhan Serce, CAO; Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Education Services; Meagan Wittek, Director of Student Services; Corri Ravare, Chief Schools Officer				
Charter School's Contact for Special Education:	Liz Shultz, Director of Special Education	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Oversight Manager:		Constancia Carandang	
Other CSD Team Members:	N/A				
Oversight Visit Date(s):	March 6, 2025		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Wilton Place Elementary	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A		COO/TCO Approved Grade Levels and Occupancy Loads:	N/A	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	3, Proficient	4, Accomplished

¹ Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025

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 specific renewal criteria prescribed in statute.

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in 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*. 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; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025**GOVERNANCE****RATING*****Summary of School Performance****4, Accomplished**Areas of Demonstrated Strength and/or Progress**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:

- The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization's most recent Bylaws requiring no less than 3 and no more than 11 directors.
- Calendar of Governing Board meetings for the 2024-2025 school year, showing monthly meetings scheduled from July 11, 2024 to June 26, 2025
- Compliance Monitoring Certification of Board Compliance Review form certified by the principal on September 27, 2024 and the Board President on October 10, 2024.
- Brown Act and Conflict of Interest training was held during the Board meeting on August 8, 2024

G2: DUE PROCESS

The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

As evidenced by information in Folder 1, some of the evidence include the following:

- Systems to provide due for students, employees, and parent including, but not limited to the following:
 - Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school's website
 - Procedures for resolving general stakeholder complaints within the "General Complaint Procedures Form" located at the school site, within the student/parent handbook and on the school's website. Procedures and forms are available in English and Spanish
 - Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school's website
 - Employee handbook which includes descriptions of the school's employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025

- Agenda items during Board meetings regularly include updates/reports regarding student achievement and other key aspects of school performance (e.g., CAASPP, NWEA MAP, etc.) and operations from the organization's Chief Executive Officer, Chief Academic Officer, other home office officers, and school site principals.
- Some of the specific items discussed during Board meetings include the following: approval of LCAPs for all Magnolia schools on June 17, 2024; data presentation of LCAP Mid-Year Update on February 13, 2025; enrollment update, including enrollment trends and "Glows, Grows & Priorities" presentations by MSA 6, 7, and Bell on April 11, 2024; and academic updates provided by the Chief Academic Officer on October 10, 2024.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G2: DUE PROCESS**

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form ("ESSA Grid") for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G5: FISCAL CONDITION***The Governing Board has a system in place to ensure fiscal viability:*

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

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u> , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report <input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *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.	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY***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 audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings	<input checked="" type="checkbox"/> Board meeting agendas and minutes
	<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings	<input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances
	<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE****RATING*****Summary of School Performance**

3, Proficient

California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024

Middle Performing

Areas of Demonstrated Strength and/or Progress**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR**

The California School Dashboard All Students ELA Indicator color is Yellow and has a Status/Distance From Standard (DFS) that is higher than the state average. Per the CDE, the school's DFS in ELA is +4.5, compared to the state at -13.2.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR

All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per the CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). These student groups and their respective DFS are as follows:
 - English Learner (EL): -40.3 (No Performance Color), compared to the state average at -67.6 (Orange)
 - Latino: -1.1 (Yellow), compared to the state average at -39.3 (Orange)
 - Socioeconomically Disadvantaged: +4.5 (Yellow), compared to the state average at -40.9 (Orange)

A4: STUDENT GROUP MATH INDICATOR

All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). These student groups and their respective DFS are as follows:
 - ELs: -76 (No Performance Color), compared to the state at -93.4 (Orange)
 - Latino: -51.1 (Orange), compared to the state at -79.2 (Orange)
 - Socioeconomically Disadvantaged: -46.3 (Orange), compared to the state at -78.2 (Orange)

Areas Noted for Further Growth and/or Improvement**A3: ALL STUDENTS MATH INDICATOR**

The California School Dashboard All Students Math Indicator color is Orange and has a Status (DFS) that is lower than the state average (Orange). Per the CDE, the school's DFS in Math is -48.5 (a decline of 33.2 points), compared to the state average at -47.6.

- Per school leadership, the decline in Math is attributed to the introduction of a new math curriculum last school year called Into Math. School leadership shared, "while the curriculum is of high quality, any new adoption comes with a learning curve, and may contribute to the decline in scores. With a full year of professional development and hands-on experience with the new materials, we are confident that math scores will improve." Another barrier, per school leadership is that the math teacher did not have a dedicated space due to logistical challenges at the school site. This school year, there is the addition of 2 new classrooms, thereby allowing the math teacher to have dedicated space and eliminates being a traveling teacher.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR**

The California School Dashboard All Students Chronic Absenteeism Indicator color is Orange and has a Status (Percent) that is higher than the state average (Yellow). Per CDE, 20.5% of students have chronic absenteeism (a decline of 11.4% from the previous year), compared to the state at 18.6%.

- Per school leadership, the school continues to utilize supports that are being implemented to continue to decrease Chronic Absenteeism. Some include the following:
 - Following the attendance and truancy policy with fidelity.
 - Connecting with families after incremental absences.
 - Continue home visits
 - Implementation of a Multi-Tiered System of Support training from the state of California to guide the school in meeting the needs of every child
 - Hired a Family Success Coordinator to be the frontline communicator to families regarding absenteeism.
 - Continue targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Orange and has a Status (Percent) that is higher than the state average (Green). Per the CDE, the school's 2024 percentage of students suspended at least one day is 5%, lower than the state average at 3.2%.

- School leadership identified that there were two specific behaviors that contributed to the suspensions during the 2023-2024 school year – substance use/distribution and fighting. To mitigate for these behaviors, the school has implemented the following:
 - Expanded list of mental health supports and informational resources for the community.
 - Held parent workshops from the Los Angeles Department of Mental Health
 - Professional development with staff regarding implementation of social contracts within classes to improve student body relationships
 - Development of project-based assignments as other alternatives to suspensions on the aforementioned areas.

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025**Notes:**

The Indicator information below is provided for informational purposes only and will not be scored.

A12: ALL STUDENTS SCIENCE INDICATOR

- The school's schoolwide Dashboard Science Indicator Status is -12.2 DFS, higher than the state average at -13.5 DFS.

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- ☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:

- ☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:**Reclassification Rate:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2023-2024 academic years. Please note that, depending on the release date of the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.

The school's percent of "At Risk" ELs is **0%** as compared to the state's percent of **6.8%**

The school's percent of "LTEs" is **12.7%** as compared to the state percent of **10.6%**

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

- ☒ Not Applicable

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

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)



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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)



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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)



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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION



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The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's *self-reported* data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. **Latino and Socioeconomically Disadvantaged.**
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☒ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Notes: ***MAP Growth by NWEA, Grades K-12 does not provide a participation rate.***

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)



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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>
Notes: None	

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*



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Summary of School Performance

3, Proficient

Areas of Demonstrated Strength and/or Progress

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.

- Some of the evidence found in Folder 3 and via classroom observations include the following:
 - Focus areas observed during classroom observations included: teacher responsiveness, building caring community of learners, and checking for understanding and questioning by teachers
 - Implementation of integrated and designated ELD (e.g. sample instructional material, English Learner Master Plan, Supporting English Learners training in August 2023, etc.).
 - Some of the professional development activities included: Co-Teaching Tier 1 Supports, EL Strategies Used in the Class, and Evidence of Differentiated Instruction.

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- Event calendar for the 2024-2025 including: Back to School Night on September 10, 2024, Parent Teacher Conferences on October 10th and 11th, and STEAM Expo on December 10, 2024.
- Parent Task Force (PTF), ELAC, and PAC meeting calendar, agendas, minutes, sign-in sheets, and current rosters (e.g., September 27, 2024 PAC meeting discussed the LCAP and areas of growth, and ELAC meeting on January 31, 2025)
- All legally mandated topics have been covered by the school's ELAC and/or set as agenda items for future meetings to be held in the 2024-2025 school year.

Areas Noted for Further Growth and/or Improvement

None noted at this time

Corrective Action Required

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

Notes: None

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

☒ Not Applicable



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DATE OF VISIT: 3/6/2025***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM



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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction 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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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**)

Performance Rubric	Sources of Evidence
<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; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input type="checkbox"/> The school has 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"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS



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- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups 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, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify 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 student groups, and/or limited evidence of systems to modify 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 student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day <input checked="" type="checkbox"/> Student Group data analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input checked="" type="checkbox"/> Master Plan for English Learners <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners <input checked="" type="checkbox"/> Implementation of a data analysis system



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DATE OF VISIT: 3/6/2025**O3: SPECIAL EDUCATION***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 mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for 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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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DATE OF VISIT: 3/6/2025**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE***The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with 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, schoolwide positive behavior support, and data monitoring
- 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Documentation of systems to promote regular attendance <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/6/2025**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/6/2025**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

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 who have been continuously employed in a teaching position since 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 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 as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- 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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

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8013	2020-2021					2021-2022					2022-2023				
Magnolia Science Academy 6	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	1,893,524	1,984,416	2,037,758	2,037,758	2,176,082	2,397,022	2,434,523	2,434,523	2,434,523	2,575,028	1,888,182	2,993,077	2,993,077	2,993,077
Accounts Receivable	0	293,584	313,972	528,476	528,476	333,266	378,916	401,287	423,454	423,454	495,591	205,084	533,397	533,397	533,398
Other Current Assets	0	0	0	13,804	3,804	10,000	10,000	10,521	521	521	10,000	10,000	22,521	12,521	12,521
Total Current Assets	0	2,187,108	2,298,388	2,580,038	2,570,038	2,519,348	2,785,938	2,846,331	2,858,498	2,858,498	3,080,619	2,103,266	3,548,995	3,538,996	3,538,996
Fixed and Other Assets	0	43,937	80,800	82,611	92,611	74,080	83,361	54,070	64,069	64,069	17,849	37,076	23,727	33,727	33,727
Total Assets	0	2,231,045	2,379,188	2,662,649	2,662,649	2,593,428	2,869,299	2,900,401	2,922,567	2,922,567	3,098,468	2,140,342	3,572,723	3,572,723	3,572,723
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	0	237,929	415,797	252,105	252,105	156,315	555,780	482,445	482,446	482,446	473,112	78,803	721,138	723,790	723,790
Other Long Term Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	0	237,929	415,797	252,105	252,105	156,315	555,780	482,445	482,446	482,446	473,112	78,803	723,789	723,789	723,790
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	0	1,993,116	1,963,391	2,410,544	2,410,544	2,437,113	2,313,519	2,417,956	2,440,121	2,440,121	2,625,356	2,061,539	2,848,933	2,848,933	2,848,933
Total Revenues	1,873,958	2,119,616	2,130,400	2,348,817	2,415,232	1,722,802	1,811,981	1,878,243	1,781,077	1,885,786	2,173,434	2,719,572	1,998,328	2,822,565	2,872,345
Total Expenditures	1,838,498	1,947,621	1,988,129	1,789,817	1,856,232	1,673,885	1,785,412	1,975,268	1,773,665	1,856,209	2,082,288	2,512,172	2,376,910	2,413,752	2,463,533
Net Income / (Loss)	35,460	171,995	142,271	559,000	559,000	48,917	26,569	(97,025)	7,412	29,577	91,146	207,400	(378,582)	408,813	408,812
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	35,460	171,995	142,271	559,000	559,000	48,917	26,569	(97,025)	7,412	29,577	91,146	207,400	(378,582)	408,813	408,812
Net Assets, Beginning	1,623,056	1,821,121	1,821,120	1,821,120	1,851,544	1,993,813	2,410,544	2,410,544	2,410,544	2,410,544	2,490,028	2,417,956	2,417,956	2,417,956	2,440,121
Adj. for restatement / Prior Yr Adj	0	0	0	30,424	0	0	0	0	0	0	0	0	22,165	22,165	0
Net Assets, Beginning, Adjusted	1,623,056	1,821,121	1,821,120	1,851,544	1,851,544	1,993,813	2,410,544	2,410,544	2,410,544	2,410,544	2,490,028	2,417,956	2,440,121	2,440,121	2,440,121
Net Assets, End	1,658,516	1,993,116	1,963,391	2,410,544	2,410,544	2,042,730	2,437,113	2,313,519	2,417,956	2,440,121	2,581,174	2,625,356	2,061,539	2,848,933	2,848,933
Unrestricted Net Assets	1,993,116	1,798,898	2,337,482	2,410,544	2,410,544	2,258,986	2,159,947	2,355,358	2,440,121	2,440,121	2,519,880	1,813,555	2,825,456	2,848,933	2,848,933
Restricted Net Assets	0	164,493	73,062	0	0	0	178,127	153,572	62,598	0	0	105,476	247,984	23,477	0

8013	Audited Financials					2023-2024					2024-2025				
Magnolia Science Academy 6	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,037,758	2,434,523	2,993,077	2,773,148	0	2,700,534	2,721,018	2,773,148	2,773,148	2,773,148	2,455,669	2,554,398	2,554,398	0	0
Accounts Receivable	528,476	423,454	533,398	379,438	0	296,926	288,759	379,436	379,438	379,438	356,623	320,875	320,875	0	0
Other Current Assets	3,804	521	12,521	16,945	0	22,000	14,700	26,946	16,945	16,945	0	0	0	0	0
Total Current Assets	2,570,038	2,858,498	3,538,996	3,169,531	0	3,019,461	3,024,477	3,179,530	3,169,531	3,169,531	2,812,292	2,875,273	2,875,273	0	0
Fixed and Other Assets	92,611	64,069	33,727	23,306	0	1,562	5,606	13,305	23,306	23,306	8,113	8,113	8,113	0	0
Total Assets	2,662,649	2,922,567	3,572,723	3,192,837	0	3,021,023	3,030,083	3,192,835	3,192,837	3,192,837	2,820,405	2,883,386	2,883,386	0	0
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	252,105	482,446	723,790	520,108	0	275,428	179,825	518,605	520,108	520,108	219,998	210,197	210,197	0	0
Other Long Term Liabilities	0	0	0	6,198	0	473	0	7,700	6,198	6,198	5,175	5,175	5,175	0	0
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	252,105	482,446	723,790	526,306	0	275,901	179,825	526,304	526,306	526,306	225,174	215,373	215,373	0	0
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	2,410,544	2,440,121	2,848,933	2,666,531	0	2,745,123	2,850,258	2,666,531	2,666,531	2,666,531	2,595,231	2,668,013	2,668,013	0	0
Total Revenues	2,415,232	1,885,786	2,872,345	2,285,291	0	2,473,074	2,355,963	2,401,023	2,218,148	2,285,291	2,497,861	2,727,937	2,787,721	0	0
Total Expenditures	1,856,232	1,856,209	2,463,533	2,467,693	0	2,449,274	2,459,774	2,399,699	2,400,550	2,467,693	2,473,332	2,799,237	2,786,239	0	0
Net Income / (Loss)	559,000	29,577	408,812	(182,402)	0	23,799	(103,811)	1,325	(182,402)	(182,402)	24,529	(71,300)	1,482	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	559,000	29,577	408,812	(182,402)	0	23,799	(103,811)	1,325	(182,402)	(182,402)	24,529	(71,300)	1,482	0	0
Net Assets, Beginning	1,851,544	2,410,544	2,440,121	2,848,933	0	2,061,539	2,848,933	2,848,933	2,848,933	2,848,933	2,850,258	2,666,531	2,666,531	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,851,544	2,410,544	2,440,121	2,848,933	0	2,061,539	2,848,933	2,848,933	2,848,933	2,848,933	2,850,258	2,666,531	2,666,531	0	0
Net Assets, End	2,410,544	2,440,121	2,848,933	2,666,531	0	2,085,338	2,745,123	2,850,258	2,666,531	2,666,531	2,874,787	2,595,231	2,668,013	0	0
Unrestricted Net Assets	2,410,544	2,440,121	2,848,933	2,666,531	0	2,441,562	2,510,771	2,650,351	2,666,531	2,666,531	2,357,594	2,384,893	2,384,893	0	0
Restricted Net Assets	0	0	0	0	0	0	303,561	339,487	16,180	0	0	237,637	283,119	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

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FISCAL OPERATIONS						RATING
Summary of School Performance						4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.						
<u>Financial Highlights</u>						
The charter school's fiscal condition is positive.						
FINANCIAL HIGHLIGHTS						
Magnolia Science Academy (MSA) 6	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)	
Net Assets	\$2,410,544	\$2,440,121	\$2,848,933	\$2,666,531	\$2,668,013	
Net Income / (Loss)	\$559,000	\$29,577	\$408,812	(\$182,402)*	\$1,482	
Transfers In / Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
Cash and Cash Equivalents	\$2,037,758	\$2,434,523	\$2,993,077	\$2,773,148	\$2,554,398	
Unrestricted Net Assets	\$2,410,544	\$2,440,121	\$2,848,933	\$2,666,531	\$2,384,893	
Norm Enrollment Reported by the School	163	84	89	109	126	
FINANCIAL RATIO ANALYSIS						



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Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	129.86%	131.46%	115.64%	108.06%	85.60%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	109.78%	131.16%	121.50%	112.38%	91.68%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1019.43%	592.50%	488.95%	609.40%	1367.89%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	9.47%	16.51%	20.26%	16.48%	7.47%

* According to Magnolia Educational & Research Foundation (“MERF”) Home Office, MSA 6 reported a net loss of **(\$182,402)** for the Fiscal Year (“FY”) 2023-2024 primarily due to exceeding the budgeted amount in several key areas, including substitute staffing, school and after-school programs, Special Education (“SPED”) instruction contracts, and both instructional and non-instructional supplies. Additionally, the school incurred unanticipated expenses related to student services and technology.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



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Management Fees: According to MERF, MSA 6 paid annual management fees of \$172,849 (or 2.7% of the home office expenses) in Fiscal Year (“FY”) 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass the salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator’s 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (“SBE”) through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (“LACOE”).

The MERF reported a net loss of **(\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

MSA 6's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	49	19	33	41	44
7	49	30	22	38	44
8	65	35	34	30	38
Total Enrollment	163	84	89	109	126
Increase/(Decrease) in Enrollment from Prior Year	N/A	(79)	5	20	17
Enrollment Growth (%)	N/A	(48.5%)	6.0%	22.5%	15.6%



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Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(37)
Accumulated decrease in student enrollment percentage	(22.7%)
2024-2025 projected enrollment per the enrollment rollout plan in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
2024-2025 per the school's petition enrollment rollout plan in its operative charter	192
2024-2025 Norm Enrollment	126
Below approved enrollment capacity count	(66)
Below approved enrollment capacity percentage	(34.4%)

As noted above, the school has maintained positive net assets for Fiscal Year 2023-2024 and projected a balanced budget for the 2024-2025 Second Interim.

The Principal of MSA 6 states, "We are thrilled to share the continued success and growth of Magnolia Science Academy 6 (MSA 6) since our relocation to LAUSD's Wilton Place Elementary during the 2022-2023 school year. Since the first year at our current location, with 100 students enrolled, we have witnessed steady enrollment growth. Thanks to the support of our dedicated staff, students, and the broader community, we've experienced a consistent increase in enrollment, and we are excited to build upon this momentum. As we look ahead, we are committed to further strengthening our enrollment strategies to ensure that MSA 6 remains a beacon of academic excellence, innovation, and community engagement.

The projected enrollment for this 2024-2025 school year was 121, with a current enrollment of 131 students. Continuing the trend of our growing enrollment, the projected enrollment for the upcoming 2025-2026 school year is 137 (with a physical capacity of 144 students). To this day, March 11th, 2025, we have 128 completed enrollment applications (92 current students with the intention to return, and 36 completed new applications). At this time, we continue to receive new applicant submissions every week for the upcoming school year. In addition to the organic growth in enrollment, Magnolia invested in a new position titled, Family Success Coordinator (FSC), whose key focuses include, but are not limited to:

- Building positive relationships by fostering strong communication with prospective and enrolled families, acting as a trusted resource and advocate.
- Organizing school tours and Open Houses for prospective families and promoting the school within the community.
- Creating strategic enrollment plans to develop strategies based on trends and conduct orientations to reinforce school culture.
- Building retention strategies by creating and implementing plans to enhance student engagement through student and family-based events.
- Facilitating smooth transitions for families throughout the school year and serving as a primary contact for their needs through a structured onboarding process.
- Holding workshops to improve communication between families and staff, actively seeking areas for improvement.



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- Organizing and attending monthly enrollment events to streamline the process, catering to families.
- Use social media as a marketing tool with weekly posts to share student life and promote upcoming events.
- Tabling at various events in the community to build connections.
- Visiting local organizations and building relationships to better support our families.
- Implementing home visits to build a stronger, more personalized connection with students and their families to better understanding their home environment, needs, and challenges.

With this information in mind, we foresee the continuous growth beyond our current physical capacity of MSA 6 in the future.”

The CSD will continue to monitor the school’s student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization’s overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF’s and its charter schools’ overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF’s school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer’s (CEO) signature. These observations are summarized in the table below.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.

- Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.



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The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

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

As part of the October 23, 2018 renewal petition approved by the LAUSD Board of Education (Board of Education report 123-18/19), during the 2019-2024 charter term, which, by operation of law, was extended to and expires June 30, 2027, * MSA 6 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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. The CSD will continue to monitor the school's fiscal management through the remainder of the school's charter term.

* Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025**Notes:**

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Not applicable
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Magnolia Science Academy 7
		No discrepancies were noted.
5.	Proposition 39 information.	The school is currently located on a Proposition 39 site. According to the District Charter Schools Accounting Unit's record, as of 3/31/2025, the school does not owe any Prop. 39 over-allocated space reimbursement fees. The CSD will continue to monitor this matter through oversight.

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025

3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	According to MERF, MSA Bell has undergone a CalSTRS audit. According to the email communication between MERF & CalSTRS on 1/15/2025, "CalSTRS received the corrections to the impacted accounts, and MSA 8 (Bell)'s review is now complete. CalSTRS also confirmed that the review is closed."
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, and Social Security.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 10/2024



LAUSD CHARTER SCHOOLS DIVISION

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			Reviewed 24 checks for sample testing
			The CSD's observations were noted under the OO section above.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 15 credit card transactions for sample testing
			No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 13 electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA and current Audited Financials on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See details below
	<p>MERF provided the Intra-Organizational Loan Agreement commencing on or about July 1, 2020. 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 Chief Financial Officer ("CFO"), the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2024, the balances owed to MSA 8 to MSA 1 (LACOE-authorized) were \$562,124 and \$137,562, respectively, offset by the amounts owed from MSA Santa Ana (SBE-authorized) of \$351,452 and MSA San Diego (SBE-authorized) of \$213,436, leaving MERF with a net balance owed to MSA charter schools of \$134,798. MERF shared that a variance of \$8K between the loan balances per the Loan Agreement of \$134,798 and the net intra-organization receivables/payables balance of \$126,760 per the 2023-2024 audit represents temporary operating transactions that fluctuate monthly.</p> <p>MERF provided an additional Intra-Loan Agreement dated January 17, 2025. In this agreement, MSA Bell allows MERF a loan of up to \$2.5 million at an interest rate of 4%, with a maturity date of 2/15/2026. The purpose of this loan is to secure the acquisition of a future location for MSA 7, and to provide funds for the loan deposit. According to the loan amortization schedule provided on 3/26/2025, the balance was \$1,736,437 for that date. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.</p>		



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26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	MERF applied for and received ERC in the amount of \$6,886,175. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations



LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025**Fiscal Operations Rubrics**

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of <u>4 (Accomplished)</u> , an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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 uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
3 (Proficient)**

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



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8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially 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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

**Existing School
2 (Developing)**

An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2025

**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

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* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. 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;
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 viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2025

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

***New School
1 (Unsatisfactory)***

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

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 *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 7 - 8014

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025

Charter School Name:	Magnolia Science Academy 7 (MSA7)			Location Code:	8014
Current Address:	City:	ZIP Code:	Phone:	Fax:	
18355 Roscoe Blvd.	Northridge	91325	818-221-5328	818-975-5215	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Region:		
July 1, 2019 to June 30, 2027		3	North		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 33	
267	300				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 11.00%	
TK-5	TK-5				
Norm Enrollment Number:	268				
Total Number of Staff Members:	39	Certificated:	19	Classified:	20
Charter School's Leadership Team Members:	Musa Avsar, Principal; Gil Yoon, Assistant Principal; Gokhan Serce, CAO; Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Education Services; Meagan Wittek, Director of Student Services; David Yilmaz, Chief Accountability Officer; Corri Ravare, Chief Schools Officer; Noreen Bolden, Dean of Academics; Andross Milteer, ELOP Coordinator				
Charter School's Contact for Special Education:	Liz Schulz, Director of Special Ed.	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Oversight Manager:		Constancia Carandang	
Other CSD Team Members:	Kristi Maar				
Oversight Visit Date(s):	March 4, 2025		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	No		LAUSD Co-Location Campus(es) (if applicable):	N/A	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:	Elementary/425	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	3, Proficient	4, Accomplished

¹ Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025

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 specific renewal criteria prescribed in statute.

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in 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*. 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; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/4/2025**GOVERNANCE****RATING*****Summary of School Performance****4, Accomplished**Areas of Demonstrated Strength and/or Progress**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:

- The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization's most recent Bylaws requiring no less than 3 and no more than 11 directors.
- Calendar of Governing Board meetings for the 2024-2025 school year, showing monthly meetings scheduled from July 11, 2024 to June 26, 2025
- Compliance Monitoring Certification of Board Compliance Review form certified by the principal on September 27, 2024 and the Board President on October 10, 2024.
- Brown Act and Conflict of Interest training was held during the Board meeting on August 8, 2024

G2: DUE PROCESS

The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

As evidenced by information in Folder 1, some of the evidence include the following:

- Systems to provide due for students, employees, and parent including, but not limited to the following:
 - Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school's website
 - Procedures for resolving general stakeholder complaints within the "General Complaint Procedures Form" located at the school site, within the student/parent handbook and on the school's website. Procedures and forms are available in English and Spanish
 - Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school's website
 - Employee handbook which includes descriptions of the school's employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.).

As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025

- Agenda items during Board meetings regularly include updates/reports regarding student achievement and other key aspects of school performance (e.g., CAASPP, NWEA MAP, etc.) and operations from the organization's Chief Executive Officer, Chief Academic Officer, other home office officers, and school site principals.
- Some of the specific items discussed during Board meetings include the following: approval of LCAPs for all Magnolia schools on June 17, 2024; data presentation of LCAP Mid-Year Update on February 13, 2025; enrollment update, including enrollment trends and "Glows, Grows & Priorities" presentations by MSA 6, 7, and Bell on April 11, 2024; and academic updates provided by the Chief Academic Officer on October 10, 2024.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with 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: 3/4/2025**G2: DUE PROCESS**

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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: 3/4/2025**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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: 3/4/2025**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form ("ESSA Grid") for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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: 3/4/2025**G5: FISCAL CONDITION***The Governing Board has a system in place to ensure fiscal viability:*

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

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u> , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report <input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *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.	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY***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 audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings	<input checked="" type="checkbox"/> Board meeting agendas and minutes
	<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings	<input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances
	<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2025**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE****RATING*****Summary of School Performance**

3, Proficient

California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024

Middle Performing

Areas of Demonstrated Strength and/or Progress**A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR**

All numerically significant student groups scored higher than their respective student group statewide average (Status/Distance From Standard (DFS)).

- Per the CDE, the school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). These student groups and their respective DFS are as follows:
 - English Learners (ELs): -21.3 (Yellow), compared to the state at -13.2 (Orange)
 - Latino: -37.8 (Orange), compared to the state at -39.3 (Orange)
 - Socioeconomically Disadvantaged: -31.4 (Yellow), compared to the state at -40.9 (Orange)
 - Students with Disabilities: -84.7 (No Performance Color), compared to the state at -95.6 (Red)

A3: ALL STUDENTS MATH INDICATOR

The California School Dashboard All Students Math Indicator color is Yellow and has a Status (DFS) that is the higher than the state average. Per the CDE, the school's 2024 schoolwide Math DFS is -42, higher than the state average at -47.6.

A4: STUDENT GROUP MATH INDICATOR

All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per CDE, the school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). These student groups and their respective DFS are as follows:
 - ELs: -51 (Yellow), compared to the state at -93.4 (Orange)
 - Latino: -57.2 (Yellow), compared to the state at -79.2 (Orange)
 - Socioeconomically Disadvantaged: -54.7 (Yellow), compared to the state at -78.2 (Orange)
 - Students with Disabilities: -86.1 (No Performance Color), compared to the state at -124.3 (Red)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR

The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow and Status (Percent) that is lower than the state average. Per the CDE, the school's 2024 percentage of chronically absent students is 16.9%, lower than the state average at 18.6%.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Blue. Per the CDE, the school's 2024 percentage of students suspended at least one day is 0%, lower than the state average at 3.2%.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/4/2025Areas Noted for Further Growth and/or Improvement**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR**

The California School Dashboard All Students ELA Indicator color is Yellow and a Status (DFS) that is lower than the state average (Orange).

- Per the CDE, the school's DFS in ELA is -21.3 (an increase of 11.3 points from the previous year), compared to the state at -13.2.
- The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide. Some of them include the following:
 - Utilization of NWEA MAP and IAB assessment data, which is analyzed during monthly Student Success and Data meetings, to identify areas for growth and tailor interventions. "The data informs us in adjusting instruction, monitoring progress, and ensuring that students receive the targeted support they need to succeed."
 - Implementation of the *Write Brain* literacy program for grades TK-5th, "engaging students in hands-on writing activities that foster creativity and foundational writing skills."
 - Use of *No Red Ink* to help students develop grammar, writing, and editing skills
 - Weekly Wednesday SBAC preparation sessions
 - Students participate in *Novel Studies* to develop critical thinking and analytical reading skills.
 - Guided ELA small-group rotations and small-group instruction are conducted throughout the day "to provide differentiated support, while the intervention teacher works with smaller groups to help close learning gaps based on individual needs."
 - Continued use of IXL ELA to address specific skill gaps identified through NWEA MAP, IAB, and SBAC assessments.

A5: ALL STUDENTS English Learner Progress INDICATOR (ELPI)

The California School Dashboard All Students ELPI color is Red.

- Per the CDE, 34.4% (Red) of English Learners were making progress towards English proficiency, compared to the state at 45.7% (Orange)
 - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
 - Implementation of a Winter Intercession for EL students to provide targeted English Language development support.
 - Continue push-in and pull-out support to give students individualized assistance within the classroom and in small group settings.
 - Implementation of ELPAC Interim Assessments to help students familiarize themselves with the Summative ELPAC testing system.

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/4/2025**Notes:**

The Indicator information below is provided for informational purposes only and will not be scored.

A12: ALL STUDENTS SCIENCE INDICATOR

- The school's schoolwide Dashboard Science Indicator Status is -16.1 DFS, lower than the state average at -13.5 DFS.

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- ☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:

- ☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:**Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2023-2024 academic years. Please note that, depending on the release date of the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.

The school's percent of "At Risk" ELs is **13.4%** as compared to the state's percent of **6.8%**

The school's percent of "LTEs" is 0% as compared to the state percent of **10.6%**

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

- ☐ Not 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:

Note: California no longer uses any form of similar school rankings either for assessment or accountability.



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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: Not Met – English Learners (ELs) Performance Level (Color) in 2023 was Yellow with a DFS of -52.8 points. In 2024, although the school’s DFS of -43.9 represents an increase of 8.9 points, the Performance Level (Color) continues to be Yellow. The 2024 Resident Schools Median Performance Color for ELs is Orange and its DFS is -70.7, which is 26.8 points lower than MSA7.
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: Met – ELs Performance Level (Color) in 2023 was Orange with a DFS of -79.9 points. In 2024, the Performance Level (Color) increased to Yellow with a DFS of -51.0, an increase of 28.8 points. The 2024 Resident Schools Median Performance Color for ELs is Orange and its DFS is -93.4, which is 42.4 points lower than MSA7.

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



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DATE OF VISIT: 3/4/2025**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 1-5	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 1-5	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

- The charter school did disaggregate student performance data by student groups. **English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.**
- The charter school affirmed that the assessments were administered as intended, consistent with the test publishers' administration and test security procedures.
- The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☒ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.



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Notes:

MAP Growth by NWEA, Grades K-12 does not provide a participation rate.**A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)*The CSD reviewed the Local Control and Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>
Notes: None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</p> <p>The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.</p> <ul style="list-style-type: none"> Some of the evidence found in Folders 3 and via classroom observations include the following: <ul style="list-style-type: none"> Instructional areas observed during classroom observation included, small group instruction, student engagement and routines, and implementation of PBIS. Implementation of integrated and designated ELD (e.g. ELD services and lessons year-at-a glance; Integrated ELD Reading lesson plan using <i>Wonders</i> curriculum workshop for grade 2, English Learner Master Plan, ELD professional development titled Support English Learners in August 2024, etc. Implementation of differentiated instructional strategies (e.g., guided math scheduled and supports, picture of what differentiated math groups look like, description of tiered instructional intervention, etc.). Incorporation of a new supplemental resource to strengthen students' writing skills called <i>Write Brain Program</i> <p>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</p> <p>The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.</p> <ul style="list-style-type: none"> Some of the evidence in Folder 3 and per discussion with leadership include the following: <ul style="list-style-type: none"> The school's suspension rate for the 2023-2024 school year was 0% (which equates to three events in the school year) for all students and no expulsions. <i>Start with Hello Week</i> September 16-20, 2024 and <i>Kindness Week</i> from January 27-31, 2025. Both are implemented, per school leadership, to encourage a positive school culture. Implementation of Positive School Climate and Restorative Justice systems of support through the implementation programs such as <i>Second Step</i> (a schoolwide Social-Emotional Learning (SEL) curriculum), and PBIS Rewards Points Tracker (points are tracked in the areas of safety, responsibility, and respect). Classroom Management & Positive Behavior Interventions and Support professional development on August 1, 2024. <p>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</p> <p>The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p> <ul style="list-style-type: none"> Some of the evidence in Folder 3 include the following: 	



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- Event calendar for the 2024-2025 including: Student/Parent Orientation on August 9, 2024, Back to School Night on September 11, 2024, and Spirit Day on November 19, 2024.
- Parent Task Force (PTF), ELAC, and PAC meeting calendar, agendas, minutes, and sign-in sheets (e.g., September 19, 2024 PAC meeting discussed the LCAP and PAC meeting on November 21, 2024 provided a Needs Assessment to parents)
- All legally mandated topics have been covered by the school's ELAC and/or set as agenda items for future meetings to be held in the 2024-2025 school year.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

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

Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



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DATE OF VISIT: 3/4/2025**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction 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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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**)

Performance Rubric	Sources of Evidence
<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; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has 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"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates



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DATE OF VISIT: 3/4/2025**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS*****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 student groups 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, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify 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 student groups, and/or limited evidence of systems to modify 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 student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day <input checked="" type="checkbox"/> Student Group data analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input checked="" type="checkbox"/> Master Plan for English Learners <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners <input checked="" type="checkbox"/> Implementation of a data analysis system



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

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DATE OF VISIT: 3/4/2025**O3: SPECIAL EDUCATION***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 mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for 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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

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DATE OF VISIT: 3/4/2025**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

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

- Align with 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, schoolwide positive behavior support, and data monitoring
- 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Documentation of systems to promote regular attendance <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

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 who have been continuously employed in a teaching position since 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 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 as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- 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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/4/2025

Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes:

None



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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
<p>The following information posted to the school's website:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input type="checkbox"/> N/A	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Notes:		
None		



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DATE OF VISIT: 3/4/2025

8014	2020-2021					2021-2022					2022-2023				
Magnolia Science Academy 7	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	1,261,633	1,346,241	1,421,162	1,421,162	1,827,090	1,800,584	1,783,300	1,783,300	1,783,300	2,157,002	1,985,042	2,865,842	2,865,843	2,865,843
Accounts Receivable	0	614,669	614,669	942,846	942,847	714,880	752,923	968,078	1,078,778	1,078,778	972,498	431,954	1,535,509	1,535,509	1,535,509
Other Current Assets	0	0	0	29,438	29,438	0	175	26,215	26,215	26,215	0	0	0	37,856	37,856
Total Current Assets	0	1,876,302	1,960,910	2,393,446	2,393,447	2,541,970	2,553,682	2,777,593	2,888,293	2,888,293	3,129,500	2,416,996	4,439,208	4,439,208	4,439,208
Fixed and Other Assets	0	509,930	527,389	498,581	498,580	444,694	465,468	554,606	554,606	554,605	594,551	757,705	1,921,791	1,921,791	1,921,791
Total Assets	0	2,386,232	2,488,299	2,892,027	2,892,027	2,986,664	3,019,150	3,332,199	3,442,898	3,442,898	3,724,051	3,174,701	6,360,999	6,360,999	6,360,999
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	0	522,150	629,575	392,881	392,881	400,267	403,023	828,250	828,250	828,250	1,030,060	180,584	1,932,571	2,185,101	2,185,101
Other Long Term Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	1,169,334	916,804	916,804
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	0	522,150	629,575	392,881	392,881	400,267	403,023	828,250	828,250	828,250	1,030,060	180,584	3,101,905	3,101,905	3,101,905
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	0	1,864,082	1,858,724	2,499,146	2,499,146	2,586,397	2,616,127	2,503,949	2,614,648	2,614,648	2,693,991	2,994,117	3,259,094	3,259,094	3,259,094
Total Revenues	3,603,876	4,131,404	4,126,273	4,614,214	4,727,635	4,333,373	4,327,191	4,655,863	4,532,050	4,793,728	5,917,134	5,662,632	5,861,674	6,093,598	6,211,616
Total Expenditures	3,497,378	4,056,169	4,056,391	3,993,960	4,107,381	4,232,824	4,239,940	4,538,882	4,527,247	4,678,226	5,667,299	5,472,590	5,482,205	5,449,152	5,567,170
Net Income / (Loss)	106,498	75,235	69,882	620,254	620,254	100,549	87,251	116,981	4,803	115,502	249,835	190,042	379,469	644,446	644,446
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	106,498	75,235	69,882	620,254	620,254	100,549	87,251	116,981	4,803	115,502	249,835	190,042	379,469	644,446	644,446
Net Assets, Beginning	1,746,749	1,788,847	1,788,842	1,788,847	1,878,892	1,948,773	2,499,146	2,499,146	2,499,146	2,499,146	2,667,932	2,503,949	2,503,949	2,503,949	2,614,648
Adj. for restatement / Prior Yr Adj	0	0	0	90,045	0	0	0	0	0	0	0	0	110,699	110,699	0
Net Assets, Beginning, Adjusted	1,746,749	1,788,847	1,788,842	1,878,892	1,878,892	1,948,773	2,499,146	2,499,146	2,499,146	2,499,146	2,667,932	2,503,949	2,614,648	2,614,648	2,614,648
Net Assets, End	1,853,247	1,864,082	1,858,724	2,499,146	2,499,146	2,049,322	2,586,397	2,616,127	2,503,949	2,614,648	2,917,767	2,693,991	3,259,094	3,259,094	3,259,094
Unrestricted Net Assets	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208	1,157,208
Restricted Net Assets	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874	706,874

8014	Audited Financials					2023-2024					2024-2025				
Magnolia Science Academy 7	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,421,162	1,783,300	2,865,843	3,182,955	0	3,238,701	2,585,786	3,182,955	3,182,955	3,182,955	3,069,774	3,139,618	3,139,618	0	0
Accounts Receivable	942,847	1,078,778	1,535,509	968,137	0	646,407	616,842	968,133	968,133	968,133	672,872	567,820	567,820	0	0
Other Current Assets	29,438	26,215	37,856	42,507	0	12,000	19,442	42,507	42,507	42,507	0	0	0	0	0
Total Current Assets	2,393,447	2,888,293	4,439,208	4,193,599	0	3,897,108	3,222,070	4,193,595	4,193,599	4,193,599	3,742,646	3,707,438	3,707,438	0	0
Fixed and Other Assets	498,580	554,605	1,921,791	1,621,581	0	1,610,578	1,513,238	1,621,582	1,621,581	1,621,581	1,290,578	1,290,578	1,290,578	0	0
Total Assets	2,892,027	3,442,898	6,360,999	5,815,180	0	5,507,687	4,735,309	5,815,178	5,815,180	5,815,180	5,033,225	5,000,016	5,000,016	0	0
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	392,881	828,250	2,185,101	1,841,307	0	1,303,076	537,619	1,565,158	1,841,307	1,841,307	1,014,130	943,439	943,439	0	0
Other Long Term Liabilities	0	0	916,804	644,937	0	921,829	825,019	921,084	644,937	644,937	668,292	668,292	668,292	0	0
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	392,881	828,250	3,101,905	2,486,244	0	2,224,904	1,362,638	2,486,242	2,486,244	2,486,244	1,682,422	1,611,731	1,611,731	0	0
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	2,499,146	2,614,648	3,259,094	3,328,936	0	3,282,782	3,372,671	3,328,936	3,328,936	3,328,936	3,350,803	3,388,285	3,388,285	0	0
Total Revenues	4,727,635	4,793,728	6,211,616	6,327,263	0	6,362,563	6,262,820	6,450,455	6,186,013	6,327,263	6,172,046	6,160,709	6,112,317	0	0
Total Expenditures	4,107,381	4,678,226	5,567,170	6,257,421	0	6,112,891	6,239,132	6,336,879	6,116,171	6,257,421	6,143,952	6,138,842	6,054,968	0	0
Net Income / (Loss)	620,254	115,502	644,446	69,842	0	249,672	23,688	113,576	69,842	69,842	28,094	21,867	57,350	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	620,254	115,502	644,446	69,842	0	249,672	23,688	113,576	69,842	69,842	28,094	21,867	57,350	0	0
Net Assets, Beginning	1,878,892	2,499,146	2,614,648	3,259,094	0	2,994,116	3,259,094	3,259,094	3,259,094	3,259,094	3,372,671	3,328,936	3,328,936	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,878,892	2,499,146	2,614,648	3,259,094	0	2,994,116	3,259,094	3,259,094	3,259,094	3,259,094	3,372,671	3,328,936	3,328,936	0	0
Net Assets, End	2,499,146	2,614,648	3,259,094	3,328,936	0	3,243,788	3,282,782	3,372,671	3,328,936	3,328,936	3,400,765	3,350,803	3,388,285	0	0
Unrestricted Net Assets	2,499,146	2,499,146	2,499,146	2,499,146	0	2,499,146	2,499,146	2,499,146	2,499,146	2,499,146	2,499,146	2,499,146	2,499,146	0	0
Restricted Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



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FISCAL OPERATIONS					RATING
Summary of School Performance					4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.					
<u>Financial Highlights</u> The charter school's fiscal condition is positive.					
FINANCIAL HIGHLIGHTS					
Magnolia Science Academy (MSA) 7	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$2,499,146	\$2,614,648	\$3,259,094	\$3,328,936	\$3,386,286
Net Income / (Loss)	\$620,254	\$115,502	\$644,446	\$69,842	\$57,350
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,421,162	\$1,783,300	\$2,865,843	\$3,182,955	\$3,139,618
Unrestricted Net Assets	\$2,499,146	\$2,614,648	\$3,259,094	\$3,328,936	\$3,299,936
Norm Enrollment Reported by the School	294	279	262	281	268
FINANCIAL RATIO ANALYSIS					



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Fund Reserve (Reserve for Economic Uncertainty)
(Unrestricted Net Assets/Total Expenditures)
3% - 5% and greater is recommended (depending on the school's ADA)

60.85%

55.89%

58.54%

53.20%

54.50%

Cash Reserve Level
(Cash Balance/Total Expenditures)
5% and greater is recommended

34.60%

38.12%

51.48%

50.87%

51.85%

Current Ratio (Working Capital Ratio)
(Current Assets/Current Liabilities)
At least 1.2 or 120% is recommended

609.20%

348.72%

203.16%

227.75%

392.97%

Debt Ratio
(Total Liabilities/Total Assets)
Lower than 1.0 or 100% is recommended

13.58%

24.06%

48.76%

42.75%

32.25%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation ("MERF") dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



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Management Fees: According to MERF, MSA 7 paid annual management fees of \$553,115 (or 8.5% of the home office expenses) in Fiscal Year (“FY”) 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy Bell. Per the charter operator’s 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (“SBE”) through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (“LACOE”).

**The MERF reported a net loss of (\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

MSA 7's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK*			15	9	19
K*	52	27	38	40	23
1	56	50	27	45	48
2	56	56	45	30	43
3	50	52	47	50	30
4	50	42	47	50	54
5	30	52	43	57	51
Total Enrollment	294	279	262	281	268



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Increase/(Decrease) in Enrollment from Prior Year	N/A	(15)	(17)	19	(13)
Enrollment Growth (%)	N/A	(5.1%)	(6.1%)	7.3%	(4.6%)

***Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts include the TK counts for the school years prior to 2022-2023.**

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(26)
Accumulated decrease in student enrollment percentage	(8.8%)
2024-2025 projected enrollment per the enrollment rollout plan in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
2024-2025 per the enrollment rollout plan in the school's operative charter	292
2024-2025 Norm Enrollment	268
Below enrollment rollout projection count	(24)
Below enrollment rollout projection percentage	(8.2%)

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024 and projected a balanced budget per its 2024-2025 Second Interim financials. The CSD will continue to monitor the school's student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:



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No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization's overall compliance with MERF's *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF's school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD's review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer's (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.



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3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.
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- **Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- **Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- **CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review 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.

Corrective Action Required:

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

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

As part of the October 23, 2018 renewal petition approved by the LAUSD Board of Education (Board of Education report 124-18/19), during the 2019-2024 charter term, which, by operation of law, was extended to and expires June 30, 2027, * MSA 7 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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:



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

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

* Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/4/2025**Notes:**

<u>I.</u>	<u><i>Review of Fiscal Documentation</i></u>	<u><i>Comments</i></u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Nearly mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Magnolia Science Academy 7 No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u><i>Review of 2024-2025 Fiscal Preparation Guide</i></u>	<u><i>Provided</i></u>	<u><i>Comments</i></u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	



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3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	According to MERF, MSA Bell has undergone a CalSTRS audit. According to the email communication between MERF & CalSTRS on 1/15/2025, " <i>CalSTRS received the corrections to the impacted accounts, and MSA 8 (Bell)'s review is now complete. CalSTRS also confirmed that the review is closed.</i> "
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, and Social Security.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 10/2024.



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			Reviewed 24 checks for sample testing. The CSD's observations were noted under the OO section above.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024. Reviewed 15 credit card transactions for sample testing. No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024. Reviewed 13 electronic credit/debit transactions for sample testing. No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA and current Audited Financials on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	
	<p>MERF provided the Intra-Organizational Loan Agreement commencing on or about July 1, 2020. 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 Chief Financial Officer ("CFO"), the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2024, the balances owed to MSA 8 to MSA 1 (LACOE-authorized) were \$562,124 and \$137,562, respectively, offset by the amounts owed from MSA Santa Ana (SBE-authorized) of \$351,452 and MSA San Diego (SBE-authorized) of \$213,436, leaving MERF with a net balance owed to MSA charter schools of \$134,798. MERF shared that a variance of \$8K between the loan balances per the Loan Agreement of \$134,798 and the net intra-organization receivables/payables balance of \$126,760 per the 2023-2024 audit represents temporary operating transactions that fluctuate monthly.</p> <p>MERF provided an additional Intra-Loan Agreement dated January 17, 2025. In this agreement, MSA Bell allows MERF a loan of up to \$2.5 million at an interest rate of 4%, with a maturity date of 2/15/2026. The purpose of this loan is to secure the acquisition of a future location for MSA 7, as reflected below in Note 27, and to provide funds for the loan deposit. According to the loan amortization schedule provided on 3/26/2025, the balance was \$1,736,437 for that date.</p> <p>The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.</p>		



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26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	Yes	
	i. Charter School Name (For CMO Schools):		Magnolia Science Academy 7
	ii. Current School Address:		18355 Roscoe Blvd., Northridge, CA 91325
	iii. Address of the New/Expanded Property/Construction Site:		18120/18118 Sherman Way, Reseda, CA 91335 (former Bank of America Financial Center)
	iv. New or Existing Site:		New
	v. Purchase Date or Estimated Purchase Date:		1/24/2025
	vi. Construction Start Date:		NA as of the writing of this report
	vii. Estimated Project Completion Date:		January 2027
	viii. Projected Total Cost:		\$20M
	ix. Cost-to-date Amount:		\$8M
	x. Purpose of Project/Construction:		Convert the existing building at the new site into a school.
	xi. Current Project Status:		The escrow closed on 1/24/2025. We have completed the preliminary design of the building.
	xii. Financing Sources (description/amount):		We plan to use third-party financing through a bank line of credit. It has not been finalized yet.
	xiii. Estimated Move-In Date:		8/1/2026
28.	Employee Retention Credit	Yes	MERF applied for and received ERC in the amount of \$6,886,175. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable

ANI = Areas Noted for Further Growth and/or Improvement

OO = Other Observations



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Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of 4 (Accomplished) , an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 	



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16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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 uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
3 (Proficient)**

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;



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4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially 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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and



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8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

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DATE OF VISIT: 3/4/2025
**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

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* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. 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;
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 viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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

***New School
1 (Unsatisfactory)***

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

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 *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

Charter School Name:	Magnolia Science Academy Bell (PSC) - (MSA8)			Location Code:	5166
Current Address:	City:	ZIP Code:	Phone:	Fax:	
6411 Orchard Avenue	Bell	90201	323-826-3925	323-826-3926	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Region:		
July 1, 2020 to June 30, 2028		5	East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 111	
385	496				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 22.38%	
6-8	6-8				
Norm Enrollment Number:	381				
Total Number of Staff Members:	46	Certificated:	22	Classified:	24
Charter School's Leadership Team Members:	Suat Acar, Interim Principal; Darlene Boagni, A.P.; Maria Mendoza, A.P.; Arturo Prado, A.P.; Adrian Uribe, Dean of Academics; Gokhan Serce, Chief Academic Officer; Corri Ravare, Chief Schools Officer; Traci Lewin, Director of Education Services; Katie Mann, Director of ELA and ELD Programs; Cecelia Martinez, Special Ed. Coordinator; Magan Wittek, Director of Student Services				
Charter School's Contact for Special Education:	Liz Schulz, Director of Special Ed.	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Yolanda Jordan	CSD Fiscal Oversight Manager:		Constancia Carandang	
Other CSD Team Members:	Luis Aguilar				
Oversight Visit Date(s):	March 11, 2025		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Yes, PSC		LAUSD Co-Location Campus(es) (if applicable):	Orchard Academies	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A		COO/TCO Approved Grade Levels and Occupancy Loads:	N/A	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	1, Unsatisfactory	3, Proficient	3, Proficient

¹ Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."



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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 specific renewal criteria prescribed in statute.

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in 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*. 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; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</p> <p>The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:</p> <ul style="list-style-type: none"> • The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization's most recent Bylaws requiring no less than 3 and no more than 11 directors. • Calendar of Governing Board meetings for the 2024-2025 school year, showing monthly meetings scheduled from July 11, 2024 to June 26, 2025 • Compliance Monitoring Certification of Board Compliance Review form certified by the principal on September 27, 2024 and the Board President on October 10, 2024. • Brown Act and Conflict of Interest training was held during the Board meeting on August 8, 2024 <p>G2: DUE PROCESS</p> <p>The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> • Systems to provide due for students, employees, and parent including, but not limited to the following: <ul style="list-style-type: none"> ○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school's website ○ Procedures for resolving general stakeholder complaints within the "General Complaint Procedures Form" located at the school site, within the student/parent handbook and on the school's website. Procedures and forms are available in English and Spanish ○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school's website ○ Employee handbook which includes descriptions of the school's employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM</p> <p>The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis, and discussion, etc.).</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:</p>	



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- Agenda items during Board meetings regularly include updates/reports regarding student achievement and other key aspects of school performance (e.g., CAASPP, NWEA MAP, etc.) and operations from the organization's Chief Executive Officer, Chief Academic Officer, other home office officers, and school site principals.
- Some of the specific items discussed during Board meetings include the following: approval of LCAPs for all Magnolia schools on June 17, 2024; data presentation of LCAP Mid-Year Update on February 13, 2025; enrollment update, including enrollment trends and "Glows, Grows & Priorities" presentations by MSA 6, 7, and Bell on April 11, 2024; and academic updates provided by the Chief Academic Officer on October 10, 2024.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):☒ Not Applicable***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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DATE OF VISIT: 3/11/2025**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**G2: DUE PROCESS**

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <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 Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form ("ESSA Grid") for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**G5: FISCAL CONDITION***The Governing Board has a system in place to ensure fiscal viability:*

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

Performance Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u> , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
	<input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report <input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *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.	



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DATE OF VISIT: 3/11/2025**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY***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 audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings	<input checked="" type="checkbox"/> Board meeting agendas and minutes
	<input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings	<input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances
	<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Discussion with leadership
		<input checked="" type="checkbox"/> Independent audit report(s)
		<input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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DATE OF VISIT: 3/11/2025**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE****RATING*****Summary of School Performance**

1, Unsatisfactory

California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024Low Performing-
Criterion 2Areas of Demonstrated Strength and/or Progress

None at this time.

Areas Noted for Further Growth and/or Improvement**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR**

The California School Dashboard All Students ELA Indicator color is Yellow or Orange and has a Status/Distance From Standard (DFS) that is lower than the state average. Per the CDE, the school's DFS in ELA is -50.1 (a decline of 9.1 points from the previous year), compared to the state at -13.2.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR

Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per the CDE, the school has six (6) numerically significant student groups (English Learners, Long-Term English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Homeless). These student groups and their respective DFS are as follows:
 - English Learners (ELs): -102.2 (Orange), compared to the state at -67.6 (Orange)
 - Long-Term English Learners: -151.4 (Red), compared to the state at -109.6 (Red)
 - Latino: -49.9 (Yellow), compared to the state at -39.3 (Orange)
 - Socioeconomically Disadvantaged: -54.3 (Orange), compared to the state at -40.9 (Orange)
 - Students with Disabilities: -131.9 (Red), compared to the state at -95.6 (Red)
 - Homeless: -55.8 (No Performance Color), compared to the state at -70.4 (Red)
- In response to indicators **A1** and **A2**, school leadership shared strategies and steps the school is taking to increase student achievement in ELA. Some of them include the following:
 - Implementation of new ELA platform, *No Red Ink*, a program designed to “bolter student proficiency in writing and grammar.”
 - Implementation of a dedicated Sustained Silent Reading period each morning where Accelerated Reader (AR) Program is used. Teacher utilize AR to track and monitor student reading progress.
 - Adding a Dean of Academics position to the school. This position concentrates on “analyzing student data and monitoring progress, ensuring more tailored and efficient interventions.”
 - IXL continues to be utilized as an intervention tool. However, this year the school has assigned specific times during Advisory periods and every Wednesday within core classes as dedicated time for the use of IXL.
 - Co-planning to support diverse learners, both vertical and horizontal. Additionally, the school has adopted to link Student with Disabilities (SWD) passports to each lesson plan.
 - Utilization of Universal Design for Learning (UDL) co-teaching model. Specifically, students are provided with “graphic organizers, sentence starters, paragraph frames, guided Cornell notes, and small group instruction to provide support.



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DATE OF VISIT: 3/11/2025**A3: ALL STUDENTS MATH INDICATOR**

The California School Dashboard All Students Math Indicator color is Red. Per the CDE, the school's DFS in Math is -103.3, compared to the state's average of -47.6 (Orange).

A4: STUDENT GROUP MATH INDICATOR

Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- Per CDE, the school has six (6) numerically significant student groups (English Learner, Long-Term English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Homeless). These student groups and their respective DFS are as follows:
 - ELs: -138.3 (Red), compared to the state at -93.4 (Orange)
 - Long-Term English Learners: -189.1 (Red), compared to the state at -163.5 (Red)
 - Latino: -102.9 (Red), compared to the state at -79.2 (Orange)
 - Socioeconomically Disadvantaged: -108 (Red), compared to the state at -78.2 (Orange)
 - Students with Disabilities: -172.7 (Red), compared to the state at -124.3 (Red)
 - Homeless: -102.7 (No Performance Color), compared to the state at -106 (Red)
- In response to indicators **A3** and **A4**, school leadership shared strategies and steps the school is taking to increase student achievement in Math. Some of them include the following:
 - Implementation of new math curriculum, *HMH Mathematics*.
 - Conducted a Summer bridge program during 2024, focused on student needs in math, especially newly enrolled 6th grade students.
 - Power Math classes were added this school year and enrolled all students into this class, excluding students in the ELD program. This class is geared towards providing “necessary interventions, re-teaching course math concepts, and offering enrichment activities that challenge the more advanced learners.”
 - Adding a Dean of Academics position to the school. This position concentrates on “analyzing student data and monitoring progress, ensuring more tailored and efficient interventions.”
 - Teachers are given ongoing training sessions on the use of the new math curriculum, *HMH Mathematics*.
 - Math teachers participate in monthly Professional Learning Communities (PLCs) and weekly meetings with the Dean of Academics. These sessions are dedicated to discussing each student's progress, identifying areas for growth, and developing targeted intervention to support individual needs.

A5: ALL STUDENTS English Learner Progress INDICATOR (ELPI)

The California School Dashboard All Students ELPI color is Yellow and has a Status (Percent) that is lower than the state average.

- Per CDE, the school has 45%% of English Learners making progress towards English proficiency, compared to the state at 45.7% (Orange). Additionally, Long-Term English Learners have 38.9% making progress towards English proficiency, compared to the state's Long-Term English Learners at 45.8%.
- School leadership shared strategies and steps the school is taking to increase all English Learners (ELs) progress towards English proficiency. Some of them include the following:
 - Implementation of a dedicated Sustained Silent Reading period each morning where Accelerated Reader (AR) Program is used. Teacher utilize AR to track and monitor student reading progress.
 - Adoption of the RACE writing strategy



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- Bilingual paraprofessional classroom support for ELs (e.g., one to one, small group, pull out intensive interventions, etc.)
- EL boot camps throughout the school year, during Winter break and Saturday 4 Success.
- ELD Coordinator continues to provide professional development sessions for all staff that focus on strategies to support Designated and Integrated EL instruction, as well as the ELPAC

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR

The California School Dashboard All Students Chronic Absenteeism Indicator color is Orange and has a Status (Percent) that is higher than the state average.

- Per CDE, 27.2% of students have chronic absenteeism, compared to the state at 18.6% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
 - Continue to focus on creating a welcoming environment (e.g., greeting students at the door, clean and neat learning space, creating engaging lessons, etc.)
 - Utilizing the Crisis Prevention Institute (CPI) evidence-based strategies “to identify student triggers and effectively de-escalate stressful moments in the classroom.”
 - Continuous home visits and meetings with parents to share the importance of school attendance.
 - School psychologist and school social worker hold a weekly “break/lunch bunch” that is welcoming to all students but intended to support students with high needs to make friends and improve their well-being
 - Mental health team collaborate with Discipline Coordinator to lead student workshops on specific areas of need as they come up such as bullying and safety concern, academic struggles, feeling lonely, and others.
 - MTSS Coordinator, who leads increased attendance efforts, meets weekly with the AP of Student Services and attendance clerk to review data and discuss outstanding students to ensure communication has been delivered to parents regarding attendance and truancy concerns.
 - Attendance Intervention Plan is developed during meetings (parents are invited to attend) to address student needs.
 - Incentives for attendance includes shoutouts and awards during the monthly PBIS assemblies.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR

The California School Dashboard All Students Suspension Rate Indicator color is Orange and has a Status (Percent) that is higher than the state average.

- Per CDE, 3.5% of students were suspended at least once during the 2023-2024 school year, compared to the state at 3.2% (Green).
- School leadership shared that the suspensions were in the areas of physical altercations and possession of weapons. Additionally, school leadership shared some strategies to improve student suspension. Some of them included the following:
 - Strengthening the PBIS/MTSS program through professional learning and development of a data driven PBIS system to identify trends and inform programmatic adjustments.
 - Implement a classroom managed behavior vs. major office discipline referral matrix that defines acceptable behaviors and connect them to positive reinforcement strategies.
 - Enhance Restorative Justice Practices to address behavioral issues effectively
 - Strengthen collaboration with families
 - Promote Social Emotional Learning (SEL) by targeting SEL lessons to address conflict resolution, anger management, and decision making skills.



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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

Notes:

The indicator information below is provided for informational purposes only and will not be scored.

A12: ALL STUDENTS SCIENCE INDICATOR

- The school's schoolwide Dashboard Science Indicator Status is -16.7 DFS, lower than the state at -13.5 DFS.

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- ☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- ☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- ☐ Additional Targeted Support and Improvement (ATSI)
- ☐ Targeted Support and Improvement (TSI)
- ☒ No Status

2024 LCFF Charter School Assistance Eligibility:

- ☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- ☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:**Reclassification Rate:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2023-2024 academic years. Please note that, depending on the release date of the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.

The school's percent of "At Risk" ELs is **0.4%** as compared to the state's percent of **6.8%**

The school's percent of "LTEs" is **14.8%** as compared to the state percent of **10.6%**



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

☐ Not 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: Met – Per the 2023 California School Dashboard data in ELA, the school’s English Learners (ELs) Performance Level (Color) was Red with a -109.8 DFS. However, per the 2024 California School Dashboard data in ELA, the school’s ELs Performance Level (Color) is Orange, with a -102.2 DFS (an increase of 7.7 points).**
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. **Not Met – Per the 2023 California School Dashboard data in Math, the school’s ELs Performance Level (Color) was Orange with a -140.6 DFS. In 2024, however, the California School Dashboard data in Math indicates that the school’s ELs Performance Level (Color) is Red, with a -138.3 DFS (an increase of 2.3 points, classified as “Maintained” per the Dashboard).**

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



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DATE OF VISIT: 3/11/2025**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)**

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

- The charter school did disaggregate student performance data by student groups. **English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.**
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
- The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☒ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.



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*MAP Growth by NWEA, Grades K-12 does not provide a participation rate.***A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)*The CSD reviewed the Local Control and Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>
Notes: None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: SPECIAL EDUCATION</p> <p>The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records.</p> <ul style="list-style-type: none"> As evidenced in Folder 3, Welligent reports, and discussion with school leadership, some of the evidence includes the following: <ul style="list-style-type: none"> Review of Welligent Master Calendar report at the time of oversight indicated 100% of the IEPs were compliant and completed within applicable timelines. Review of the Welligent 300 report at the time of oversight indicated 100% of services were in Tiers 1-3. The Annual Self-Review Checklist was completed and submitted to the Division of Special Education Professional Development activities include Co-Planning to Co-Teacher on September 20, 2024 and the Special Education Presentation during the staff beginning of the activities on August 7, 2024. <p>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</p> <p>The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p> <ul style="list-style-type: none"> As evidenced in Folder 3 and discussion with leadership, some of the evidence includes the following: <ul style="list-style-type: none"> A year-long calendar with opportunities for stakeholder engagement and consultation (e.g., PAC and ELAC meetings, Coffee with the Principal, etc.) Annual Parent notification regarding Title I and Title 3 state requirements Coffee with the Principal agendas and sign-in sheets on November 20, 2024, December 11, 2024, and January 15, 2025 PAC meeting agendas, sign-in sheets and minutes for September 26, 2024, October 30, 2024, and February 20, 2025. During the meetings there was a discussion about the school's LCAP, NWEA MAP data, academic interventions in ELA and Math. <p>O6: CLEARANCES AND CREDENTIALING COMPLIANCE</p> <p>The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.</p> <ul style="list-style-type: none"> Review of the <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2024-2025</i> form ("ESSA Grid") and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments. 	



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SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/11/2025Areas Noted for Further Growth and/or Improvement**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis.

- As evidenced by documentation in Folder 2 and discussion with school leadership, the school utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments to measure student achievement and growth in both Reading and Math two to three times per year. Per the assessment publisher, one year's progress is defined as a Conditional Growth Index (CGI) within the range of -0.2 to 0.2. The end of year (for the 2023-2024 school year) NWEA MAP assessment data indicated the following (as specified by the school's CGI data):
 - In Math, less than a majority of student groups achieved one year's progress. When assessing grade level data inclusive of all student groups, no grade levels achieved one year's progress.
 - In ELA, less than a majority of student groups achieved one year's progress. Similarly, when assessing grade level data inclusive of all student groups, less than a majority of grade levels achieved one year's progress.
- As noted in the Student Achievement and Educational Performance section, above, the school's 2025 CDE classification is Low Performing and less than a majority of student groups performed higher than their respective state student group averages. In ELA and Math, less than a majority of numerically significant student groups achieved "Increased" performance in 2024.
- The school leadership shared their efforts to improve student achievement in ELA and Math. Please see the **Student Achievement and Educational Performance** section for more information.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

- As evidence by the LAUSD Discipline Report for the 2023-2024 school year, the school's suspension rate is 4.70%, an increase of 1.05 percentage points, compared to the 2022-2023 school year. On April 15, 2025, MSA Bell provided a response to a Charter Schools Division email regarding this data (sent March 7, 2025) that included a detailed root cause analysis, as well as an action plan (see below). As evidenced in Folder 3, school leadership discussion, and the *LAUSD Suspension Letter Response*, elements of the action plan include the following:
 - A Multi-Tiered Systems of Support (MTSS) handbook for teachers and staff which includes specific behavior interventions for Tiers 1-3.
 - Ensure classroom and schoolwide behavior expectations are posted in the classroom and in common areas (Note: During the oversight visit, the behavior expectations were observed in classrooms, as well as in the school's common areas such as the Main Office, lunch area, and hallways).
 - Utilization of the school's social worker to conduct restorative circles to mediate student conflict and create actions that all parties agree to.
 - PBIS Rewards Training and Restorative Justice professional development activities on August 5, 2024. MTSS training was also provided on August 6, 2024.

Corrective Action Required

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

Notes:

None



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

☒ Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



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DATE OF VISIT: 3/11/2025**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction 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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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**)

Performance Rubric	Sources of Evidence
<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; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has 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"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates



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DATE OF VISIT: 3/11/2025**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS*****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 student groups 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, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis <input checked="" 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 student groups, and/or limited evidence of systems to modify 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 student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day <input checked="" type="checkbox"/> Student Group data analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input checked="" type="checkbox"/> Master Plan for English Learners <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners <input checked="" type="checkbox"/> Implementation of a data analysis system



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DATE OF VISIT: 3/11/2025**O3: SPECIAL EDUCATION***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 mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<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; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for 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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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DATE OF VISIT: 3/11/2025**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

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

- Align with 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, schoolwide positive behavior support, and data monitoring
- 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Documentation of systems to promote regular attendance <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/11/2025**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

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 who have been continuously employed in a teaching position since 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 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 as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- 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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes:



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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes: None		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

5166	2020-2021					2021-2022					2022-2023				
Magnolia Science Academy Bell	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	2,904,194	2,904,194	3,386,788	3,386,788	4,488,619	4,521,343	3,937,972	3,937,972	3,937,972	5,765,147	5,342,443	6,786,891	6,786,891	6,786,891
Accounts Receivable	0	2,659,454	2,666,177	3,131,883	3,131,884	2,138,687	2,371,769	2,870,649	3,091,884	3,091,884	1,479,495	2,076,148	3,188,324	3,188,324	3,188,322
Other Current Assets	0	0	0	4,424	4,424	0	0	274	274	274	0	0	12,274	12,274	12,274
Total Current Assets	0	5,563,648	5,570,371	6,523,095	6,523,096	6,627,306	6,893,112	6,808,895	7,030,130	7,030,130	7,244,642	7,418,591	9,987,488	9,987,487	9,987,487
Fixed and Other Assets	0	55,602	348,175	361,073	361,073	227,615	261,887	387,292	387,292	387,292	336,904	217,742	197,813	197,813	197,813
Total Assets	0	5,619,250	5,918,546	6,884,168	6,884,169	6,854,921	7,154,999	7,196,187	7,417,422	7,417,422	7,581,546	7,636,333	10,185,301	10,185,300	10,185,300
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	0	708,866	1,007,730	771,349	771,350	603,471	883,969	984,578	984,578	984,578	998,024	633,780	2,574,500	2,577,446	2,577,446
Other Long Term Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	5,920	2,973	2,973
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	0	708,866	1,007,730	771,349	771,350	603,471	883,969	984,578	984,578	984,578	998,024	633,780	2,580,419	2,580,419	2,580,419
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	0	4,910,384	4,910,816	6,112,819	6,112,819	6,251,450	6,271,030	6,211,609	6,432,844	6,432,844	6,583,522	7,002,553	7,604,881	7,604,881	7,604,881
Total Revenues	5,450,445	6,289,850	6,299,108	6,961,906	7,146,652	6,149,766	6,043,428	6,423,448	6,501,534	6,968,616	7,117,807	7,765,359	7,845,010	8,791,399	8,979,488
Total Expenditures	5,395,820	6,128,293	6,137,119	5,637,034	5,821,780	6,121,455	5,904,797	6,265,237	6,402,744	6,648,591	7,057,084	7,393,445	7,275,300	7,619,361	7,807,451
Net Income / (Loss)	54,625	161,557	161,989	1,324,872	1,324,872	28,311	138,631	158,211	98,790	320,025	60,723	371,914	569,710	1,172,038	1,172,037
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	54,625	161,557	161,989	1,324,872	1,324,872	28,311	138,631	158,211	98,790	320,025	60,723	371,914	569,710	1,172,038	1,172,037
Net Assets, Beginning	4,107,014	4,748,827	4,748,827	4,748,827	4,787,947	4,949,937	6,112,819	6,112,819	6,112,819	6,112,819	6,394,130	6,211,608	6,211,609	6,211,609	6,432,844
Adj. for restatement / Prior Yr Adj	0	0	0	39,120	0	0	0	0	0	0	0	0	221,234	221,234	0
Net Assets, Beginning, Adjusted	4,107,014	4,748,827	4,748,827	4,787,947	4,787,947	4,949,937	6,112,819	6,112,819	6,112,819	6,112,819	6,394,130	6,211,608	6,432,843	6,432,843	6,432,844
Net Assets, End	4,161,639	4,910,384	4,910,816	6,112,819	6,112,819	4,978,248	6,251,450	6,271,030	6,211,609	6,432,844	6,454,853	6,583,522	7,002,553	7,604,881	7,604,881
Unrestricted Net Assets	4,774,005	4,910,816	4,910,816	5,721,868	6,112,819	5,824,105	5,683,464	5,831,324	6,432,844	6,432,844	6,073,692	5,325,876	7,604,881	7,604,881	7,604,881
Restricted Net Assets	136,379	0	0	390,951	0	427,345	587,566	380,285	0	0	509,830	1,676,677	0	0	0

5166	Audited Financials					2023-2024					2024-2025				
Magnolia Science Academy Bell	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	3,386,788	3,937,972	6,786,891	7,305,692	0	7,606,053	7,761,751	7,305,692	7,305,692	7,305,692	7,273,889	5,931,824	5,931,824	0	0
Accounts Receivable	3,131,884	3,091,884	3,188,322	1,696,554	0	1,352,998	770,332	1,696,553	1,696,554	1,696,554	764,415	1,953,840	1,953,840	0	0
Other Current Assets	4,424	274	12,274	19,342	0	12,000	21,650	19,342	19,342	19,342	0	0	0	0	0
Total Current Assets	6,523,096	7,030,130	9,987,487	9,021,588	0	8,971,052	8,553,733	9,021,588	9,021,588	9,021,588	8,038,304	7,885,664	7,885,664	0	0
Fixed and Other Assets	361,073	387,292	197,813	141,514	0	92,574	92,210	141,514	141,514	141,514	83,262	83,262	83,262	0	0
Total Assets	6,884,169	7,417,422	10,185,300	9,163,102	0	9,063,626	8,645,943	9,163,102	9,163,102	9,163,102	8,121,566	7,968,926	7,968,926	0	0
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	771,350	984,578	2,577,446	1,478,897	0	1,356,345	630,985	1,475,585	1,478,897	1,478,897	626,897	278,962	278,962	0	0
Other Long Term Liabilities	0	0	2,973	8,903	0	4,852	2,409	12,215	8,903	8,903	8,903	8,903	8,903	0	0
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities	771,350	984,578	2,580,419	1,487,800	0	1,361,197	633,394	1,487,800	1,487,800	1,487,800	635,800	287,865	287,865	0	0
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	6,112,819	6,432,844	7,604,881	7,675,302	0	7,702,429	8,012,549	7,675,302	7,675,302	7,675,302	7,485,766	7,681,061	7,681,061	0	0
Total Revenues	7,146,652	6,968,616	8,979,488	7,745,944	0	7,475,569	7,527,855	7,976,705	7,511,664	7,745,944	7,526,299	7,103,090	7,121,188	0	0
Total Expenditures	5,821,780	6,648,591	7,807,451	7,675,523	0	7,341,857	7,430,307	7,569,038	7,441,244	7,675,523	7,493,517	7,292,627	7,115,429	0	0
Net Income / (Loss)	1,324,872	320,025	1,172,037	70,421	0	133,712	97,547	407,667	70,421	70,421	32,781	(189,536)	5,759	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	1,324,872	320,025	1,172,037	70,421	0	133,712	97,547	407,667	70,421	70,421	32,781	(189,536)	5,759	0	0
Net Assets, Beginning	4,787,947	6,112,819	6,432,844	7,604,881	0	7,002,554	7,604,881	7,604,881	7,604,881	7,604,881	8,012,549	7,675,302	7,675,302	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	4,787,947	6,112,819	6,432,844	7,604,881	0	7,002,554	7,604,881	7,604,881	7,604,881	7,604,881	8,012,549	7,675,302	7,675,302	0	0
Net Assets, End	6,112,819	6,432,844	7,604,881	7,675,302	0	7,136,266	7,702,429	8,012,549	7,675,302	7,675,302	8,045,330	7,485,766	7,681,061	0	0
Unrestricted Net Assets	6,112,819	6,432,844	7,604,881	7,675,302	0	7,464,198	7,914,542	7,668,802	7,675,302	7,675,302	7,466,019	7,668,068	7,668,068	0	0
Restricted Net Assets	0	0	0	0	0	238,231	98,007	6,500	0	0	19,747	12,994	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

FISCAL OPERATIONS					RATING
Summary of School Performance					3, Proficient
<p>According to the CSD's Fiscal Operations Rubrics, to receive a fiscal rating of "4," an existing school, at a minimum, meets <i>all</i> of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of "4" is due to a prior audit finding from the year ending June 30, 2023. The annual independent audit report for the Magnolia Education & Research Foundation ("MERF") for the 2022-2023 fiscal year disclosed a material weakness identified by the auditor concerning state compliance, as required by California Education Code Section 8482.4(c)(1). This finding specifically pertained to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school). The 2023-2024 annual independent audit report indicates that the status of this finding has now been marked as "implemented."</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p><u>Financial Highlights</u></p> <p>The charter school's fiscal condition is positive.</p>					
FINANCIAL HIGHLIGHTS					
Magnolia Science Academy Bell (MSA Bell or MSA 8)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$6,112,819	\$6,432,844	\$7,604,881	\$7,675,302	\$7,681,061
Net Income / (Loss)	\$1,324,872	\$320,025	\$1,172,037	\$70,421	\$5,759
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$3,386,788	\$3,937,972	\$6,786,891	\$7,305,692	\$5,931,824
Unrestricted Net Assets	\$6,112,819	\$6,432,844	\$7,604,881	\$7,675,302	\$7,668,068



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

Norm Enrollment Reported by the School	441	393	384	402	381
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	105.00%	96.75%	97.41%	100.00%	107.77%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	58.17%	59.23%	86.93%	95.18%	83.37%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	845.67%	714.02%	387.50%	610.02%	2826.79%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	11.20%	13.27%	25.33%	16.24%	3.61%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation ("MERF") dba Magnolia Public Schools ("MPS")					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4*	\$ 58,376,331	\$ 4,624,115	\$ 2,952,601	(\$610,458)**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

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Management Fees: According to MERF, MSA Bell paid annual management fees of \$795,103 (or 12.3% of the home office expenses) in Fiscal Year (“FY”) 2023-2024 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy 7. Per the charter operator’s 2023-2024 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (“SBE”) through June 30, 2026, and June 30, 2027, respectively; and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (“LACOE”).

The MERF reported a net loss of **(\$610K), excluding related parties and charter schools. According to MERF, this net loss is attributed to several factors, including accounting reclassification, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses. However, MERF assures that this loss is not indicative of structural financial instability and is expected to reverse in the following fiscal year.

Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

MSA Bell's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	86	97	99	118	86
7	170	130	145	142	156
8	185	166	140	142	139
Total Enrollment	441	393	384	402	381
Increase/(Decrease) in Enrollment from Prior Year	N/A	(48)	(9)	18	(21)
Enrollment Growth (%)	N/A	(10.9%)	(2.3%)	4.7%	(5.2%)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/11/2025

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(60)
Accumulated decrease in student enrollment percentage	(13.6%)
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment"	
Per the approved enrollment capacity in the school's operative charter	495
2024-2025 Norm Enrollment	381
Below approved student enrollment count	(114)
Below approved student enrollment percentage	(23.0%)

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024 and projected a balanced budget per its 2024-2025 Second Interim financials. However, the school is under-enrolled by 114 students (23%) from the approved enrollment capacity. According to the Principal of MSA Bell, this trend reflects national issues such as low birth rates, immigration policies, and economic challenges like rising living costs and housing insecurity. Many families have moved away in search of more affordable living and job opportunities. MSA Bell stated:

“To support our families, we established the Family Success Coordinator role to help track enrollment trends and assist families, particularly those impacted by financial pressures. We also recognize a decline in 6th-grade enrollment due to nearby schools expanding their grades and offering new choices.

Despite these challenges, we are actively working on improving enrollment through targeted recruitment, especially for the 6th grade. We are also:

- Monitoring enrollment and exit trends closely to adapt our strategies.
- Strengthening family engagement to ensure current families feel supported and connected
- Developing long-term plans for growth beyond this year.

Last year, we had 80 applications for the 2024-25 school year; now, we have 107 completed applications and 11 more in progress for the following year. Thanks to the efforts of our Family Success Coordinator, outreach initiatives, and better communication, our enrollment numbers are looking promising.” The CSD will continue to monitor the school’s student enrollment through oversight.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these MERF charter schools, to assess the organization's overall compliance with MERF's *Financial Policies and Procedures Manual FY 2024-25* (FPP, approved by the MERF governing board on 06/17/2024), applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to MERF's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific MERF's school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each MERF charter school.

1. Type of Observation: Incomplete Documentation or Unsigned Agreement

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD's review of check samples, it was noted that two transactions, Items 1 and 2, lacked supporting documents showing the contracted rates. As a result, the CSD was unable to verify or recalculate the disbursement amounts. Additionally, the CSD noted that for Item 3, the services agreement was missing the MERF Chief Executive Officer's (CEO) signature. These observations are summarized in the table below.

Item	School	Sources of Document Reviewed	Payee	Check#	Transaction Date	Amount	Description of Observations
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

1	MSA 4	Check Register	Riders Express T&C	44020	10/24/2023	\$35,959.66	Exhibit 1 (Fee Chart for FY2023-2024) was not provided. According to the agreement, "the school agrees to compensate the Contractor at the rates as explained in Exhibit 1."
2	MSA 4	Check Register	Young, Minney & Corr, LLP	DDP-00000599	2/29/2024	\$1,270.00	The updated YM&C Rate Letter related to this payment was not provided.
3	MSA 8	Check Register	Families In Schools	91913	1/10/2024	\$12,000.00	The MERG CEO's signature in the Families in Schools' agreement, specifically for MSA 8 was missing.

- Charter Operator's Fiscal Policies and Procedures:**

--Page 233 (PUR102 General Purchasing) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that all personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals. Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment. Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider."

--Page 229 (PUR101 Vendor Selection) of MERF's Financial Policies and Procedures Manual FY 2021-22, approved on 4/07/2022, states "that Chief Executive Officer ("CEO") shall have authority to approve all contracts up to and including the amount \$90,000 for all budgeted and non-budgeted amounts."

- Charter Operator's Response:** According to MERF, the vendor (Riders Express T&C) is a small business and has faced some challenges in issuing invoices. They initially provided a single invoice for the full amount; however, the CSD was advised that MERF divided the services into three payments—at the beginning of the year, mid-year, and end of the year. For item #2, MERF will request the latest rate letter. Item 3 above, MERF explained that the original invoice reflected the full amount, and the approval signature from the MERF CEO was on the prior year's contract for reference.
- CSD's Comments:** MERF should ensure that the contracts/agreements are complete—containing authorized signatures from all parties and including all relevant documents such as exhibits, schedules, and addendums. This practice will support proper contract enforcement, preserve the integrity of existing arrangements, and provide sufficient detail for effective oversight.

The Charter Schools Division will review the issue referenced above by or 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 Bell**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/11/2025**

Corrective Action Required:

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

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: 3/11/2025**Notes:**

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Based on the Independent Audit Report for FY 2022-2023, MSA 8 had a State Compliance finding, which the auditor identified as a material weakness in internal control over state compliance for which the auditors issued a modified opinion. MEFR's 2023-2024 annual audit indicated that this audit finding did not repeat, and the prior year action was implemented.
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Not applicable
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Magnolia Science Academy 7
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/11/2025

2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	According to MERF, MSA Bell has undergone a CalSTRS audit. According to the email communication between MERF & CalSTRS on 1/15/2025, " <i>CalSTRS received the corrections to the impacted accounts, and MSA 8 (Bell)'s review is now complete. CalSTRS also confirmed that the review is closed.</i> "
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, and Social Security.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/11/2025

19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 10/2024
			Reviewed 24 checks for sample testing
			The CSD's observations were noted under the OO section above.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 15 credit card transactions for sample testing
			No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from May 2024 to Oct 2024.
			Reviewed 13 electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA and current Audited Financials on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See details below.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BellAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: **3/11/2025**

MERF provided the Intra-Organizational Loan Agreement commencing on or about July 1, 2020. 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 Chief Financial Officer ("CFO"), the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2024, the balances owed to MSA 8 to MSA 1 (LACOE-authorized) were \$562,124 and \$137,562, respectively, offset by the amounts owed from MSA Santa Ana (SBE-authorized) of \$351,452 and MSA San Diego (SBE-authorized) of \$213,436, leaving MERF with a net balance owed to MSA charter schools of \$134,798. MERF shared that a variance of \$8K between the loan balances per the Loan Agreement of \$134,798 and the net intra-organization receivables/payables balance of \$126,760 per the 2023-2024 audit represents temporary operating transactions that fluctuate monthly.

MERF provided an additional Intra-Loan Agreement dated January 17, 2025. In this agreement, MSA 8 allows MERF a loan of up to \$2.5 million at an interest rate of 4%, with a maturity date of 2/15/2026. The purpose of this loan is to secure the acquisition of a future location for MSA 7, and to provide funds for the loan deposit. According to the loan amortization schedule provided on 3/26/2025, the balance was \$1,736,437 for that date. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.

26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	MERF applied for and received ERC in the amount of \$6,886,175. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025**Fiscal Operations Rubrics**

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of <u>4 (Accomplished)</u> , an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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 uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
3 (Proficient)**

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



LAUSD CHARTER SCHOOLS DIVISION

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8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially 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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

**Existing School
2 (Developing)**

An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

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 uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/11/2025

**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

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* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. 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;
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 viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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

***New School
1 (Unsatisfactory)***

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

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 *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

Coversheet

Enrollment Update

Section:	VI. Information/Discussion Items
Item:	B. Enrollment Update
Purpose:	Discuss
Submitted by:	
Related Material:	VI_B_Enrollment Update.pdf



Agenda Item:	VI B: Information/Discussion Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda D. Olivares, Chief Impact Officer
RE:	Enrollment Update: Census Day Count 2025

Action Proposed:

No action is needed.

Purpose:

The purpose of today’s presentation is to inform and update Board members about the Census Day (first Wednesday of October) enrollment count. The information below will provide an insight into the enrollment cycle and outcomes, as well as describe actions related to addressing the gap to the goal of full enrollment.

Background:

Enrollment efforts for the current academic year begin with the previous school year, as the open enrollment application for the current school year begins on the first day of the previous school year. The strategies applied for student recruitment and enrollment efforts focus on a variety of factors. Ultimately, understanding that the efforts of an enrollment season will be captured on the first Wednesday of October. To address a collective plan of wildly important goals for each of the school sites in need of closing their gap to goal for enrollment, MPS Senior Leadership members consisting of the CEO, CIO, Deputy Superintendent and both Principal managers (CAO and CSO) met with the schools to identify the WIG for enrollment focused on decreasing the gap and each site identified two lead measures to target the priority of meeting the goal.

Analysis:

As mentioned in last month’s report, the CIO would meet with principals and senior leadership to debrief the enrollment season. The meeting took place and was led by the CIO during the Principals' monthly meeting following census day. During this meeting, the purpose was to review the season's outcomes, understand the elements that played a role in the outcomes, talk through the data, and set next steps with a call to action to address student persistence (students staying) and attrition(students leaving) rates. Immediate next steps are to set data-informed, triangulated projected enrollment targets, make data on enrollment transparent to all student recruitment and enrollment teams, clarify the role of SRE teams at the home office and school sites, and establish systematized practice across the Magnolia network to



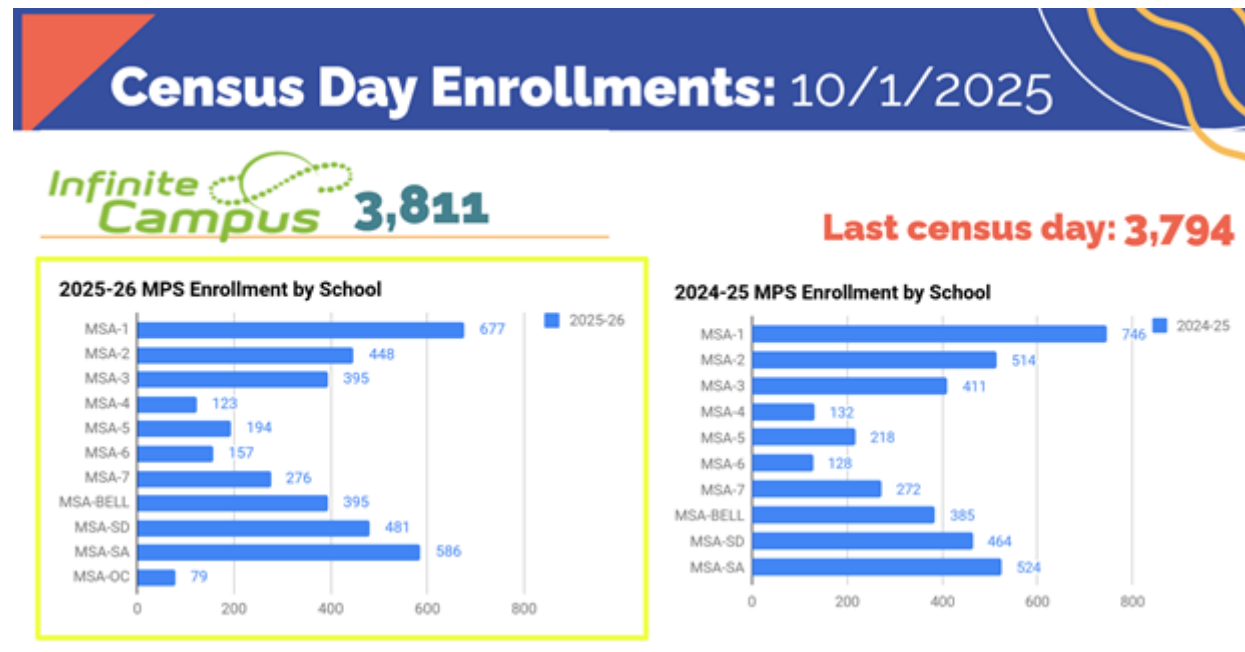
decrease attrition with targeted outcomes, including milestones. Marketing and communication efforts will be aligned to maximize the reach and branding of the quality student experience Magnolia offers. The ongoing analysis is not complete, and updates will be delivered to the board in the coming month.

Impact:

Budget Implications

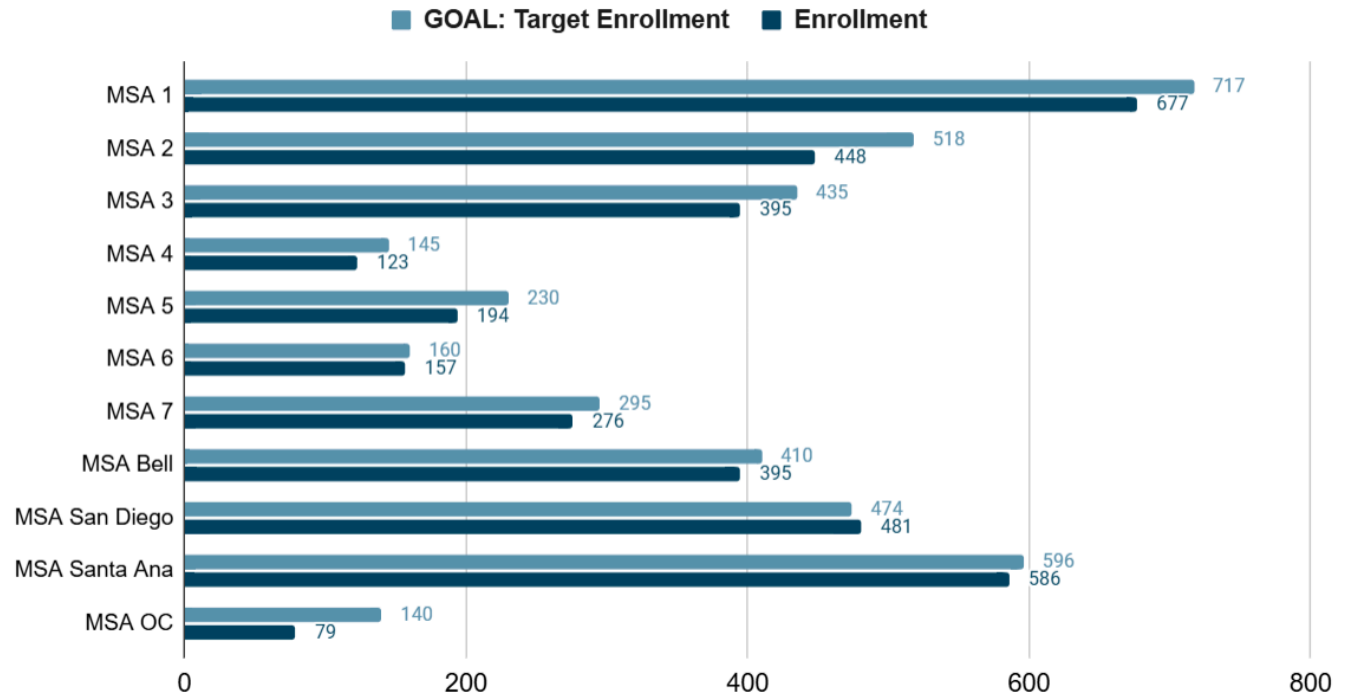
Based on the updated Census count data, MPS schools have a net loss of approximately \$6.88 million in revenue from our original 2025-26 Adopted Budget that was approved by the Board on June 26, 2025.

Uncertified Count 2025-26

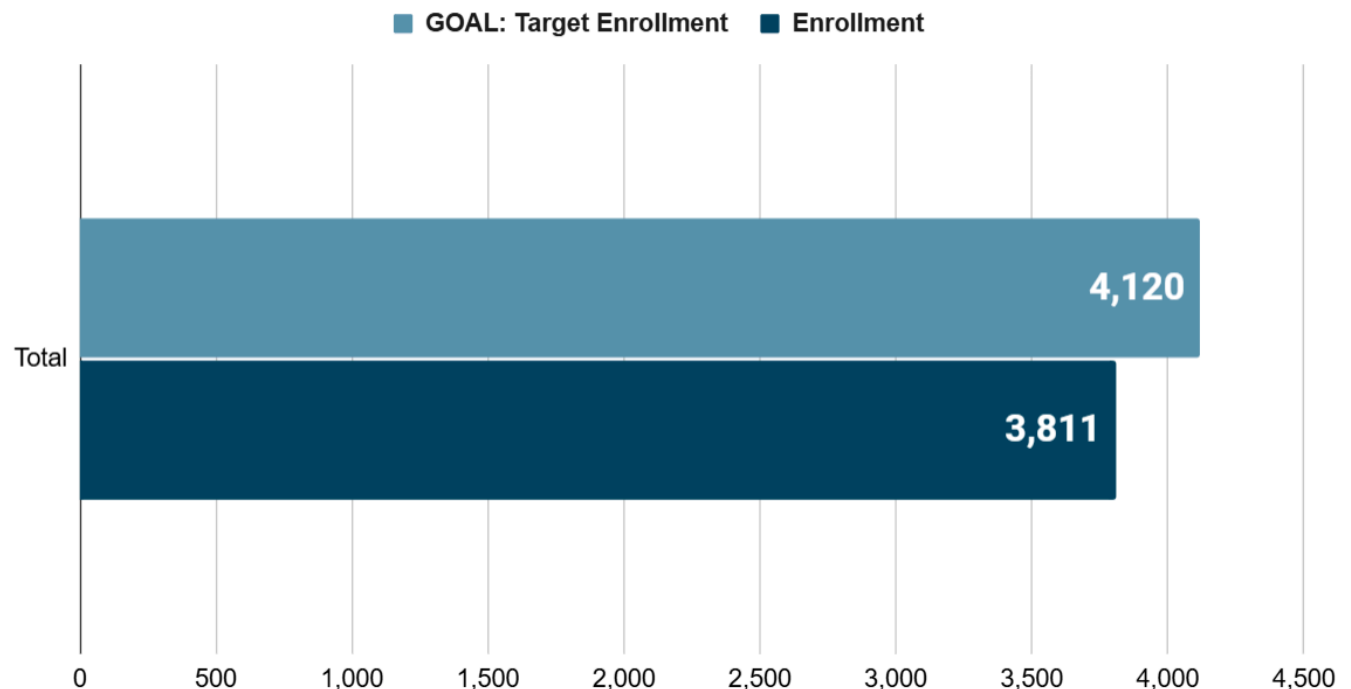




Magnolia Public Schools 2025-26 Enrollment [October 1, 2025]



Magnolia Public Schools 2025-26 Enrollment [October 1, 2025]



Coversheet

2023–24 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

Section:	VI. Information/Discussion Items
Item:	C. 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) Data
Report Presentation	
Purpose:	Discuss
Submitted by:	
Related Material:	VI_C_2023–24 Teaching Assignment Monitoring Outcomes .pdf



Agenda Item:	VI C: Information/Discussion Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer & Fiorella del Carpio, Chief People Officer
RE:	Data Presentation: 2023–24 Teaching Assignment Monitoring Outcomes (TAMO)

Action Proposed:

N/A

Purpose:

Per the California Department of Education (CDE), LEAs must report 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) data to their governing Board.

Background:

Why Report to the Board?

CDE recently released the 2023–24 TAMO by Full-Time Equivalency data report on DataQuest. The CDE will report 2023–24 TAMO data for each LEA on the 2025 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Detailed information about the TAMO reports and data is provided on the [Information about the Teaching AMO Report](#) web page. As a reminder, since the 2023–24 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body of the LEA, LEAs must report the 2023–24 TAMO data at the next available meeting of the governing board/body.

Overview

In October 2019, the California State Legislature passed [Assembly Bill \(AB\) 1219](#). (Chapter 782, Statutes of 2020), which was subsequently signed into law. Authorized as part of AB 1219, [California Education Code Section 44258.9](#), requires the California Commission on Teacher Credentialing (CTC) to develop an electronic teacher assignment monitoring system known as the California State Assignment Accountability System (CalSAAS) for the purpose of



annually monitoring teacher assignments. Information about CalSAAS can be found on the [CTC Overview of CalSAAS](#) and the [CTC CalSAAS Information](#) web pages.

California Education Code Section 44258.9 also requires the CTC and the California Department of Education (CDE) to enter into a data-sharing agreement to facilitate the annual monitoring of teacher assignments. As part of this data-sharing agreement, the CDE is required to provide the CTC with certificated staff assignment data that are submitted to the CDE by local educational agencies (LEAs) through the annual California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 data submission. The CALPADS Fall 2 staff assignment and course data are necessary for the CTC to conduct the annual assignment monitoring process in CalSAAS. In return, the CTC is required to provide the CDE with annual teacher credential and assignment monitoring outcome data consistent with the California Consolidated State Plan approved by the State Board of Education (SBE) to comply with the federal Every Student Succeeds Act (ESSA). As part of the state plan, the SBE also approved updated definitions for “ineffective” and “out-of-field” teachers for reporting purposes, which can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

In preparation for the new assignment monitoring process, in 2019, the CDE implemented a complete overhaul of the California state course codes submitted by LEAs along with the staff and course data collected in the CALPADS Fall 2 data submission. The course code update was done specifically to provide the CTC with more detailed information about teacher course assignments in order to streamline/assist the assignment monitoring process. Additionally, the CDE and the CTC conducted several training and outreach sessions to assist LEAs on understanding the impact of the new course code submission process with respect to the assignment monitoring process through CalSAAS. LEAs were encouraged to bring their CALPADS Coordinators, Curriculum and Instruction staff, and Human Resource staff to these training sessions to ensure accuracy in reporting these data in CALPADS for the 2019–20 school year. These training sessions were followed up with additional technical support to LEAs for the 2019–20 school year when the initial assignment monitoring process was piloted through CalSAAS. By statute, the 2019–20 assignment monitoring process was for informational purposes only and was not to be used for reporting.

The execution of the data-sharing agreement between the CDE and the CTC and the development of CalSAAS allows California, for the first time, to meet the federal reporting requirements established by ESSA. The CDE assignment data and the CTC assignment monitoring outcome data provide the basis for the DataQuest Teaching Assignment Monitoring (AMO) by Full-Time Equivalency (FTE) report to meet the requirements established under California’s ESSA Consolidated State Plan.



Teaching AMO Definitions

The CTC evaluates each teaching assignment along one or more relevant attributes or dimensions of the teaching assignment to determine if or how the teacher is authorized to hold the assignment based upon the credential authorization data maintained by the CTC. The CDE evaluates the detailed data provided by the CTC to produce a single AMO for each assignment based on a set of business rules described in a separate section below. The following seven AMOs used for reporting purposes are defined in the order in which they appear on the DataQuest report:

Clear	An assignment monitoring outcome of "clear" indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall.)
Out-of-Field	<p>An assignment monitoring outcome of "out-of-field" indicates that one or more relevant attributes of the assignment were authorized by the following limited permits:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to T5 §80005(b)) <p>An "out-of-field" teacher is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. More information about this term, approved by the SBE to comply with ESSA, can be found on the CDE Updated Teacher Equity Definitions web page.</p>
Intern	An "intern" teacher is defined as someone who has a bachelor's degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.
Ineffective	An assignment monitoring outcome of "ineffective" indicates that one or more relevant attributes of the assignment had no legal



	<p>authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TPSL) holders serving as the teacher of record <p>More information about this term, approved by the SBE to comply with ESSA, can be found on the CDE Updated Teacher Equity Definitions web page.</p>
Incomplete	<p>An assignment monitoring outcome of "incomplete" indicates that missing or incorrect information about the assignment was reported to CALPADS by the LEA which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.</p>
Unknown (UK)	<p>An assignment monitoring outcome of "unknown" indicates that insufficient information about the assignment was reported to CALPADS by the LEA which resulted in an "unknown" determination of the assignment authorization during the CTC assignment monitoring process. This outcome is often the result of LEAs not reporting an English language service associated with a course in which English learners are enrolled. Although the assignment authorization may be "clear" in other areas, an assignment monitoring outcome of "unknown" in the EL authorization space results in an overall determination of "unknown" for the assignment.</p>
Not Applicable (N/A)	<p>An assignment monitoring outcome of "N/A" indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment. This includes specific state course codes not evaluated during the assignment monitoring process conducted by the CTC (e.g., 9143, 9154, or 9215) or because the assignment was an online, learner-led course in which the student sets the pace of instruction, and where content and instruction are provided solely by the online application.</p>



Teacher Credential Level

An indication of whether a teacher holds a "clear or preliminary teaching credential" or not. Teachers are defined as "fully credentialed" if they possess a clear or preliminary teaching credential. Teachers are defined as "not fully credentialed" if they do not possess a clear or preliminary teaching credential.

Teacher Experience Level

An indication of whether a teacher is considered to be "experienced" or "inexperienced" based on a count of the cumulative number of years a teacher has been providing educational services in a certificated position within any Educational Institution. Teachers are defined as "experienced" if they have more than two years of experience. Teachers are defined as "inexperienced" if they have two or fewer years of teaching experience. More information about this term, approved by the SBE to comply with ESSA, can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

Uses of the Teaching AMO Data

The CDE uses the AMO data for the following reporting purposes: DataQuest reporting, the School Accountability Report Card (SARC), California School Dashboard Priority One, Williams Determinations, Teacher Equity Plan, and federal Teacher Shortage and EDFacts reporting.

MPS' LCAP Metric for TAMO Data

MPS has adopted this new metric in our LCAP and set a target that greater than 85% of the teaching assignments will have an assignment monitoring outcome of "clear."

1.1	SP1 ▾	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	> 85%
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**Analysis:**

Please see the attached report on MPS's 2023–24 TAMO data, broken down by FTE and by major subject area for each MPS school.

Impact:

Having an appropriate teaching credential is essential for educators as it ensures they have met the state-mandated requirements for knowledge, skills, and ethical standards. Credentialed teachers are better equipped to provide high-quality, standards-aligned instruction that supports student learning and development. Credentials also signify that teachers have undergone rigorous training and passed assessments in areas like classroom management, subject expertise, and student engagement. Ultimately, appropriately credentialed teachers foster student achievement, contribute to a positive school culture, and enhance the overall quality of education in their communities. Therefore, it is important that MPS support our teachers with all their credentialing and professional development needs. MPS aims to exceed the LCAP target of 85 percent, with the ultimate goal of having 100 percent of teaching assignment monitoring outcomes as “clear,” to the extent possible. The People & Culture Department at the Home Office monitors and supports our teachers’ credentialing needs. We will continue to publicize our TAMO data in our LCAP and SARC reports and measure progress toward our LCAP target.

Exhibits:

1. *(Slides)* 2023-24 MPS TAMO Data Report



2023-24 MPS Teaching Assignments Monitoring Outcomes (TAMO) Data Report

*Home Office
October 2025*

2023-24 MPS TAMO Data Report

Agenda

1. TAMO Reporting Requirement
2. TAMO Definitions
3. TAMO Data by School
4. TAMO Data by Subject
5. Conclusion & Next Steps

2023-24 MPS TAMO Data Report

1. TAMO Data Reporting Requirement

2023-24 MPS TAMO Data Report

2023-24 TAMO Data Reporting Requirement

Purpose:

LEAs are required by CDE to report 2023-24 TAMO data to their governing board.

Why Now?:

- CDE released 2023-24 TAMO data on DataQuest.
- This data will be included in the 2025 California School Dashboard (Priority 1 Local Indicator).
- Since data wasn't available during prior local indicator reporting, LEAs must now report it at the next board meeting.

Background:

- AB 1219 (2019) authorized annual teacher assignment monitoring via **CalSAAS** (California State Assignment Accountability System).
- **CTC + CDE data-sharing agreement:**
 - LEAs submit certificated staff/course data through CALPADS Fall 2.
 - CTC monitors teacher assignments and provides outcomes to CDE.
- Supports compliance with **ESSA teacher equity requirements**.

Key Updates:

- Revised state course codes in 2019 for more accurate monitoring.
- Training/outreach provided to LEAs to ensure accurate CALPADS submissions.

2023-24 MPS TAMO Data Report

2. TAMO Definitions

2023-24 MPS TAMO Data Report

TAMO Definitions

- **Clear** – Teacher fully authorized (clear/preliminary credential or valid local assignment option).
- **Out-of-Field** – Credentialed teacher without subject matter authorization; on limited permits (e.g., GELAP, SELAP, emergency permits).
- **Intern** – Holds intern credential; completing coursework toward preliminary credential.
- **Ineffective** – No valid authorization or on short-term permits/waivers (e.g., PIP, STSP, TPSL).
- **Incomplete** – Missing/incorrect data in CALPADS prevents accurate determination.
- **Unknown** – Insufficient info (e.g., missing English learner service code).
- **Not Applicable (N/A)** – No authorization required for certain course codes (e.g., online/independent study).

Teacher Credential Level

- **Fully credentialed:** Holds clear/preliminary credential
- **Not fully credentialed:** Does not hold clear/preliminary credential

Teacher Experience Level

- **Experienced:** More than 2 years certificated experience
- **Inexperienced:** 2 or fewer years

Uses of AMO Data

- DataQuest reports
- School Accountability Report Card (SARC)
- California School Dashboard (Priority 1 Local Indicator)
- Williams determinations **MSA-1, 2, 3, 5, and Bell**
- Teacher Equity Plan
- Federal reporting (Teacher Shortage, EDFacts)

2023-24 MPS TAMO Data Report

3. TAMO Data by School

2023-24 MPS TAMO Data Report

LCAP Target & Historical Performance

1.1

SP1 ▾

The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)

> 85%

On Target?

> 85%

70% to
85%

< 70%

1.1

2021-22

2022-23

2023-24

On
Target
?

MSA-1

74.1%

71.4%

76.4%

P ▾

MSA-2

72.5%

63.2%

63.9%

N ▾

MSA-3

77.5%

77.9%

77.4%

P ▾

MSA-4

93.8%

79.6%

68.2%

N ▾

MSA-5

62.7%

59.3%

61.8%

N ▾

MSA-6

100.0%

87.0%

89.5%

Y ▾

MSA-7

77.3%

85.7%

91.7%

Y ▾

MSA-8

75.2%

69.2%

70.3%

P ▾

MSA-SD

89.7%

88.9%

90.4%

Y ▾

MSA-SA

90.6%

88.8%

91.9%

Y ▾

MSA-OC

N/A

N/A

N/A

N/A ▾

MPS

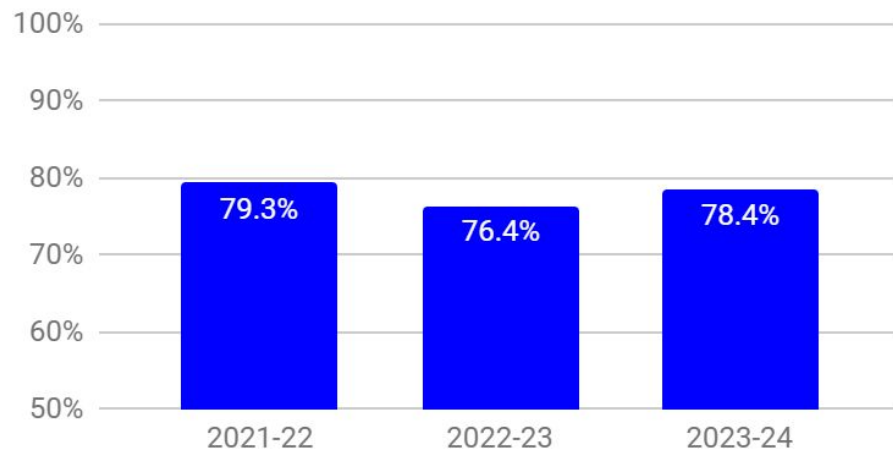
79.3%

76.4%

78.4%

P ▾

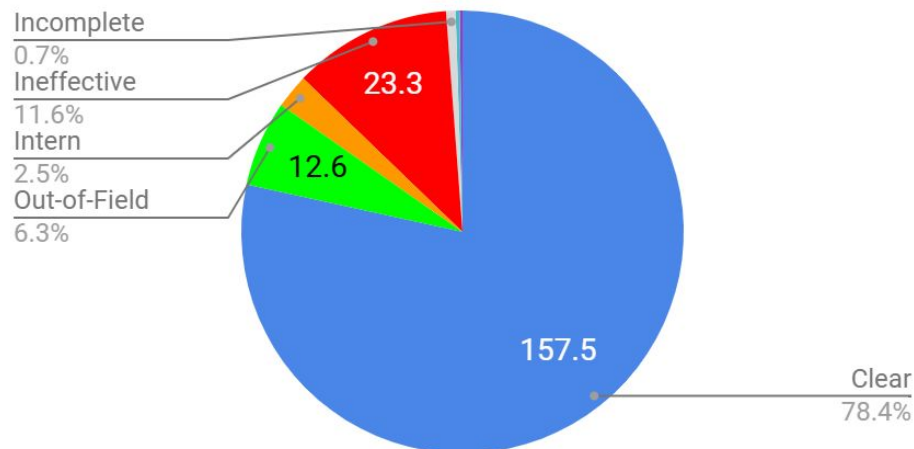
MPS Percentage of teaching assignments that have an assignment monitoring outcome of "clear"



2023-24 MPS TAMO Data Report

MPS-wide TAMO Data

2023-24 MPS Teaching Assignment Monitoring Outcomes



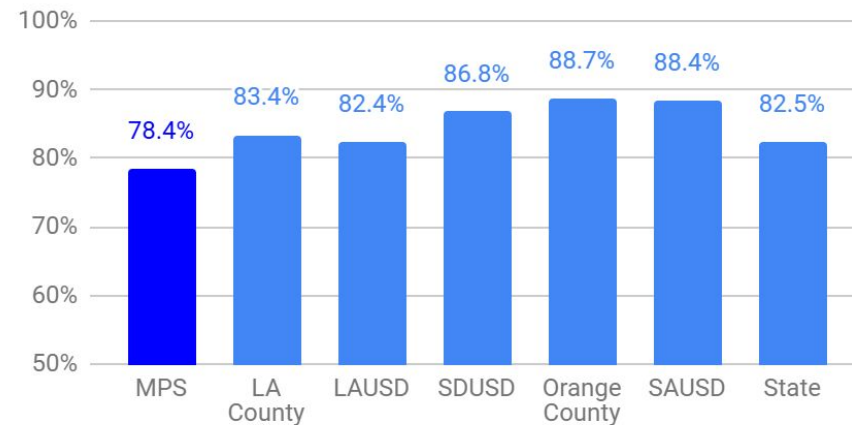
Total Teaching FTE: 200.8

- Clear: 157.5 (78.4%)
- Out-of-Field: 12.6 (6.3%)
- Intern: 5.0 (2.5%)
- Ineffective: 23.3 (11.6%)

- Incomplete: 1.4 (0.7%)
- Unknown: 0.6 (0.3%)
- N/A: 0.4 (0.2%)

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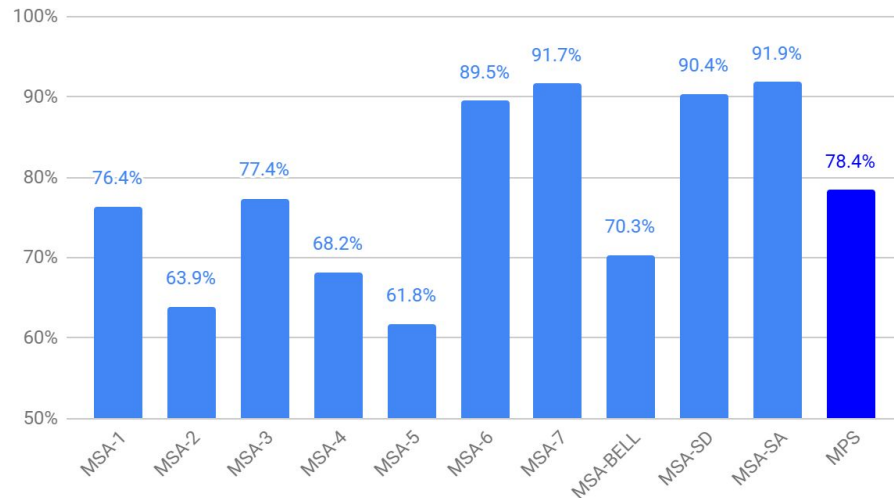
2023-24 Teaching Assignment Monitoring Outcomes - CLEAR



2023-24 MPS TAMO Data Report

TAMO Data by School

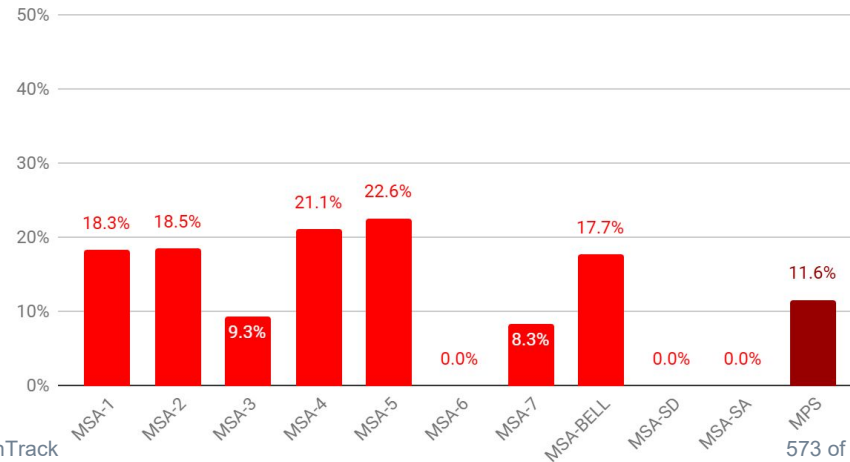
2023-24 Teaching Assignment Monitoring Outcomes - CLEAR



- Clear** – Teacher fully authorized (clear/preliminary credential or valid local assignment option).

- Ineffective** – No valid authorization or on short-term permits/waivers (e.g., PIP, STSP, TPSL).

2023-24 Teaching Assignment Monitoring Outcomes - INEFFECTIVE



2023-24 MPS TAMO Data Report

TAMO Data by School

2023-24 TEACHING ASSIGNMENT MONITORING OUTCOMES BY FULL-TIME EQUIVALENT (FTE)																
	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A		Clear %	Out-of-Field %	Intern %	Ineffective %	Incomplete %	Unknown %	N/A %
MSA-1	38.2	29.2	0	2.0	7.0	0	0	0		76.4%	0%	5.2%	18.3%	0%	0%	0%
MSA-2	21.6	13.8	2.0	1.0	4.0	0.4	0	0.4		63.9%	9.2%	4.6%	18.5%	2.0%	0%	1.8%
MSA-3	21.5	16.6	2.9	0	2.0	0	0	0		77.4%	13.3%	0%	9.3%	0%	0%	0%
MSA-4	9.5	6.5	1.0	0	2.0	0	0	0		68.2%	10.7%	0%	21.1%	0%	0%	0%
MSA-5	14.4	8.9	2.2	0	3.3	0	0	0		61.8%	15.3%	0%	22.6%	0%	0%	0.3%
MSA-6	7.6	6.8	0	0	0	0.8	0	0		89.5%	0%	0%	0%	10.5%	0%	0%
MSA-7	12.0	11.0	0	0	1.0	0	0	0		91.7%	0%	0%	8.3%	0%	0%	0%
MSA-BELL	22.6	15.9	0.7	2.0	4.0	0	0	0		70.3%	3.1%	8.9%	17.7%	0%	0%	0%
MSA-SD	21.0	19.0	1.8	0	0	0.2	0	0		90.4%	8.8%	0%	0%	0.8%	0%	0%
MSA-SA	32.4	29.8	2.0	0	0	0	0.6	0		91.9%	6.2%	0%	0%	0%	1.9%	0%

MPS	200.8	157.5	12.6	5.0	23.3	1.4	0.6	0.4	78.4%	6.3%	2.5%	11.6%	0.7%	0.3%	0.2%
LA County	62,099.3	51,801.3	2,482.0	1,702.6	3,757.9	2,238.2	8.5	108.9	83.4%	4.0%	2.7%	6.1%	3.6%	0.0%	0.2%
LAUSD	27,031.1	22,261.7	947.0	1,309.3	1,899.5	593.3	0.9	19.5	82.4%	3.5%	4.8%	7.0%	2.2%	0.0%	0.1%
SDUSD	6,035.5	5,239.1	201.9	91.1	293.5	204.7	3.1	1.9	86.8%	3.3%	1.5%	4.9%	3.4%	0.1%	0.0%
Orange County	19,886.4	17,633.3	488.9	55.2	436.6	1,210.5	6.8	55.0	88.7%	2.5%	0.3%	2.2%	6.1%	0.0%	0.3%
SAUSD	2,060.9	1,821.9	22.7	11.4	49.3	134.8	0.0	20.8	88.4%	1.1%	0.6%	2.4%	6.5%	0.0%	1.0%
State	278,927.1	230,039.4	12,112.9	6,213.8	16,855.1	12,797.2	17.6	732.6	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

2023-24 MPS TAMO Data Report

4. TAMO Data by Subject

2023-24 MPS TAMO Data Report

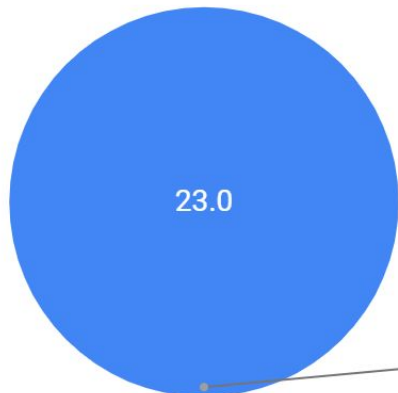
TAMO Data by Subject - Self-Contained Class

2023-24

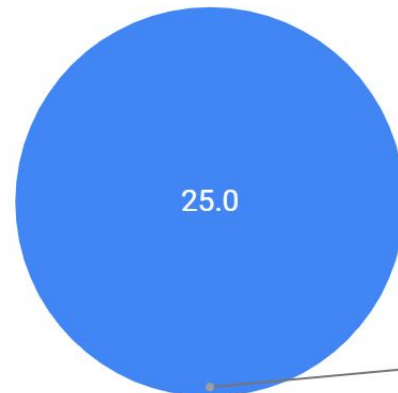
2022-23



2023-24 MPS Teaching AMO - Self-Contained Class



2022-23 MPS Teaching AMO - Self-Contained Class



2023-24 MPS TAMO Data Report

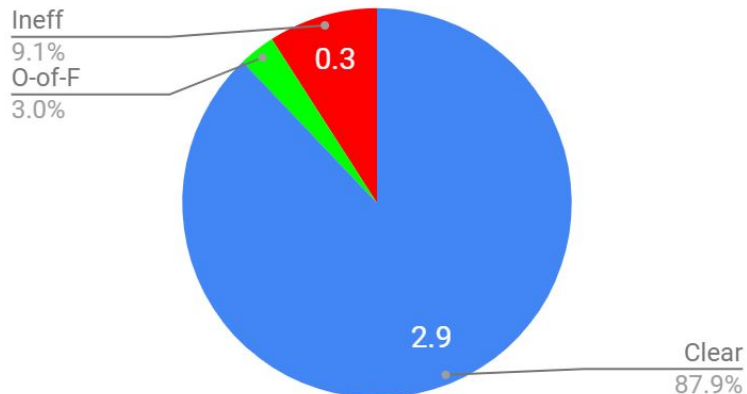
TAMO Data by Subject - Art



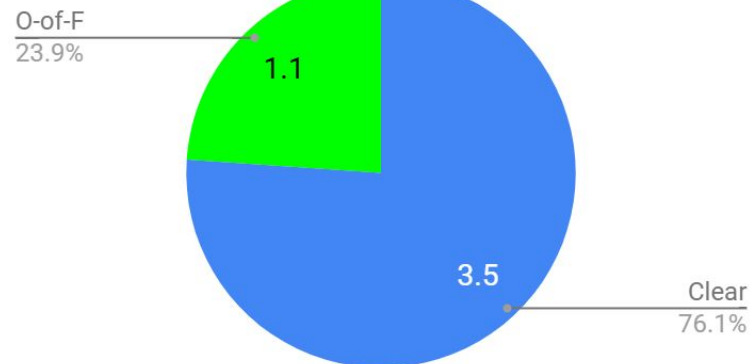
2023-24

2022-23

2023-24 MPS Teaching AMO - Art



2022-23 MPS Teaching AMO - Art



2023-24 MPS TAMO Data Report

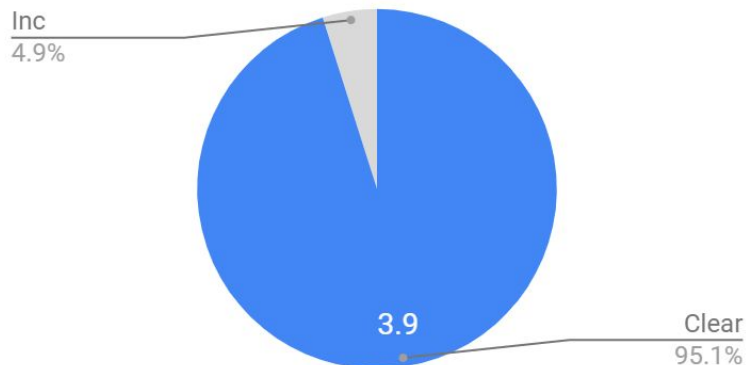
TAMO Data by Subject - Career Technical Education (CTE)



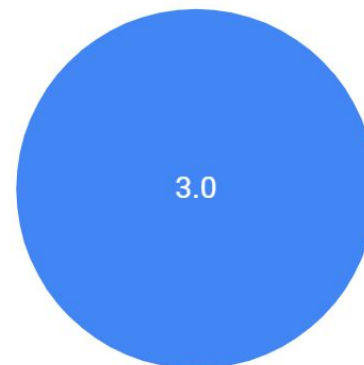
2023-24

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2023-24 MPS Teaching AMO - Career Technical Education (CTE)



2022-23 MPS Teaching AMO - Career Technical Education (CTE)



2023-24 MPS TAMO Data Report

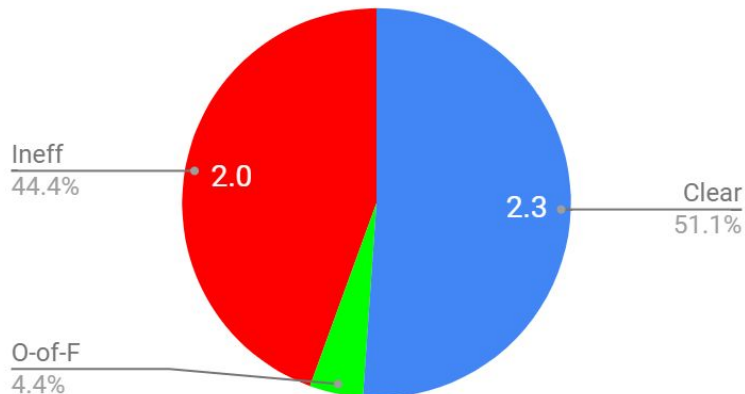
TAMO Data by Subject - Computer Education



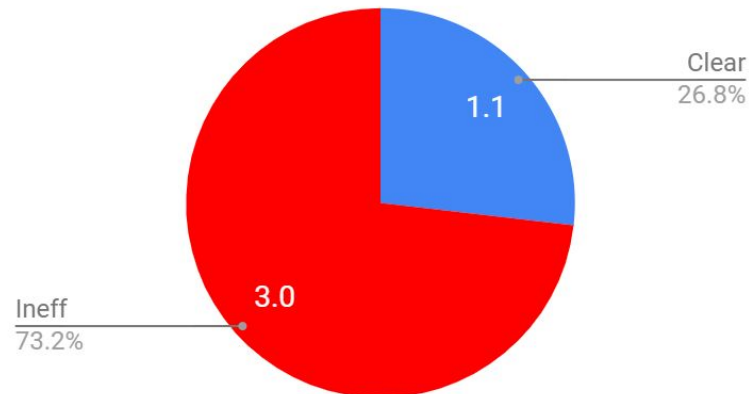
2023-24

2022-23

2023-24 MPS Teaching AMO - Computer Education



2022-23 MPS Teaching AMO - Computer Education



2023-24 MPS TAMO Data Report

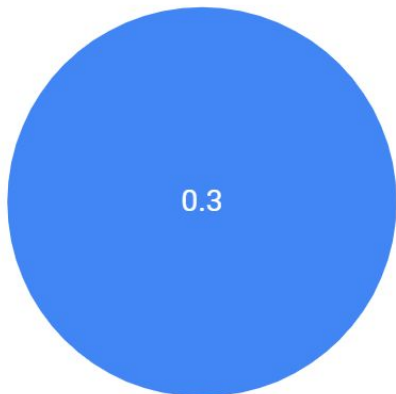
TAMO Data by Subject



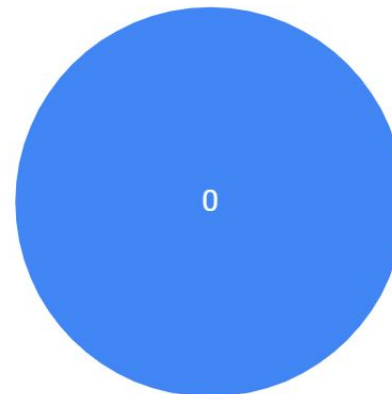
2023-24

2022-23

2023-24 MPS Teaching AMO - Drama/Theater



2022-23 MPS Teaching AMO - Drama/Theater



2023-24 MPS TAMO Data Report

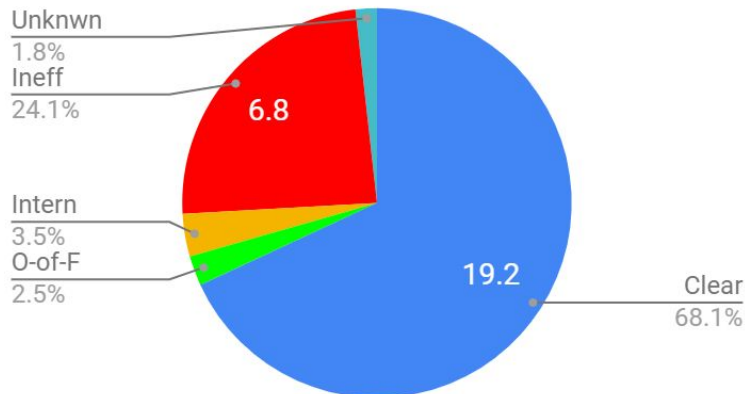
TAMO Data by Subject - English Language Arts



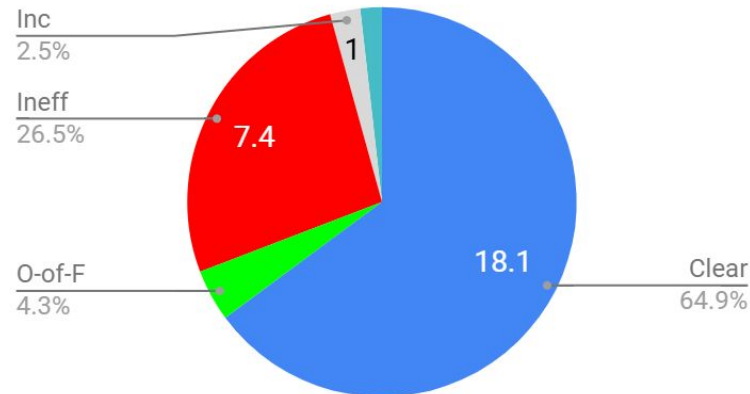
2023-24

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2023-24 MPS Teaching AMO - English Language Arts



2022-23 MPS Teaching AMO - English Language Arts



2023-24 MPS TAMO Data Report

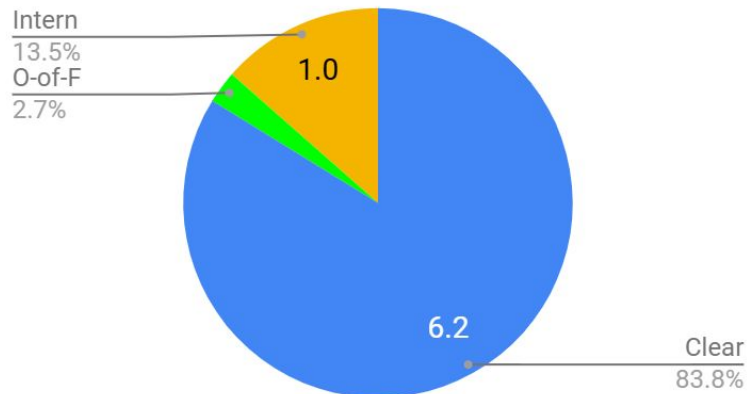
TAMO Data by Subject - Foreign Languages



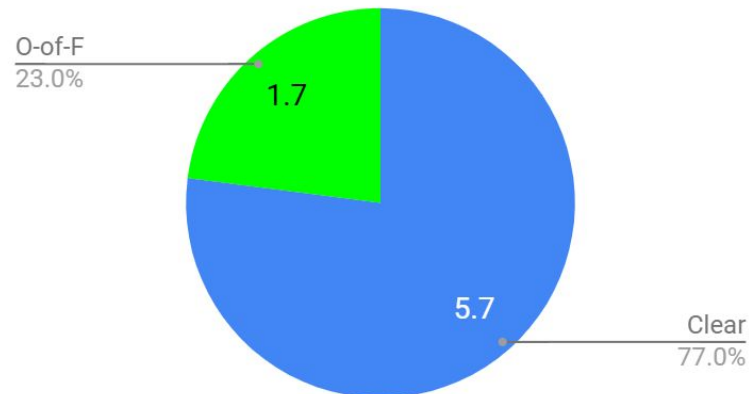
2023-24

2022-23

2023-24 MPS Teaching AMO - Foreign Languages



2022-23 MPS Teaching AMO - Foreign Languages



2023-24 MPS TAMO Data Report

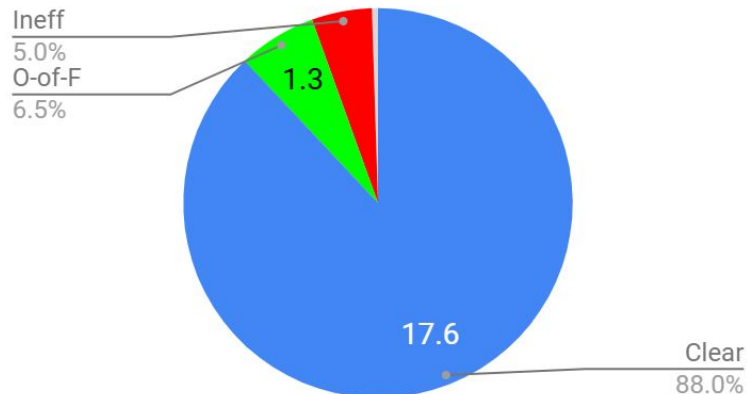
TAMO Data by Subject - History/Social Science



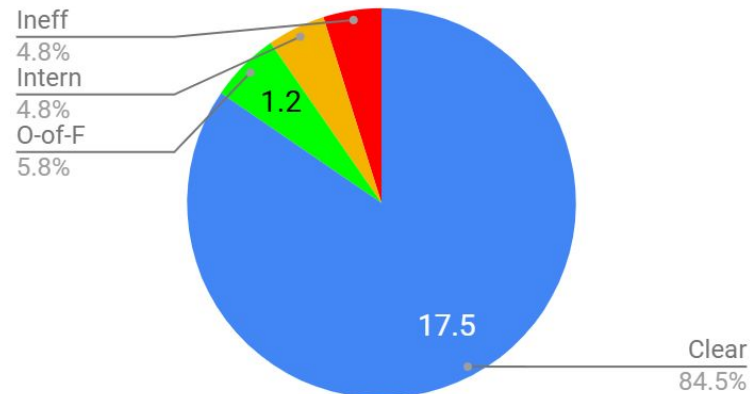
2023-24

2022-23

2023-24 MPS Teaching AMO - History/Social Science

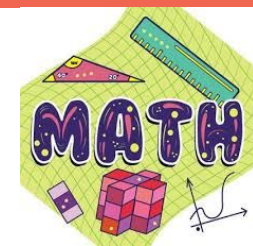


2022-23 MPS Teaching AMO - History/Social Science



2023-24 MPS TAMO Data Report

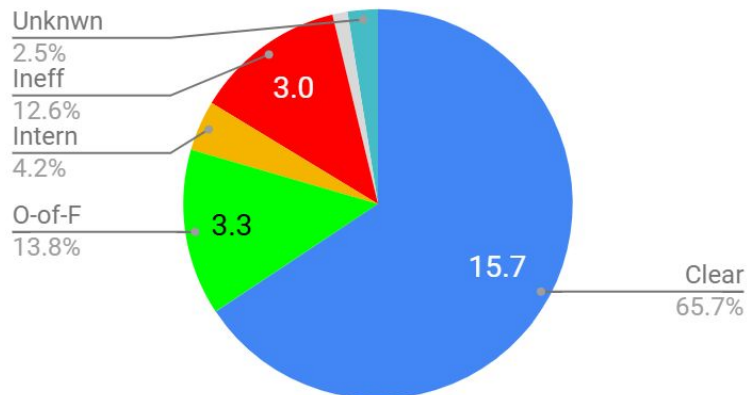
TAMO Data by Subject - Mathematics



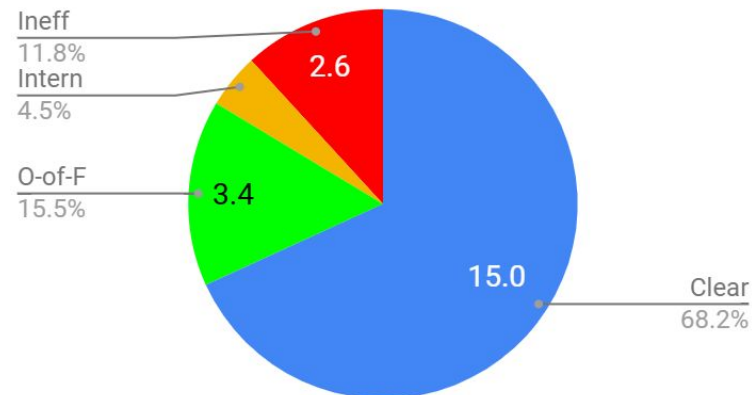
2023-24

2022-23

2023-24 MPS Teaching AMO - Mathematics



2022-23 MPS Teaching AMO - Mathematics



2023-24 MPS TAMO Data Report

TAMO Data by Subject - Media Arts



2023-24

2022-23

2023-24 MPS Teaching AMO - Media Arts

2022-23 MPS Teaching AMO - Media Arts

2023-24 MPS TAMO Data Report

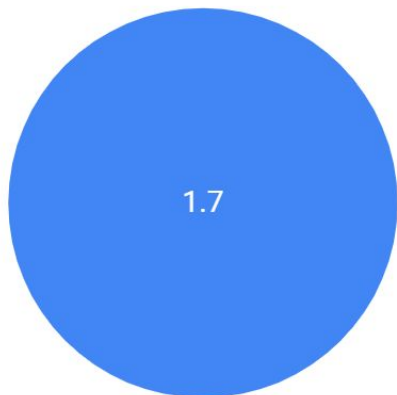
TAMO Data by Subject - Music



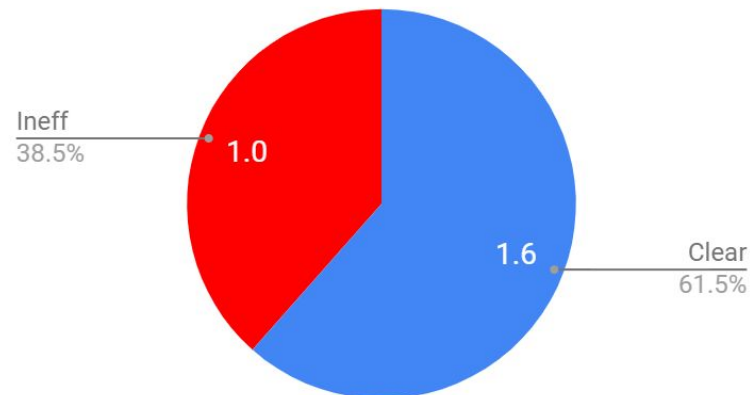
2023-24

2022-23

2023-24 MPS Teaching AMO - Music



2022-23 MPS Teaching AMO - Music



2023-24 MPS TAMO Data Report

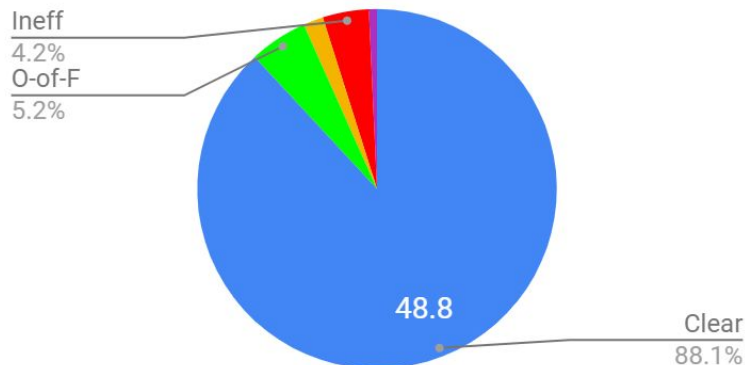
TAMO Data by Subject - Other Instruction-Related Assignments



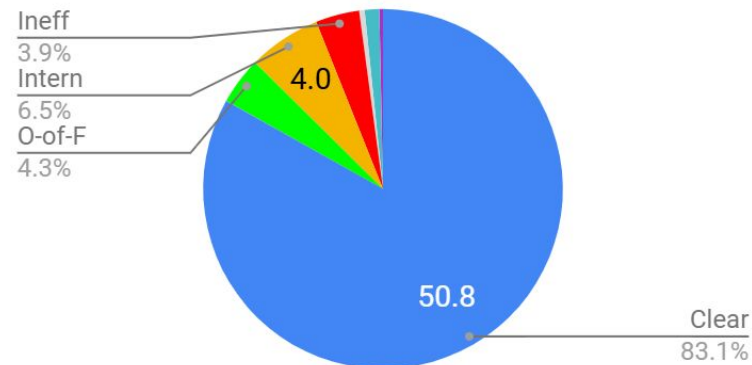
2023-24

2022-23

2023-24 MPS Teaching AMO - Other Instruction-Related Assignments



2022-23 MPS Teaching AMO - Other Instruction-Related Assignments



2023-24 MPS TAMO Data Report

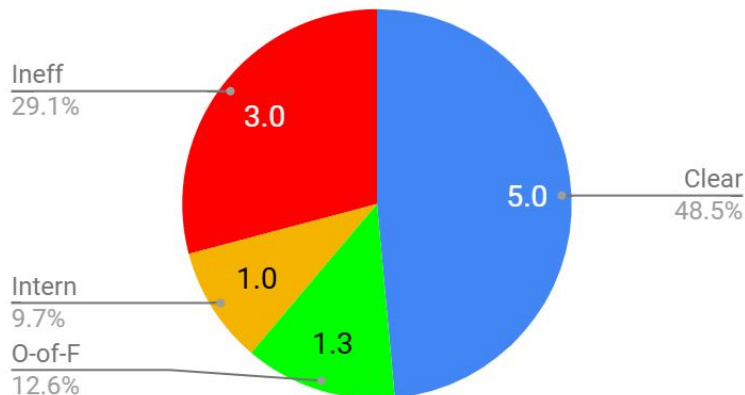
TAMO Data by Subject - Physical Education



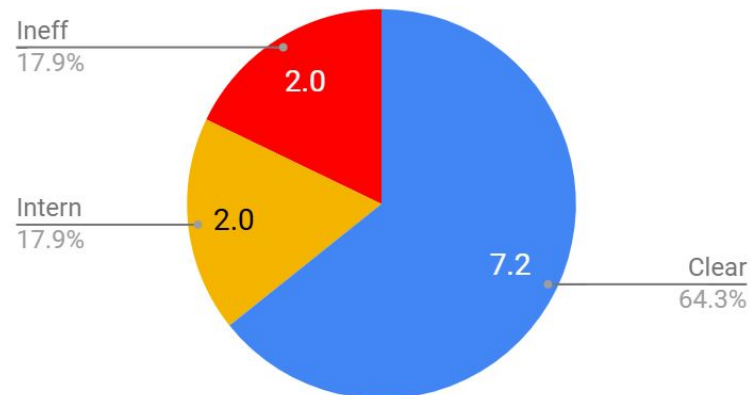
2023-24

2022-23

2023-24 MPS Teaching AMO - Physical Education



2022-23 MPS Teaching AMO - Physical Education



2023-24 MPS TAMO Data Report

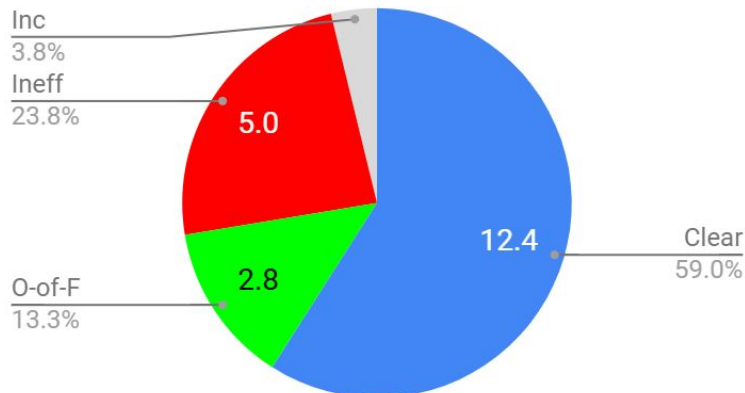
TAMO Data by Subject - Science



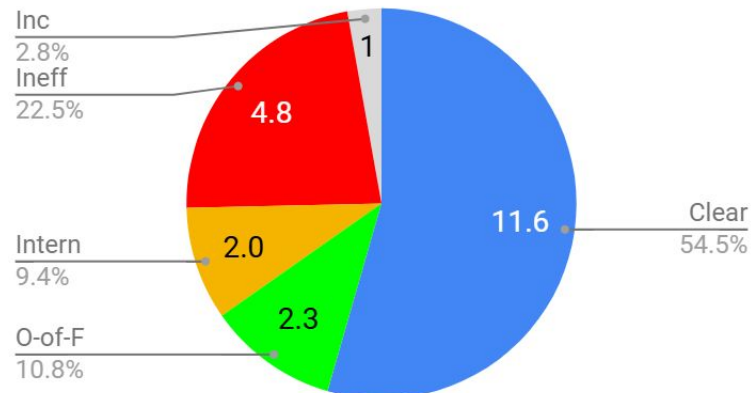
2023-24

2022-23

2023-24 MPS Teaching AMO - Science



2022-23 MPS Teaching AMO - Science



2023-24 MPS TAMO Data Report

5. Conclusion & Next Steps

2023-24 MPS TAMO Data Report

Conclusion & Next Steps



- **Credentialing Matters:** Ensures teachers meet state requirements for knowledge, skills, and ethical standards.
- **Professional Standards:** Credentials reflect rigorous training in classroom management, subject expertise, and student engagement.
- **Impact on Students:** Credentialed teachers provide high-quality, standards-aligned instruction that supports learning and development.



MPS Commitment:

- People & Culture Department monitors and supports teacher credentialing.
- Academic Department and school leaders provide mentoring, coaching, and professional development.
- Data & Accountability Department publishes TAMO data in LCAP and SARC reports to track progress.
- MPS aims to **exceed the LCAP target of 85%** and ultimately reach **100% "clear" assignments.**

2023-24 MPS TAMO Data Report



Coversheet

Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights

Section: VI. Information/Discussion Items
Item: D. Comprehensive Diversity and Demographic Analysis: Organizational
Workforce and Turnover Insights
Purpose: Discuss
Submitted by:
Related Material: VI_D_Comprehensive Diversity and Demographic Analysis.pdf



Agenda Item:	VI D: Information/Discussion Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights

Action Proposed:

No action is required.

Purpose:

This year’s report represents Magnolia’s most comprehensive look yet at our workforce health. In addition to annual retention data, we are introducing first-time exit interview analysis and expanding our review of Time to Fill, our key recruitment efficiency metric promised during last year’s report. Together, these insights establish a unified picture of Magnolia’s talent ecosystem—spanning recruitment, retention, and representation.

Our goal is to connect workforce health directly to student success: timely hiring, stronger retention, and an inclusive staff body contribute to stability, culture, and learning outcomes across all campuses.

Key Highlights:

1. Retention on the Rise:

- **Overall staff retention increased to 82.43%**, a 1.09% improvement from last year.
- **Teacher retention rose to 80.28%**, up 2.77% from the prior year.
- These gains reflect Magnolia’s intentional efforts to rebuild and strengthen trust with staff through equitable compensation practices, transparent communication, and data-informed decision-making. Over the past year, we have used insights from the Great Place to Work® staff experience survey to introduce meaningful change—focusing on transparency, consistency, and more visible leadership engagement. In parallel, Magnolia’s investment in supervisor coaching and emphasis on our Employer of Choice branding continue to reinforce a culture of belonging, accountability, and excellence—retaining high-quality employees while attracting exceptional new talent.

2. Exit Data Analysis – First Year of Insight:



- Collected from 27 voluntary exits (35% participation).
- Identified key drivers: workload, leadership consistency, and cost of living pressures.
- This year, Magnolia introduced the Net Promoter Score (NPS) as a new way to measure employee engagement and loyalty—marking the start of a consistent, year-over-year framework for understanding staff experience.
- While this year's result (+26) provides an initial reference point, Magnolia will establish a formal baseline next year using a standardized 1–10 scale within Paycom.
- These data now inform leadership coaching, role design, and retention priorities going forward, advancing our ability to make evidence-based improvements in culture and organizational health.

3. Time to Fill – Efficiency and Accountability:

- Organization-wide average: 61.7 days
- Benchmark: National average time to fill across industries is approximately 42–45 days, with a realistic K–12 benchmark of 30–60 days, depending on role complexity and credentialing requirements.
- Context: Many school systems and organizations that achieve 45-day averages have dedicated recruitment operations—including staff focused exclusively on sourcing, screening, and interviewing candidates.

In contrast, Magnolia's lean two-person Talent team manages the full talent cycle—from recruitment and employment verifications to contracts, budgeting, and strategic initiatives—without specialized sub-teams.

- Why It Matters: Despite our smaller team, Magnolia maintains competitive hiring timelines through cross-functional coordination, proactive forecasting, and continuous improvement of our internal processes. This year's consistent time-to-fill performance demonstrates strong efficiency and accountability, even with limited recruitment infrastructure.

4. Diversity and Representation:

- **Ethnic representation continues to reflect Magnolia's student population**, with 47% of staff identifying as Hispanic/Latino.
- **Teacher diversity increased year-over-year**, ensuring students see themselves reflected in their classrooms.
- Gender and age representation remain balanced, providing a mix of experienced leaders and early-career educators that sustains organizational continuity.

5. Mandatory Trainings

- The mandatory training for all MPS employees has been fully integrated into Paycom, Magnolia's HRIS system. This integration streamlines the process, making it more convenient for employees to complete required courses and enabling supervisors to efficiently monitor completion and generate compliance reports.



This approach ensures both accountability and ease of access, enhancing the overall effectiveness of our compliance and professional development initiatives.

- **As of August 31, 2025, 100% of all MPS employees required to complete their mandatory training have successfully done so.**
- This demonstrates Magnolia's commitment to full compliance and continuous professional development across the organization.

6. More Vision-Driven and Inspirational:

- Magnolia is transforming how we understand and manage our workforce. Instead of tracking data for compliance alone, we're now using analytics to tell a story—one that helps leaders anticipate needs, act quickly, and strengthen the employee experience across every school site.

Conclusion:

Magnolia Public Schools continues to build a resilient and inclusive workforce that mirrors our students and strengthens academic outcomes. The combination of increased retention, data-informed exit analysis, and accountability in hiring demonstrates significant progress toward becoming an employer of choice in public education.

Our next step is to integrate these workforce metrics into annual organizational health reporting, ensuring the Board can track long-term progress and hold leadership accountable for continuous improvement.

Exhibits:

- Comprehensive Talent and Workforce Insights: Organizational Health and Retention Trends 2024-25



Comprehensive Talent and Workforce Insights:

*Organizational Health
and Retention Trends
2024-25*

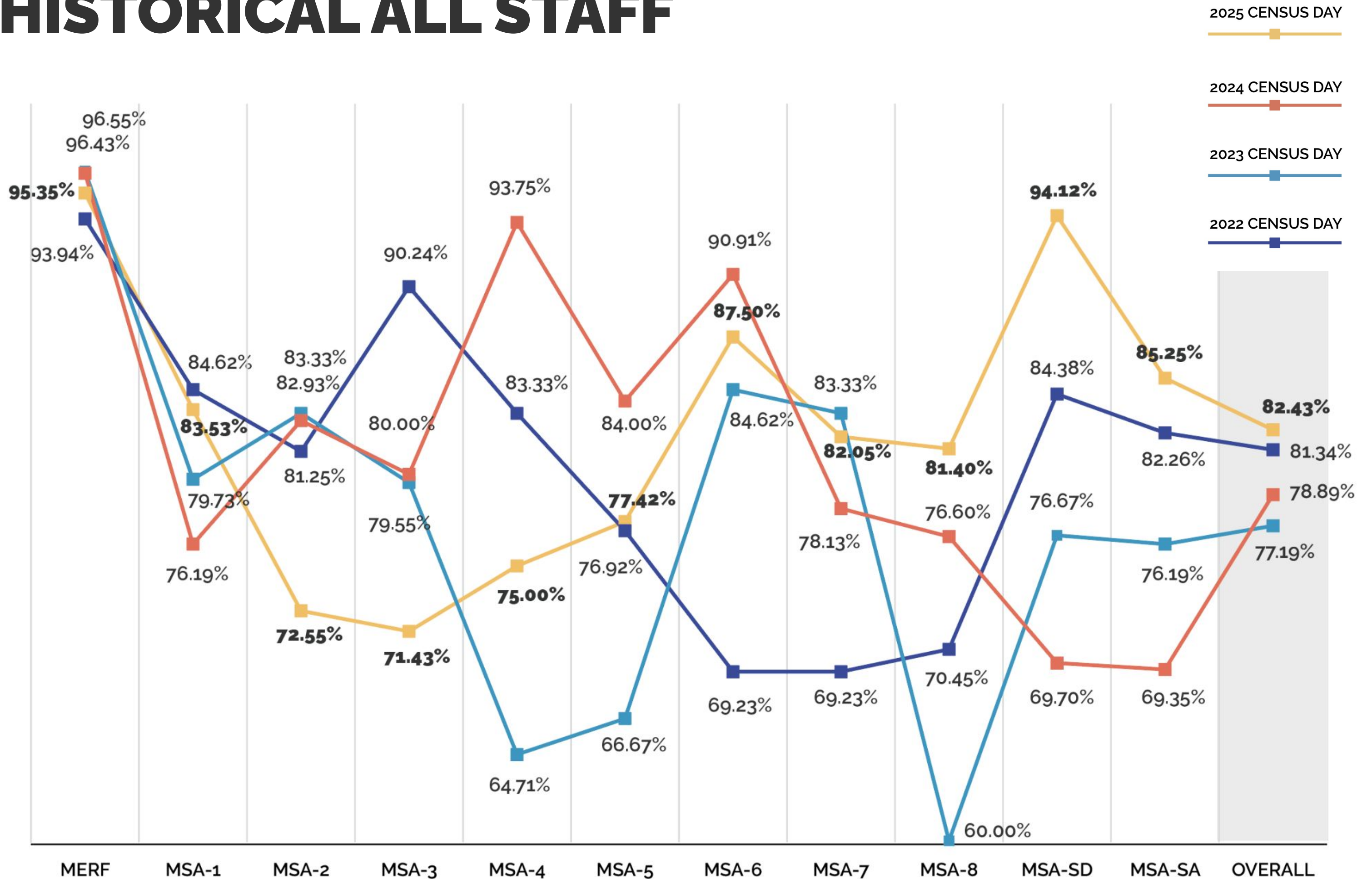
Retention, Recruitment, and Representation

- **Retention on the rise:** Overall and teacher retention improved year-over-year, signaling greater stability and satisfaction.
- **Exit data, first-ever analysis:** Provides insights into why employees leave and where to focus leadership support and culture-building.
- **Time to fill:** Reflects our commitment to timely staffing and our promise from last year's board presentation.
- **Diversity and representation:** Showcases shifts in our workforce demographics, linking staff representation to the students and communities we serve.
- **Mandatory trainings:** Achieved 100% completion of all required safety trainings through Paycom—ensuring every employee is prepared to maintain safe and supportive school environments for both students and staff. This milestone reinforces our commitment to compliance, accountability, and a culture of safety across Magnolia.
- **Next step:** Integrate these insights into our annual talent report for continuous improvement.



RETENTION Breakdown

HISTORICAL ALL STAFF



Internal Transfers: Building Clarity Around Movement and Retention

We are deepening our understanding of retention through better data integration.

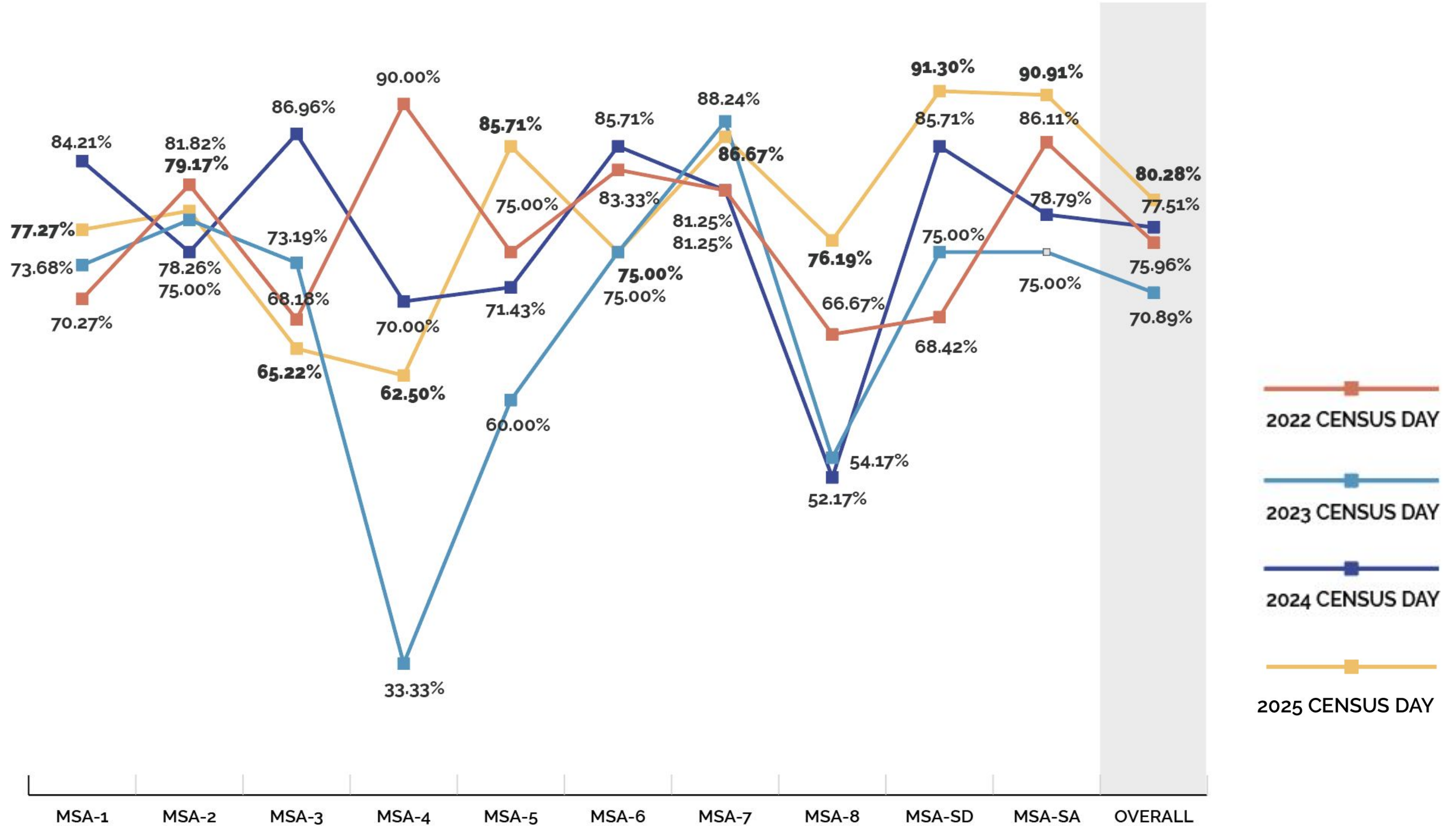
This chart reflects current internal transfers—showing campuses that have lost or gained staff through movement within Magnolia. As we continue to evolve our Time-to-Fill and Exit Data metrics, our next step is to distinguish between employees who leave Magnolia entirely and those who continue their careers within Magnolia at another site.

By next year, this metric will visually capture “retained within Magnolia” versus “exited Magnolia,” offering the Board a clearer view of retention beyond campus boundaries.

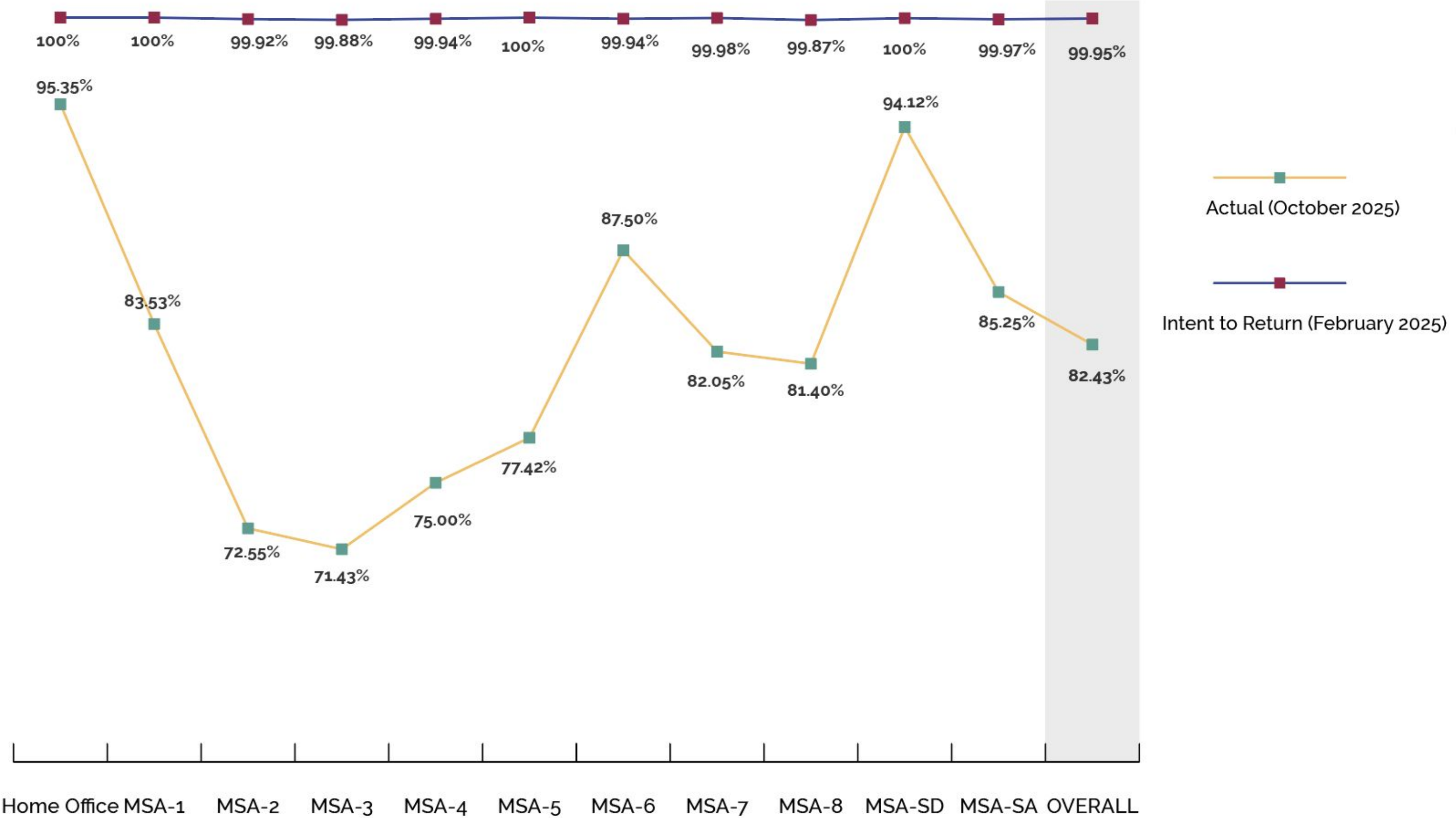
This reflects our ongoing effort to strengthen data accuracy, drive meaningful conversations, and ensure every data point connects to the larger story of staff stability and student success.

Campus	Transfers Out	Transfers In	Net Change
MSA-1	1	1	0
MSA-2	1	0	-1
MSA-3	1	2	+1
MSA-4	1	1	0
MSA-5	1	2	+1
MSA-6	1	0	-1
MSA-7	1	2	+1
MSA-8	-	-	-
MSA-Santa Ana	2	0	-2
MSA-San Diego	-	-	-
MSA-Anaheim	-	2	+2
MSA-PYL	-	-	-
MSA-MERF	1	0	-1

HISTORICAL TEACHER RETENTION



ALL STAFF INTENT TO RETURN



EXIT DATA ANALYSIS Breakdown

Overview and Participation

Purpose:

To identify exit trends, understand employee experience, and inform retention efforts.



Participation:

77 voluntary exits between
July 1, 2024 – August 19, 2025

27 employees completed the
exit interview (*35% response
rate*)

- 15 Certificated
- 10 Classified/Support
- 1 Administrator
- 1 Home Office

Evolving Our Exit Data Process

Content

While Magnolia has collected exit data in prior years, this is the first year we are intentionally using it to inform decision-making, strengthen leadership development, and improve organizational health. We're refining our process to ensure consistency, strengthen insights, and make data more actionable.

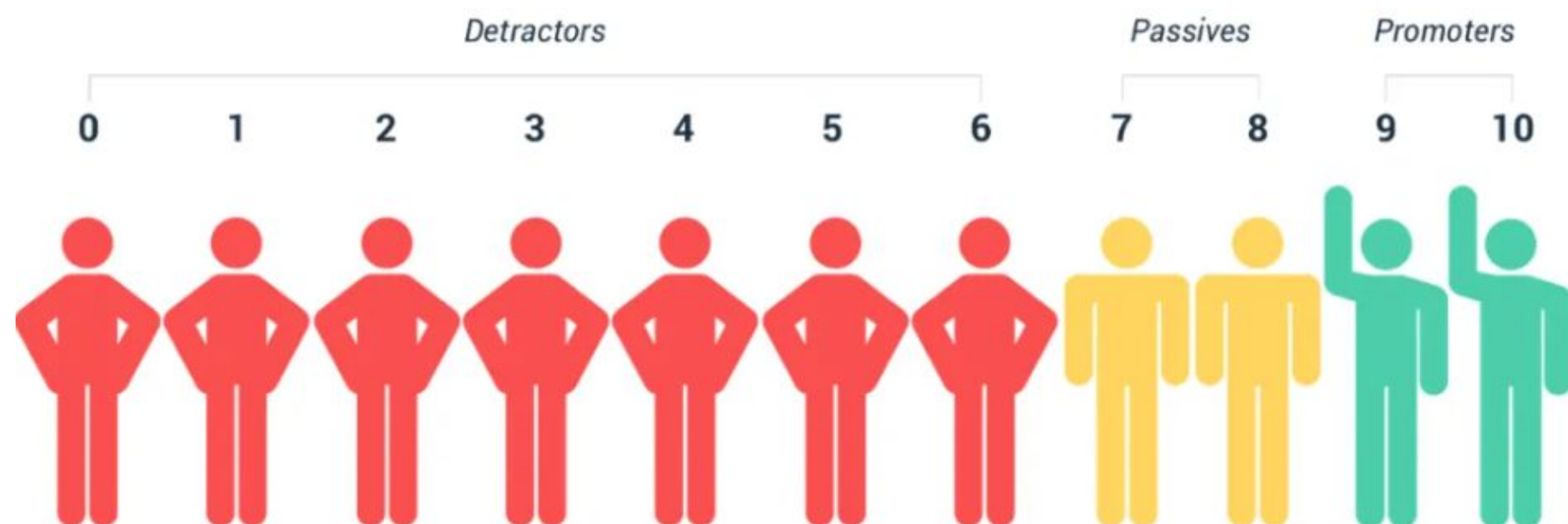


Introducing the Net Promoter Score (NPS)

What is NPS?

A measure of employee loyalty:

$NPS = \%Promoters (9-10) - \% Detractors (0-6)$



Baseline MPS NPS = +26 (Fair – Promising Foundation).

Note: This year's NPS was calculated using categorical responses (Positive, Neutral, Negative). Beginning next year, Magnolia will transition to a standardized 1-10 rating scale in Paycom to ensure consistency, comparability, and year-over-year tracking accuracy.

Why It Matters for Magnolia:

- NPS measures employee loyalty and engagement by comparing promoters (who would recommend MPS) and detractors (who would not)
- Tracks progress year-over-year.
- Connects staff experience to leadership effectiveness.
- Provides a clear, actionable benchmark.

Overall Findings and Key Takeaways

Key Insights

- ***Turnover Drivers:*** Exits linked to workload, leadership consistency, and pay equity.
- ***Organizational Pride:*** Over half of respondents would recommend MPS as a workplace.
- ***Supervisor Relationships:*** Rated positively overall; transparency remains a challenge.
- ***Opportunity:*** NPS of +26 signals a solid base for growth.

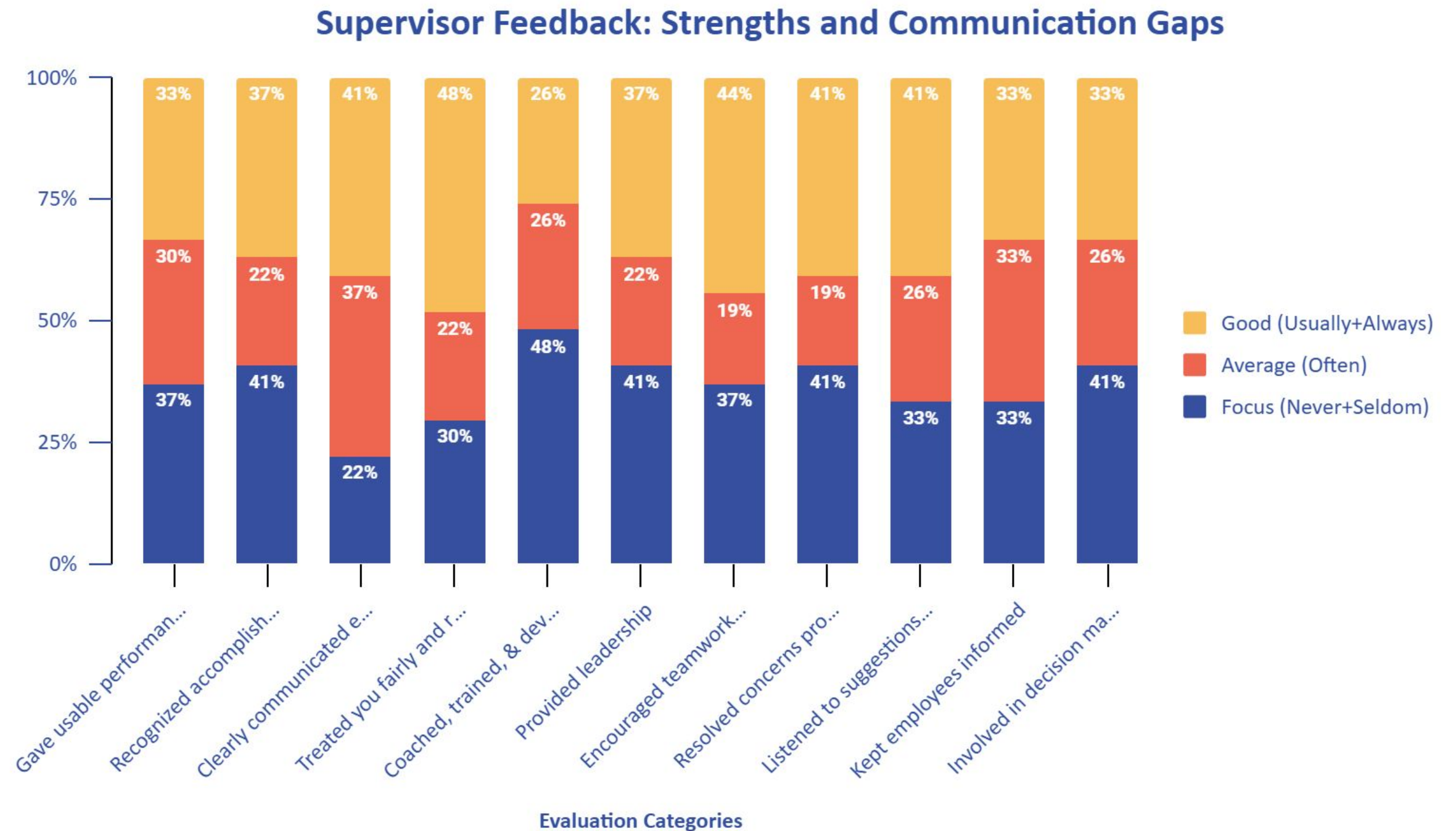
Top Employee-Identified Challenges

Categories	% of Mentions	Summary Insight
Retention & Turnover Challenges	21%	Difficulty sustaining staffing stability, especially among certificated staff.
Leadership & Communication	18%	Desire for greater consistency and transparency
Compensation & Cost of Living	15%	Competitive salary pressures in California market.
Support for Teachers & Students	15%	Concerns about instructional support and classroom resources.
Workload & Support Balance	12%	High demands and unclear priorities frequently cited.
Student Behavior & Discipline	9%	Student behavior and discipline management remain stress factors.
Curriculum / Instructional Quality	6%	Less common but noted by some teachers.
None (Positive)	3%	A few employees reported no concerns.

Supervisor Feedback: Strengths and Opportunities

Key Insight:

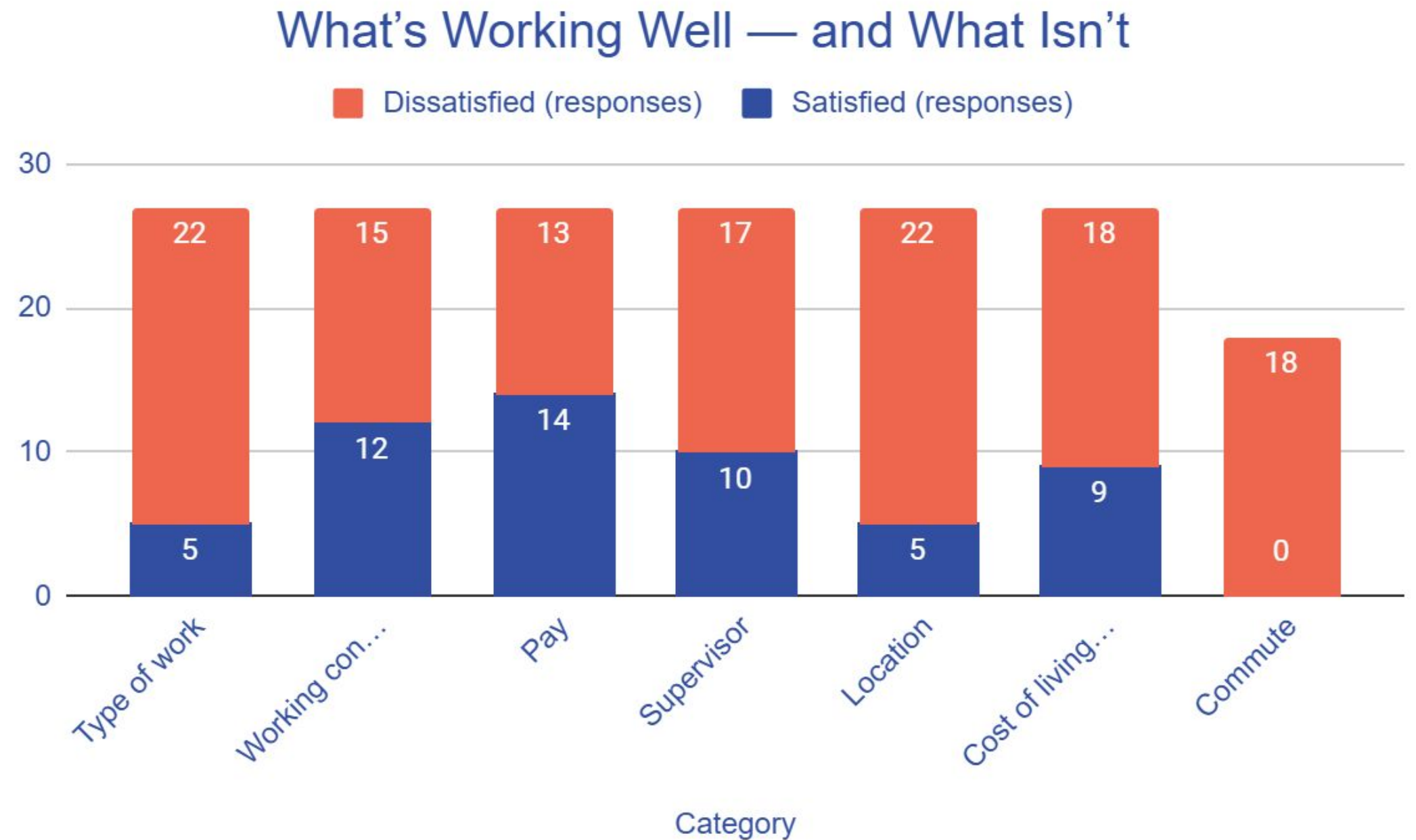
Supervisors are viewed as fair, respectful, and supportive. Growth opportunities include more consistent feedback, follow-through, and communication.



Employee Satisfaction: What's Working Well — and What Isn't

Key Insight:

Employees were most satisfied with pay and working conditions, while commute, cost of living, and workload were the biggest sources of dissatisfaction.



Emerging Themes and Organizational Takeaways

- **Transition to Standardized NPS:** This year marks the baseline as Magnolia shifts toward a consistent 1–10 scoring model in Paycom.
- **Strong Culture Pride:** Most respondents would recommend MPS, reflecting community pride balanced with opportunities for leadership growth.
- **Leadership Consistency:** Supervisors are trusted and supportive, but clearer communication and follow-through are needed.
- **Workload & Support:** Staff continue to seek more realistic expectations and balanced workloads.
- **Compensation Awareness:** Cost of living pressures remain a key retention challenge.



MPS NPS = +26 (Fair/Promising Foundation).

This year's NPS is based on categorical responses. Future surveys will use a standardized 1–10 scale in Paycom to ensure consistency and year-over-year comparability.

Next Steps: Strengthening Organizational Health

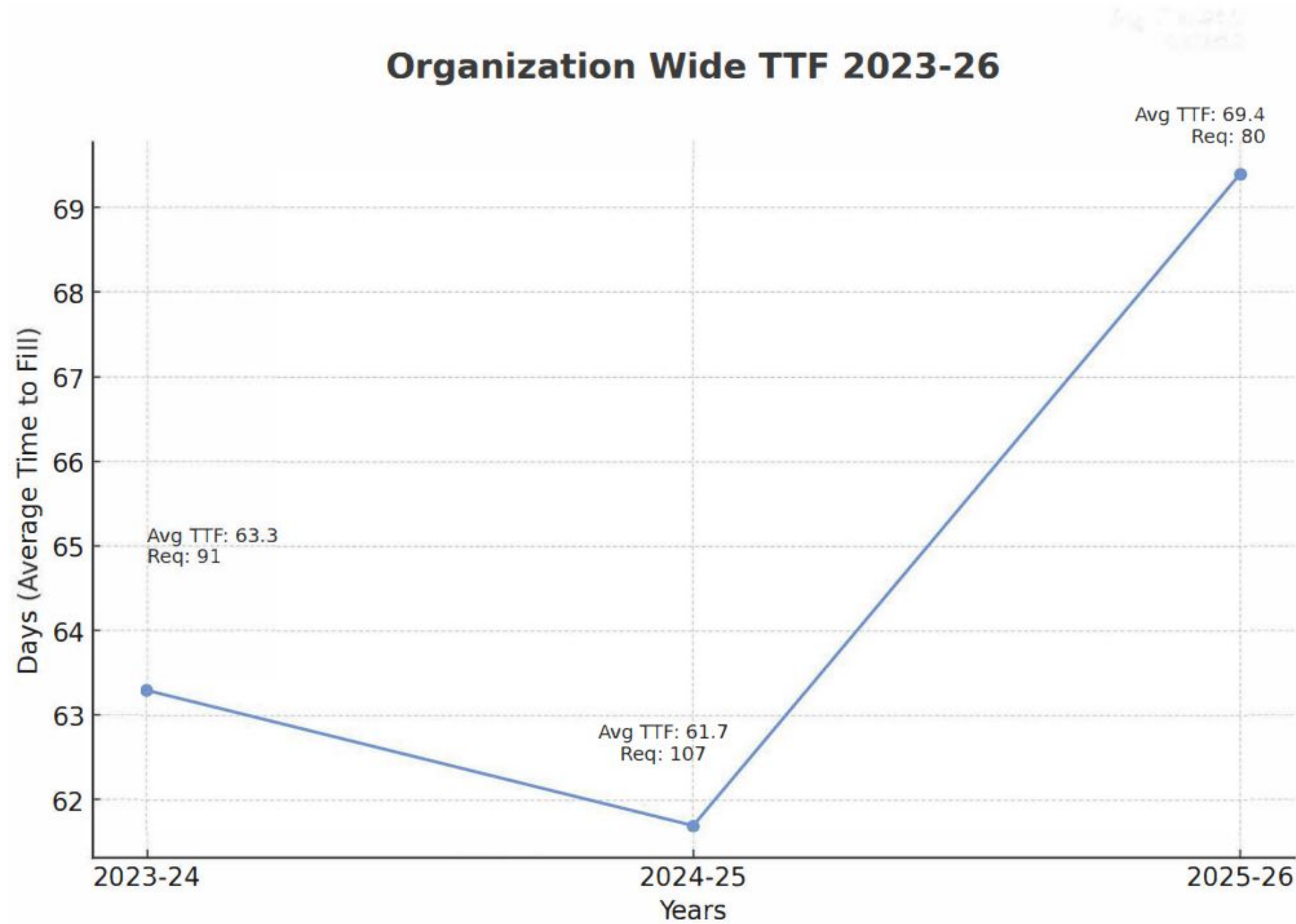
Magnolia will continue to strengthen data-driven decision-making through:

- Integrating NPS tracking into exit and engagement surveys.
- Using Paycom HRIS to automate trend analysis.
- Coaching leaders using real-time feedback insights.
- Reporting NPS annually as a key organizational health metric.



TIME TO FILL Breakdown

ORGANIZATION WIDE TIME TO FILL



Why Time to Fill Matters

Filling vacancies quickly means more instructional continuity for students, less strain on existing staff, and stronger alignment between budgeted positions and actual classrooms.

Tracking and reducing “time to fill” is not just an HR metric—it’s a student success measure.

Key Message: When we hire faster and smarter, students experience fewer disruptions, and leaders can focus on quality and growth.

DATA AND ACCOUNTABILITY

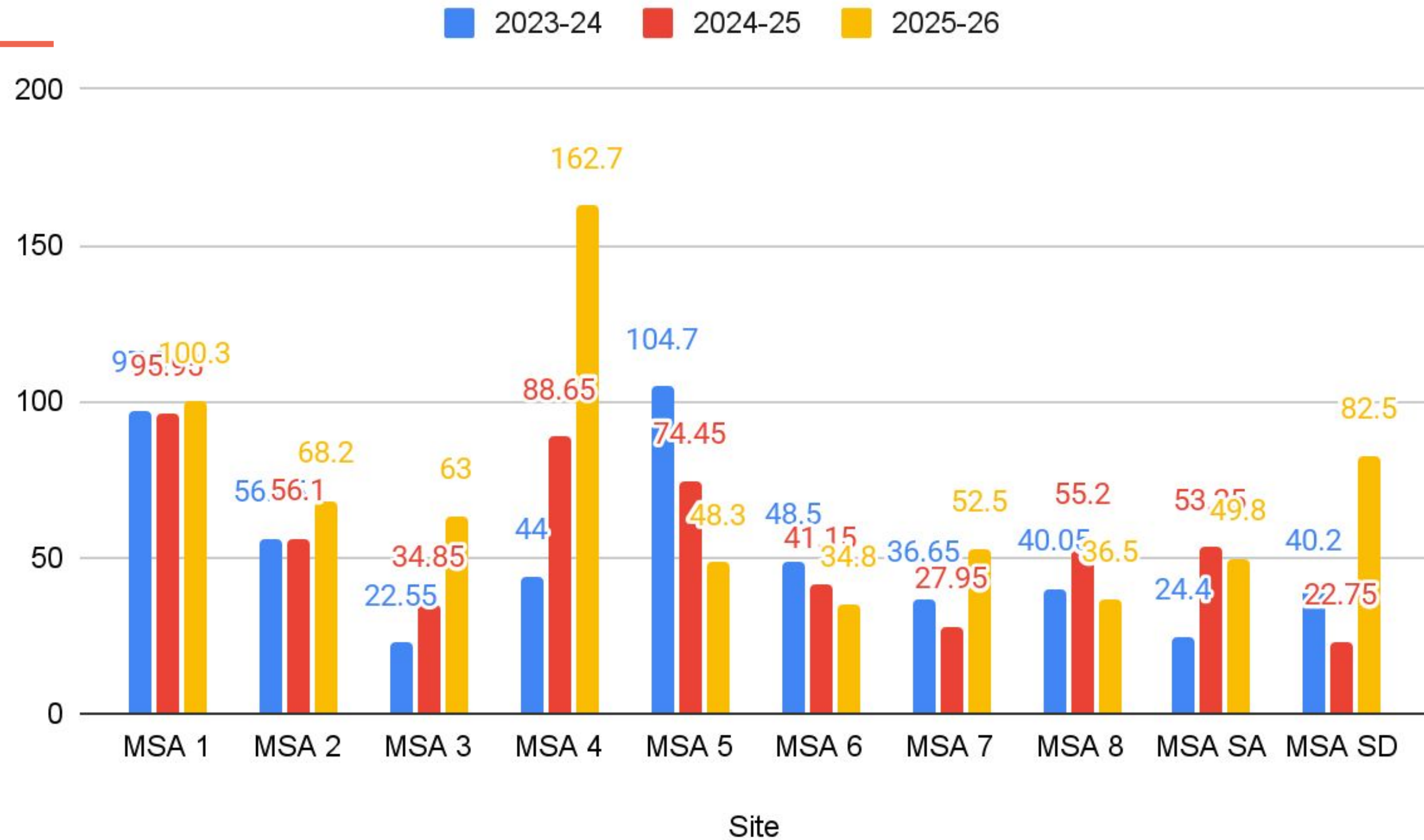
What This Data Tells Us

- Magnolia's average time to fill has held steady, with variation by site revealing where hiring practices can be strengthened.
- Consistent data collection now allows us to spot bottlenecks and forecast needs earlier.
- Our goal aligns with national best practice: 30–60 days from posting to offer.

Why It Matters: Faster, data-driven hiring means students start the year with stable teams, and we maximize every dollar of our staffing investment.



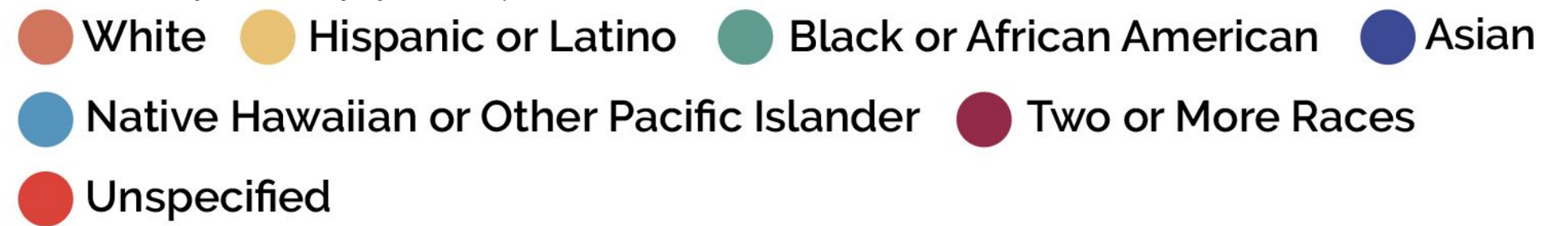
TIME TO FILL PER SITE



ETHNICITY Breakdown

ETHNICITY

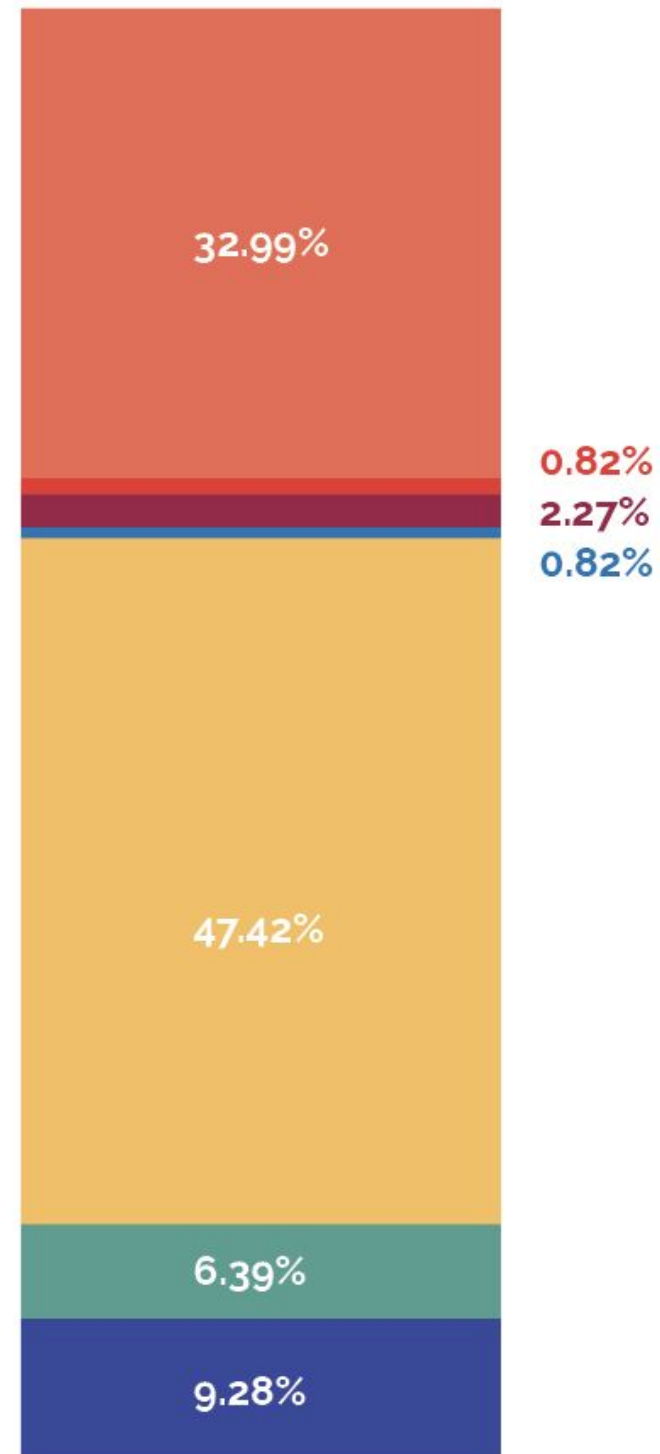
Org-wide



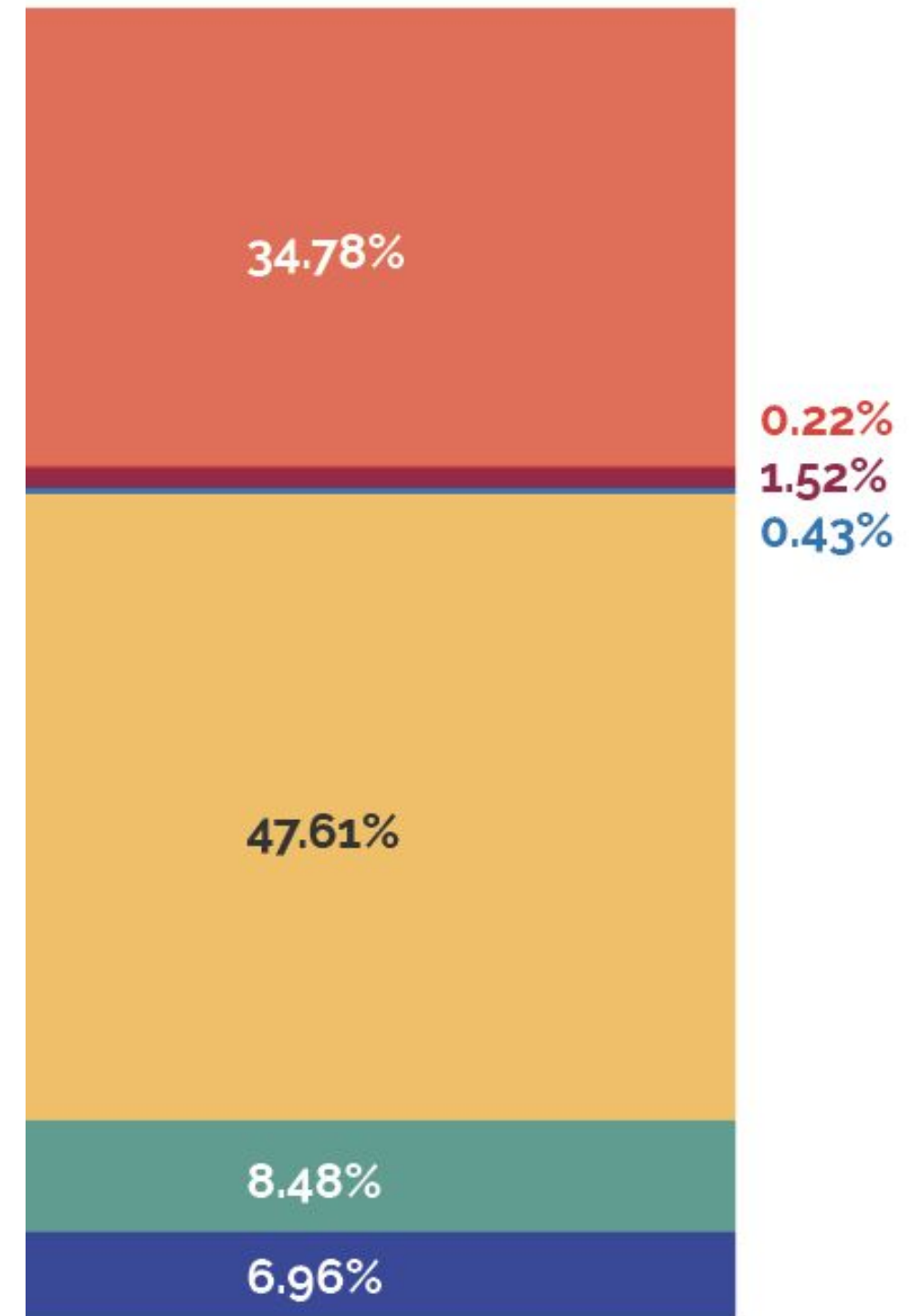
Key Insight:

Workforce remains majority Hispanic/Latino, closely mirroring student demographics — sustaining cultural alignment.

2024-25

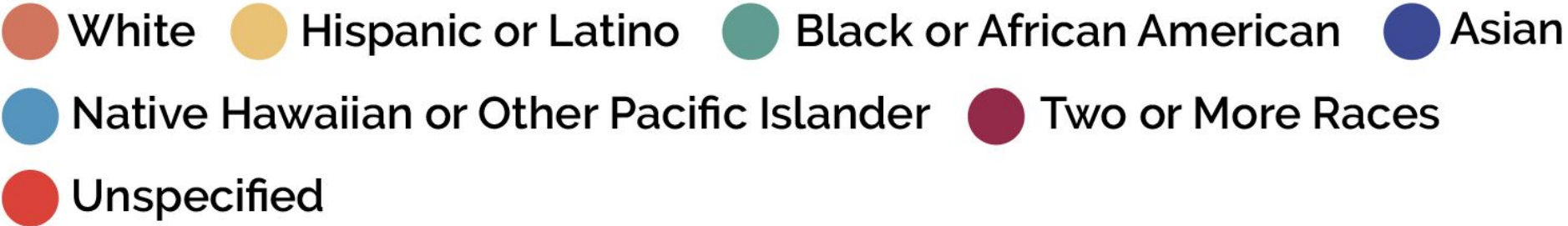


2023-24



ETHNICITY

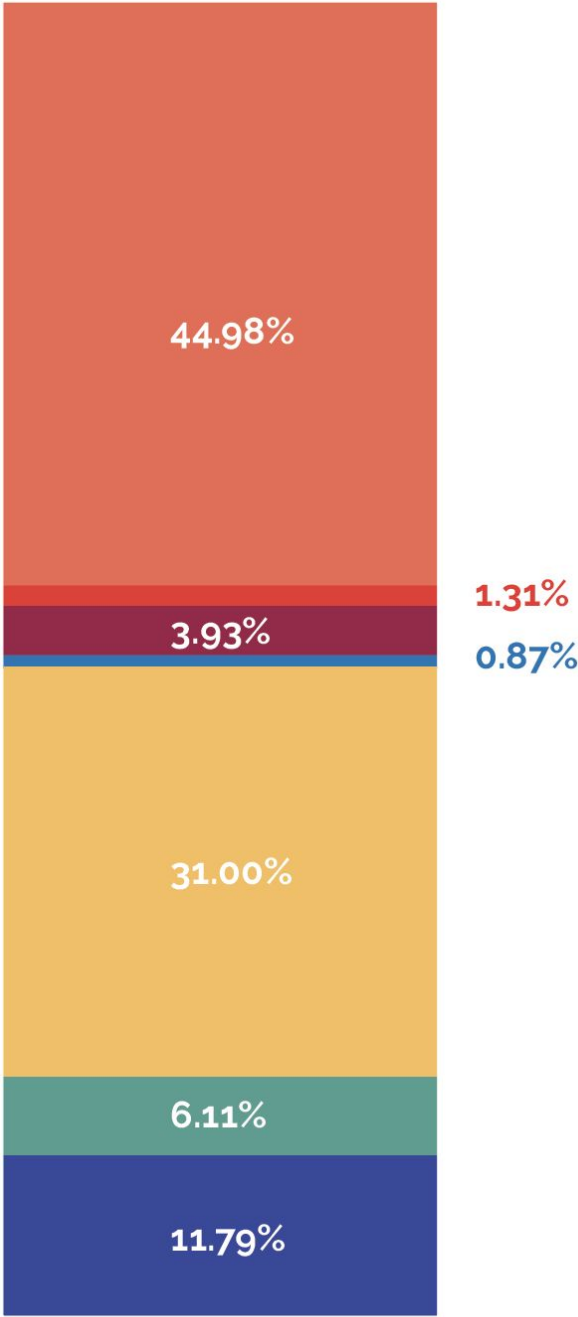
Teachers



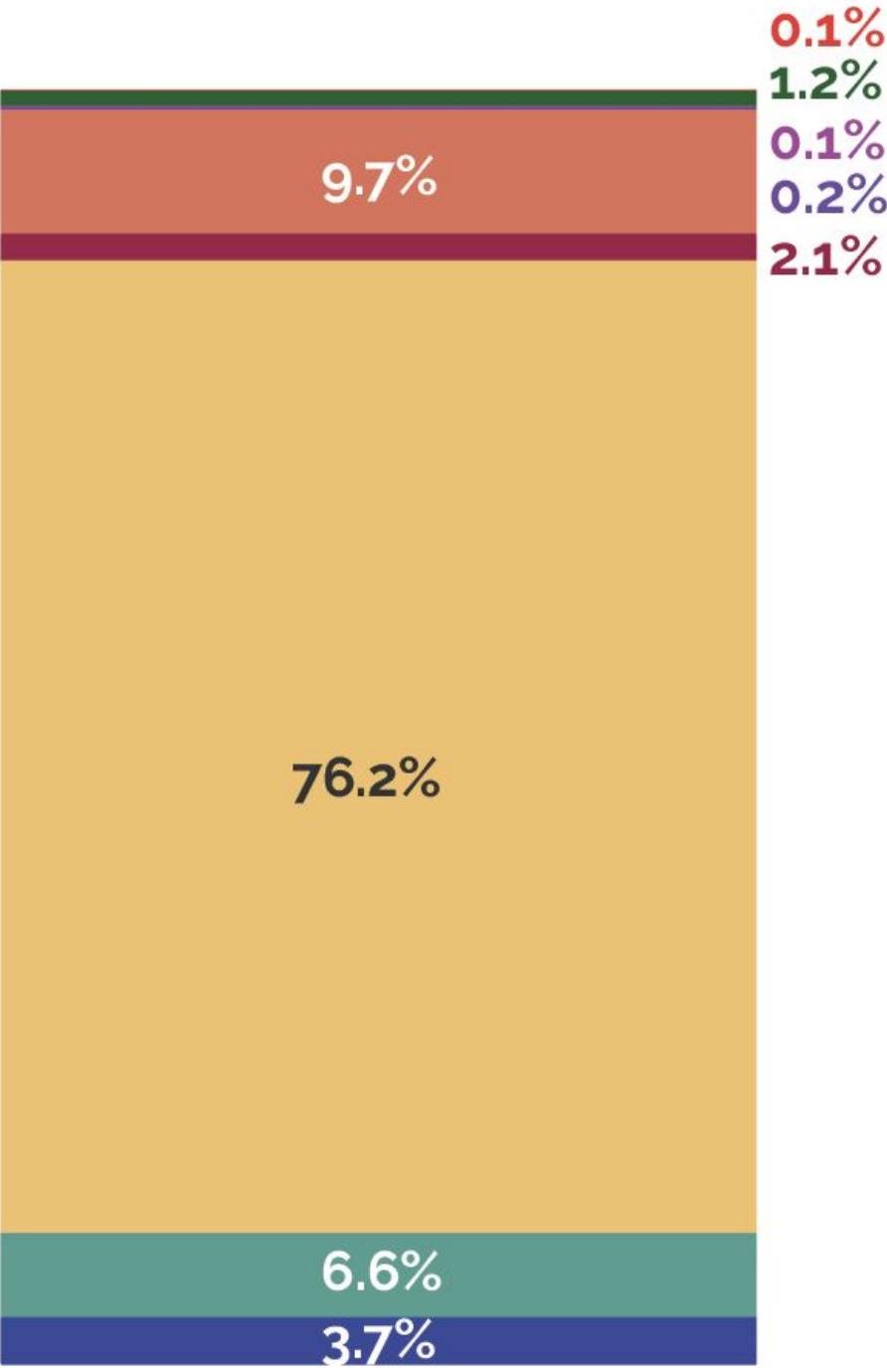
Key Insight:

Teacher diversity increased year-over-year, helping students see themselves reflected in their educators.

2024-25

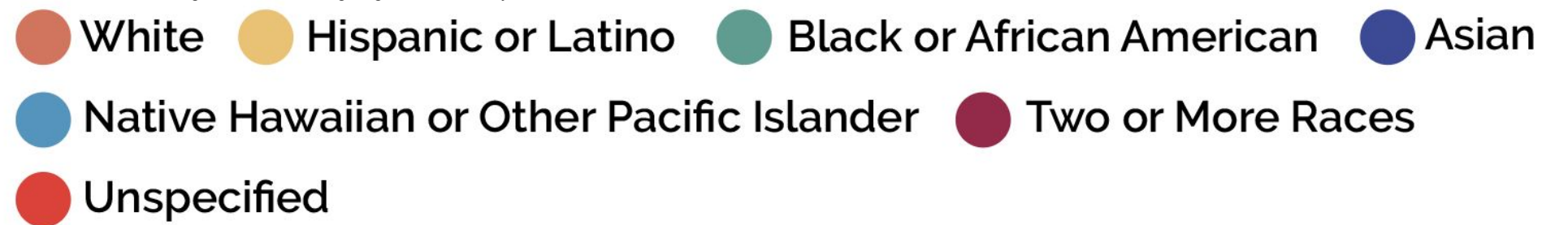


2023-24

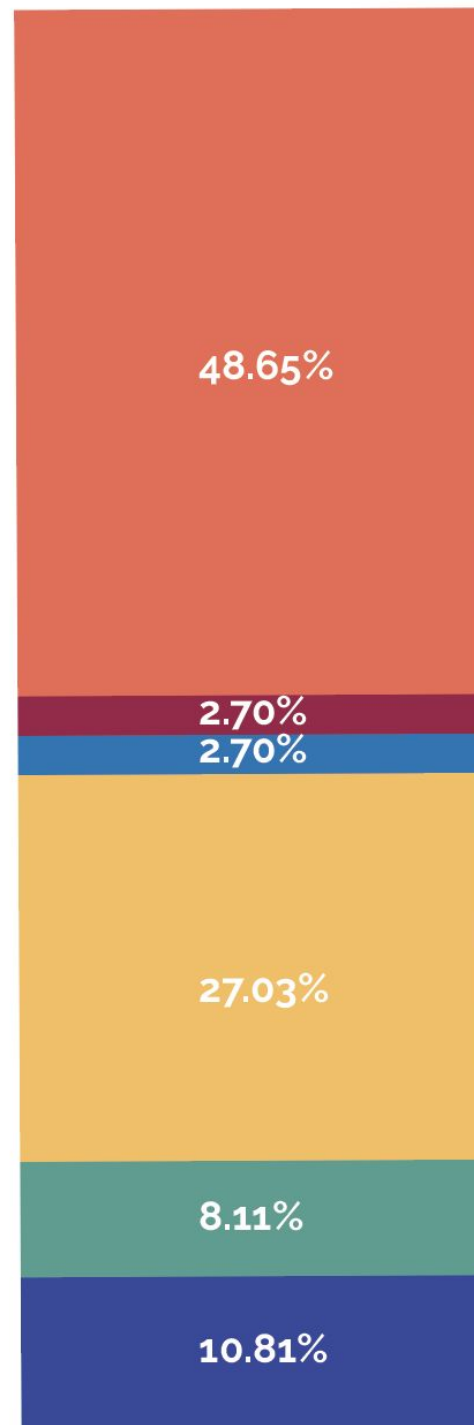


ETHNICITY

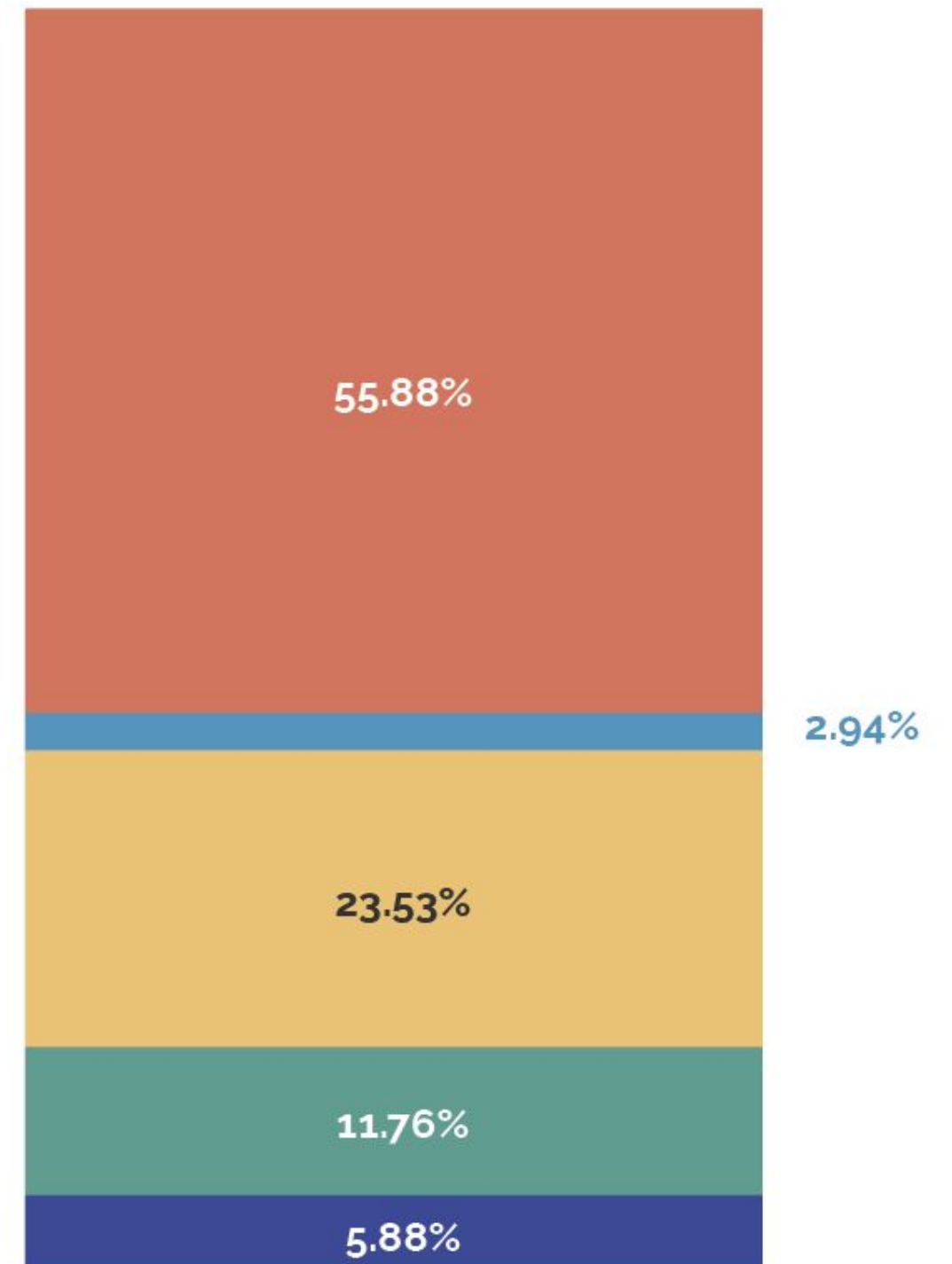
Admin



2024-25



2023-24

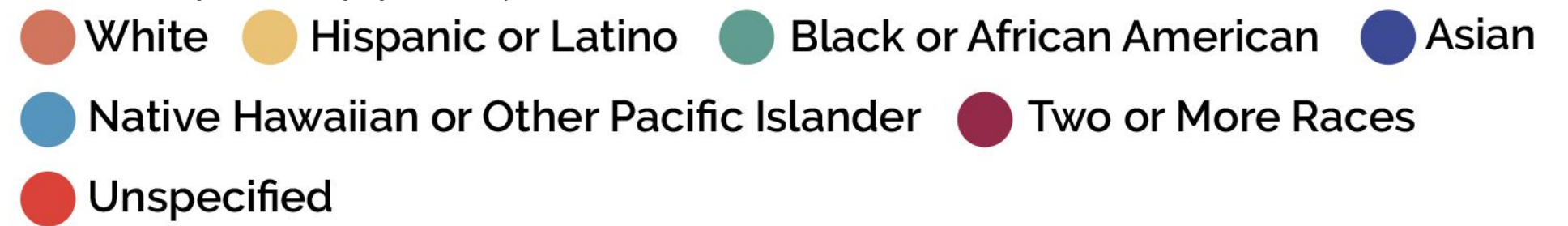


Key Insight:

Administrative diversity improved, enhancing representation in decision-making roles.

ETHNICITY

Classified Staff

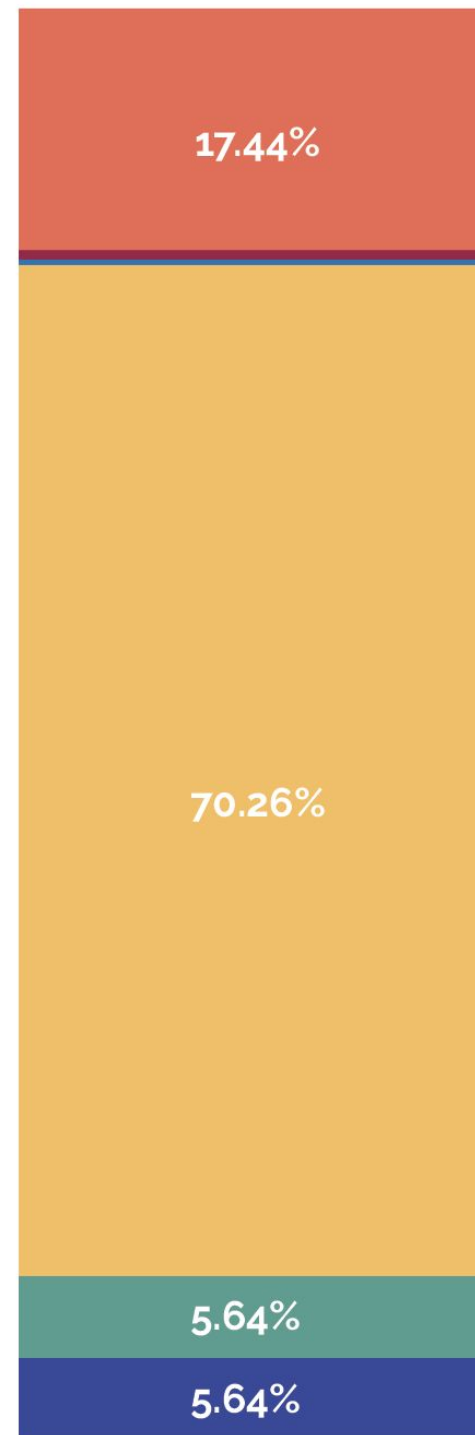


2024-25

2023-24

Key Insight:

Classified staff continue to represent the communities they serve, maintaining strong local connection.



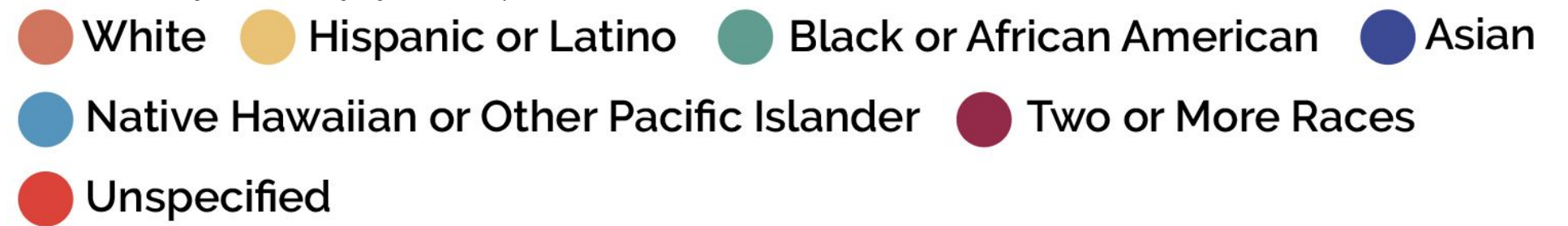
0.51%
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0.52%
0.52%

ETHNICITY

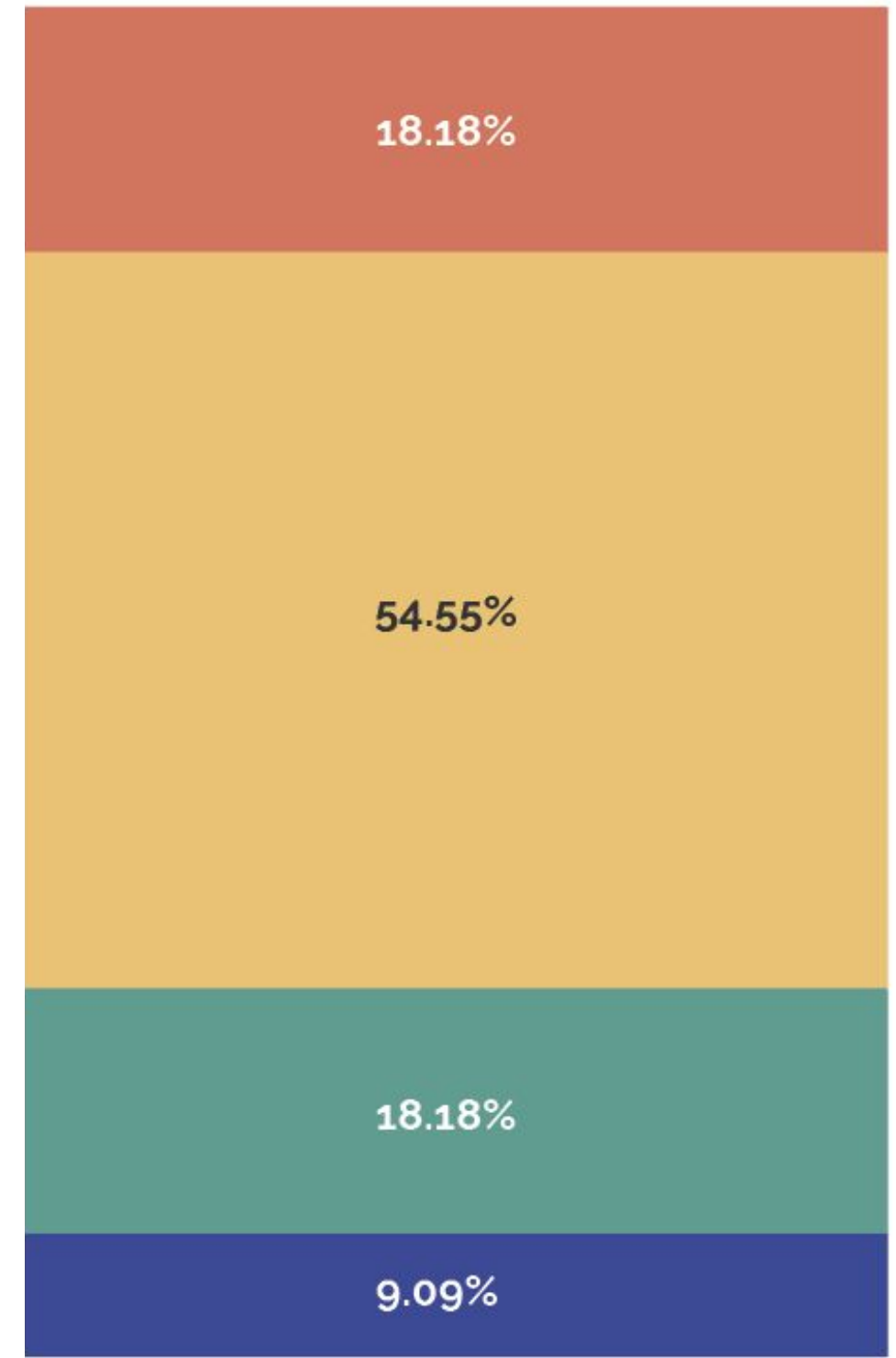
Non-Classroom



2024-25



2023-24



Key Insight:

Non-classroom roles show greater diversity this year, reflecting our progress in leadership pipelines.

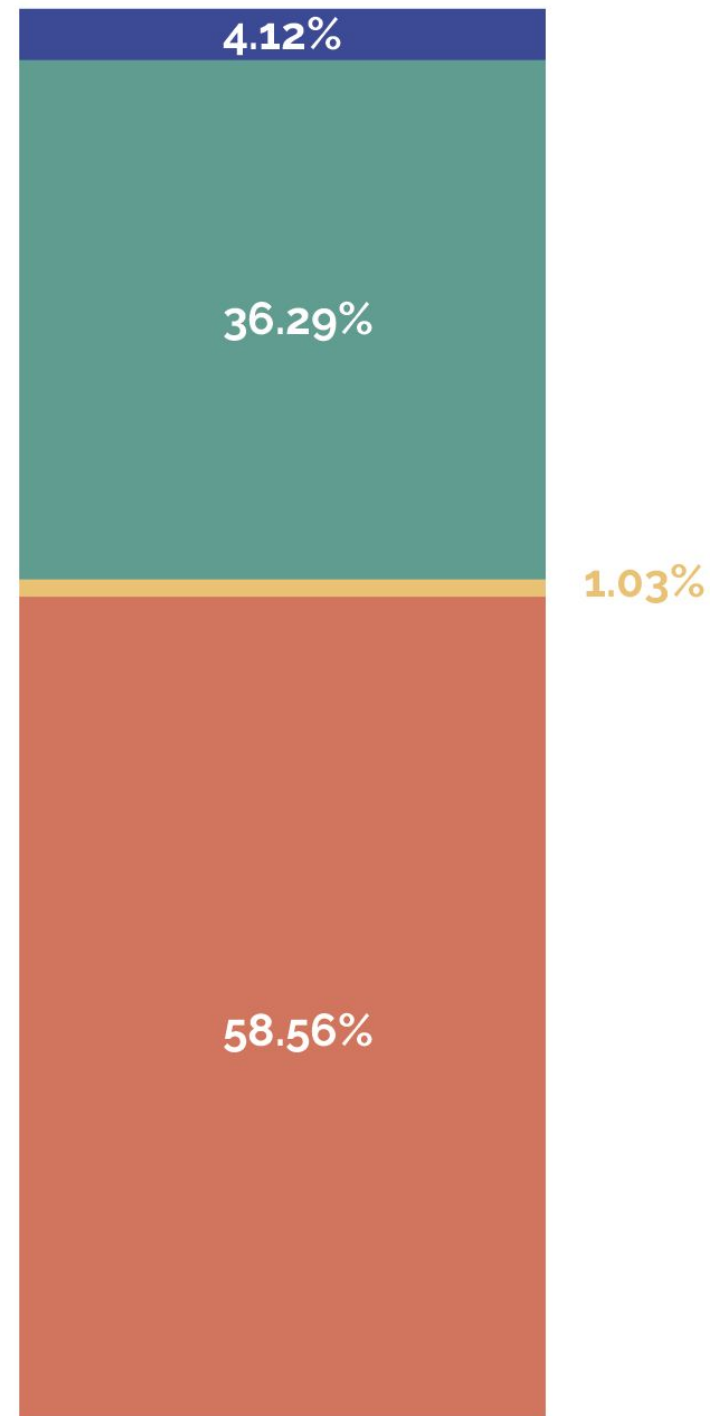
GENDER Breakdown

GENDER

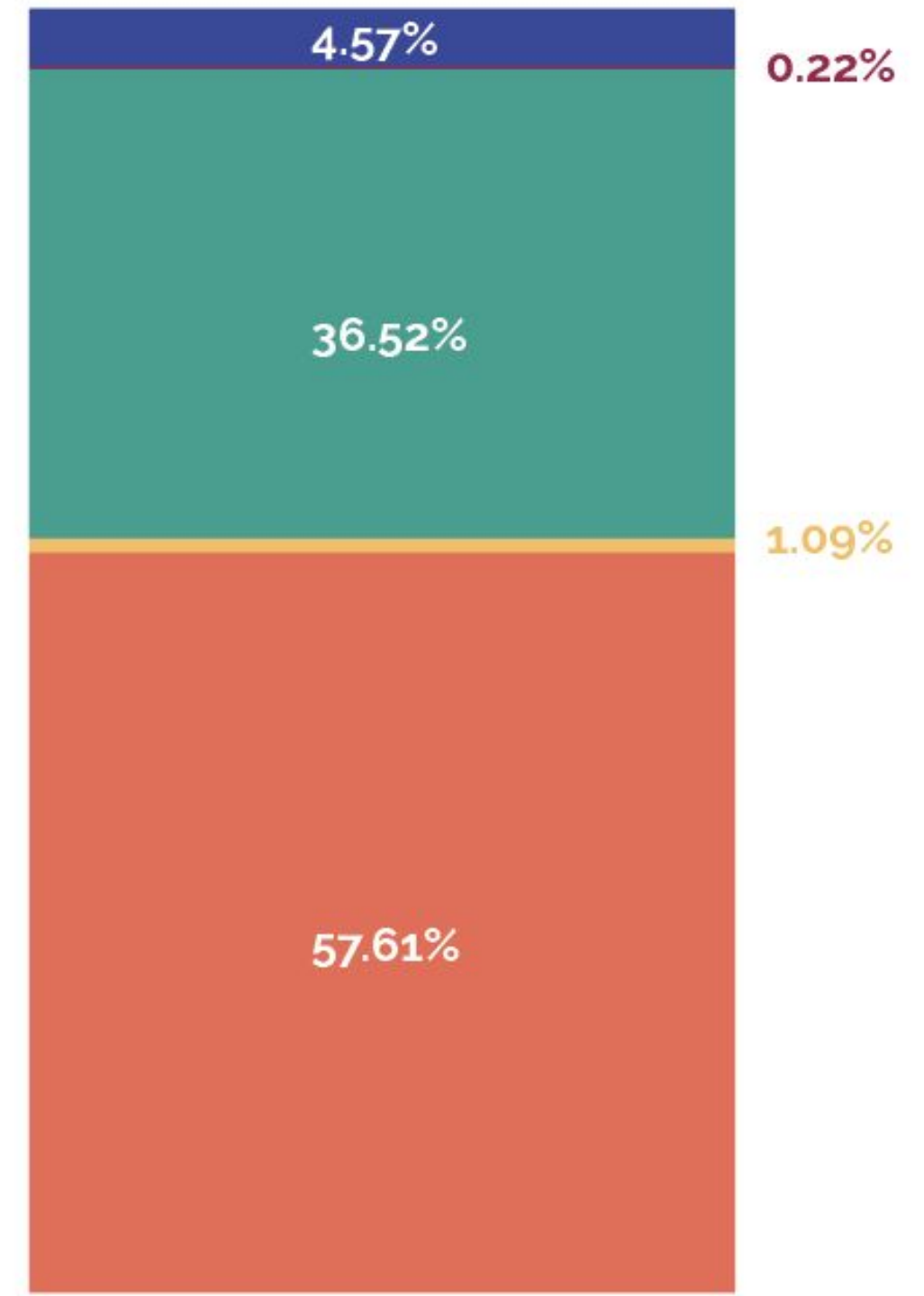
Org-wide

Female I do not wish to self-identify Male Unspecified

2024-25



2023-24



Key Insight:

Gender balance remains steady across the organization, with representation aligned to education sector norms.

GENDER

Teachers

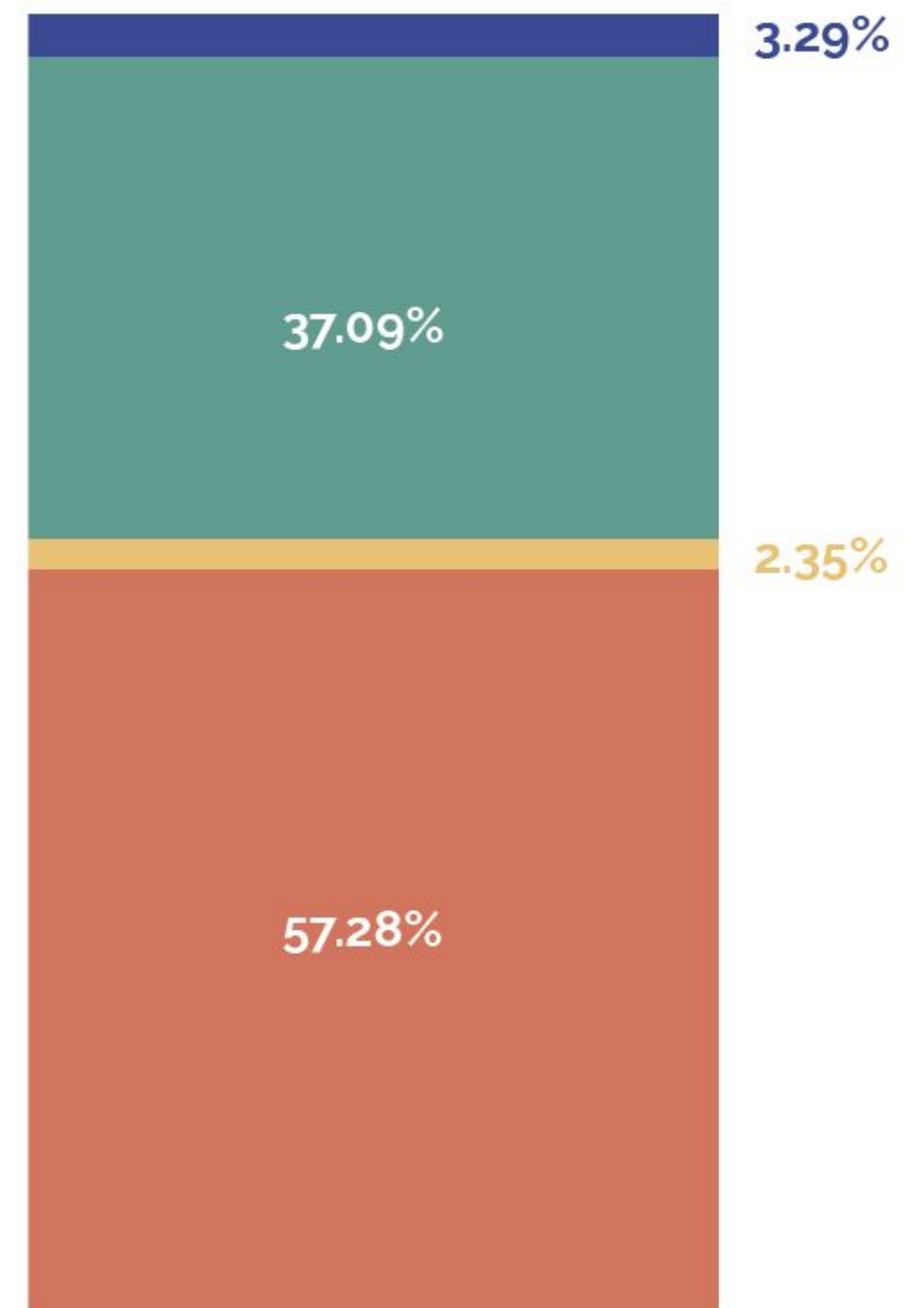
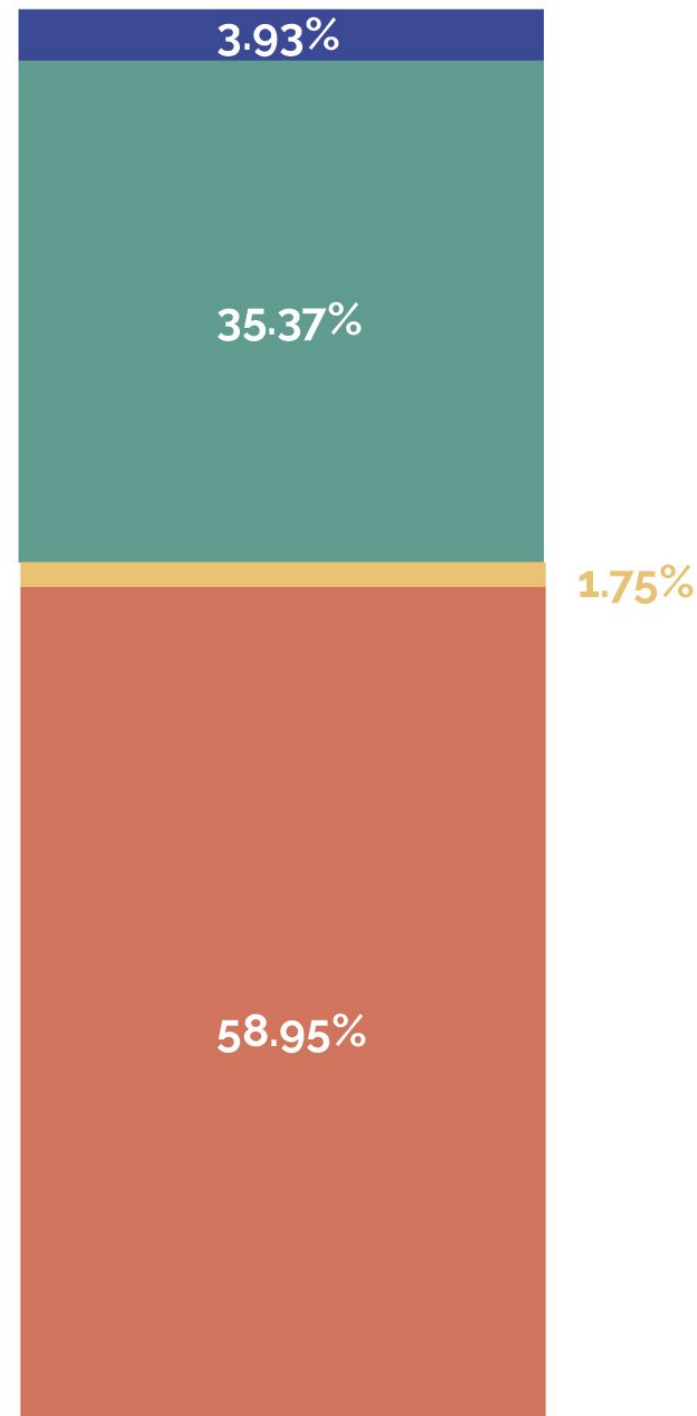
● Female
 ● I do not wish to self-identify
 ● Male
 ● Unspecified

2024-25

2023-24

Key Insight:

Female representation among teachers remains strong, consistent with national K-12 trends.

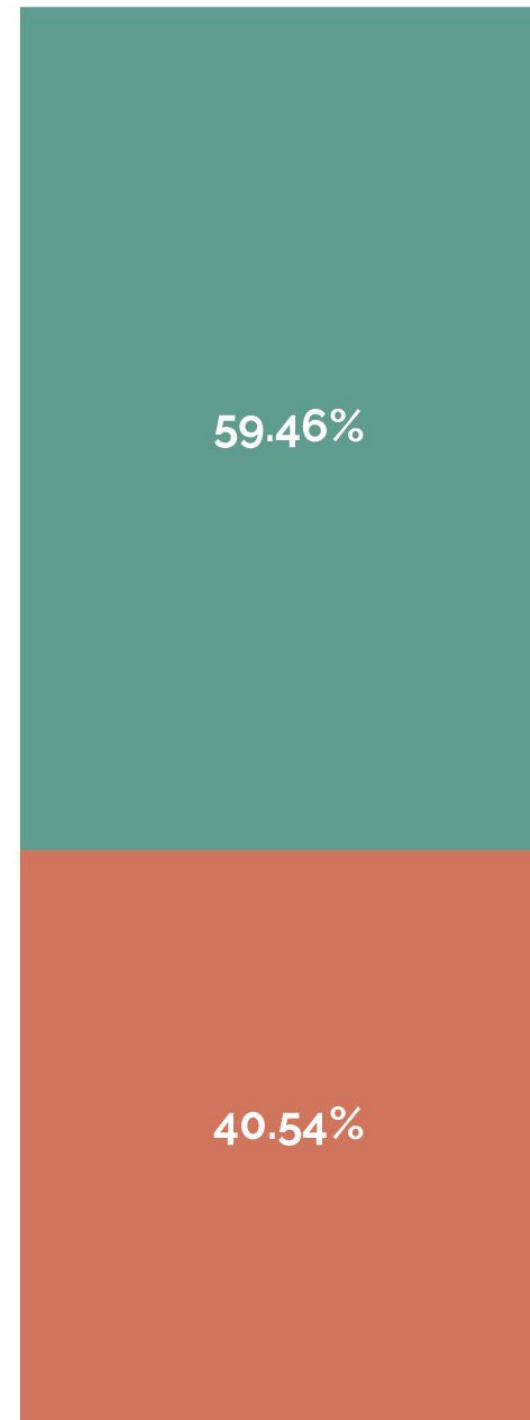


GENDER

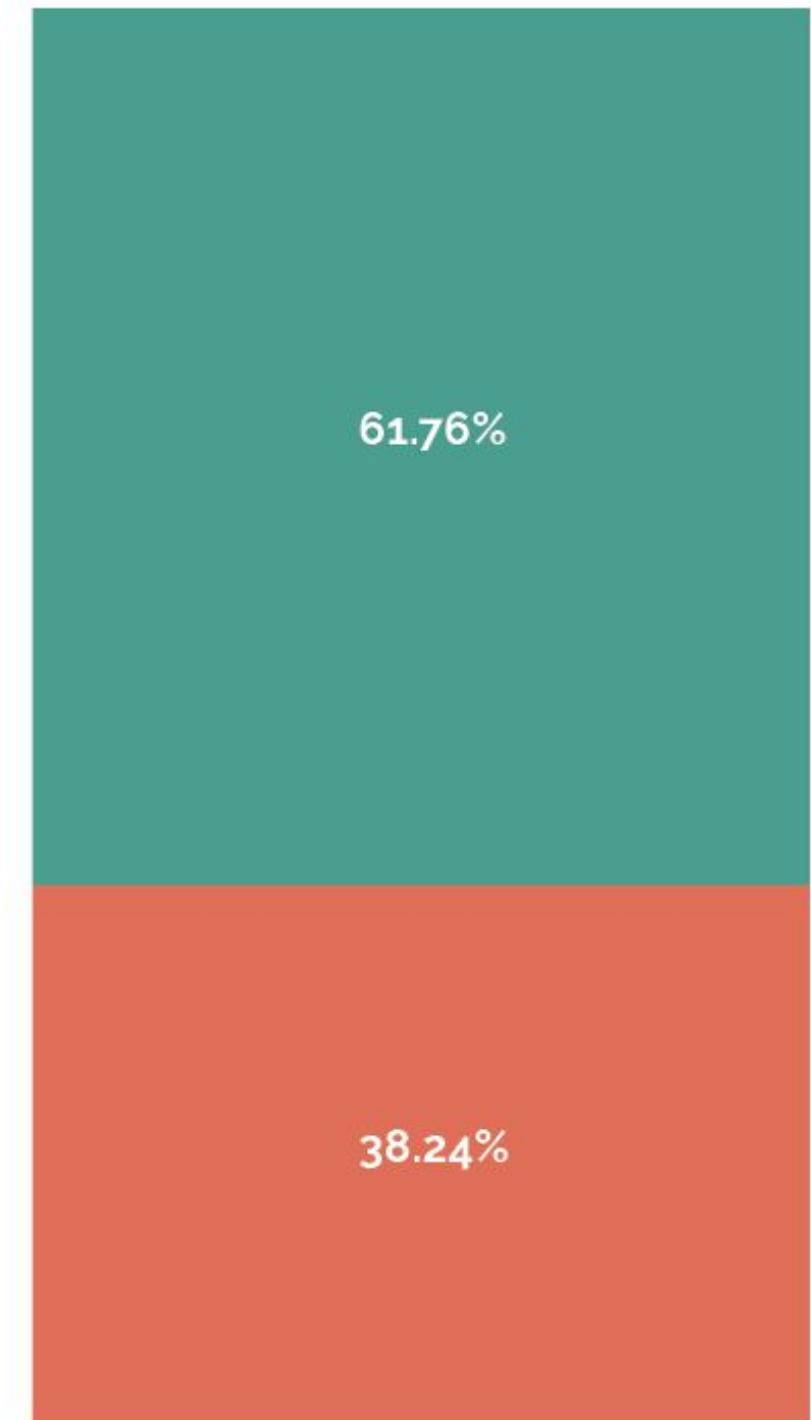
Admin

Female I do not wish to self-identify Male Unspecified

2024-25



2023-24



Key Insight:

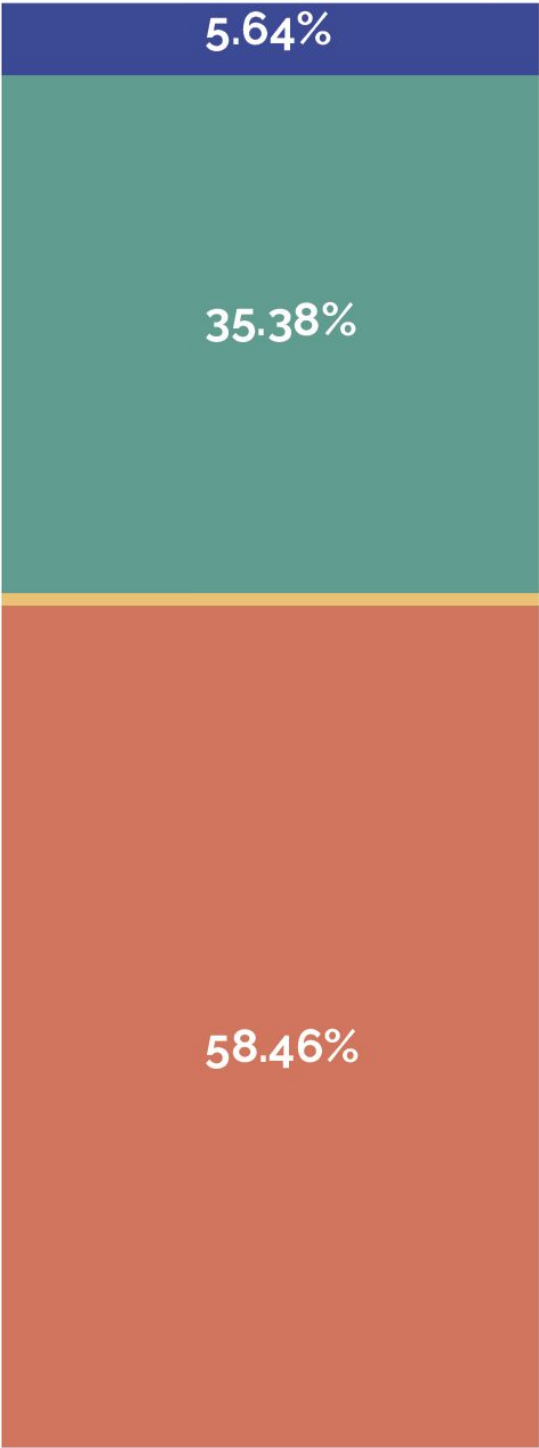
Gender balance among administrators continues to strengthen, ensuring diverse leadership perspectives.

GENDER

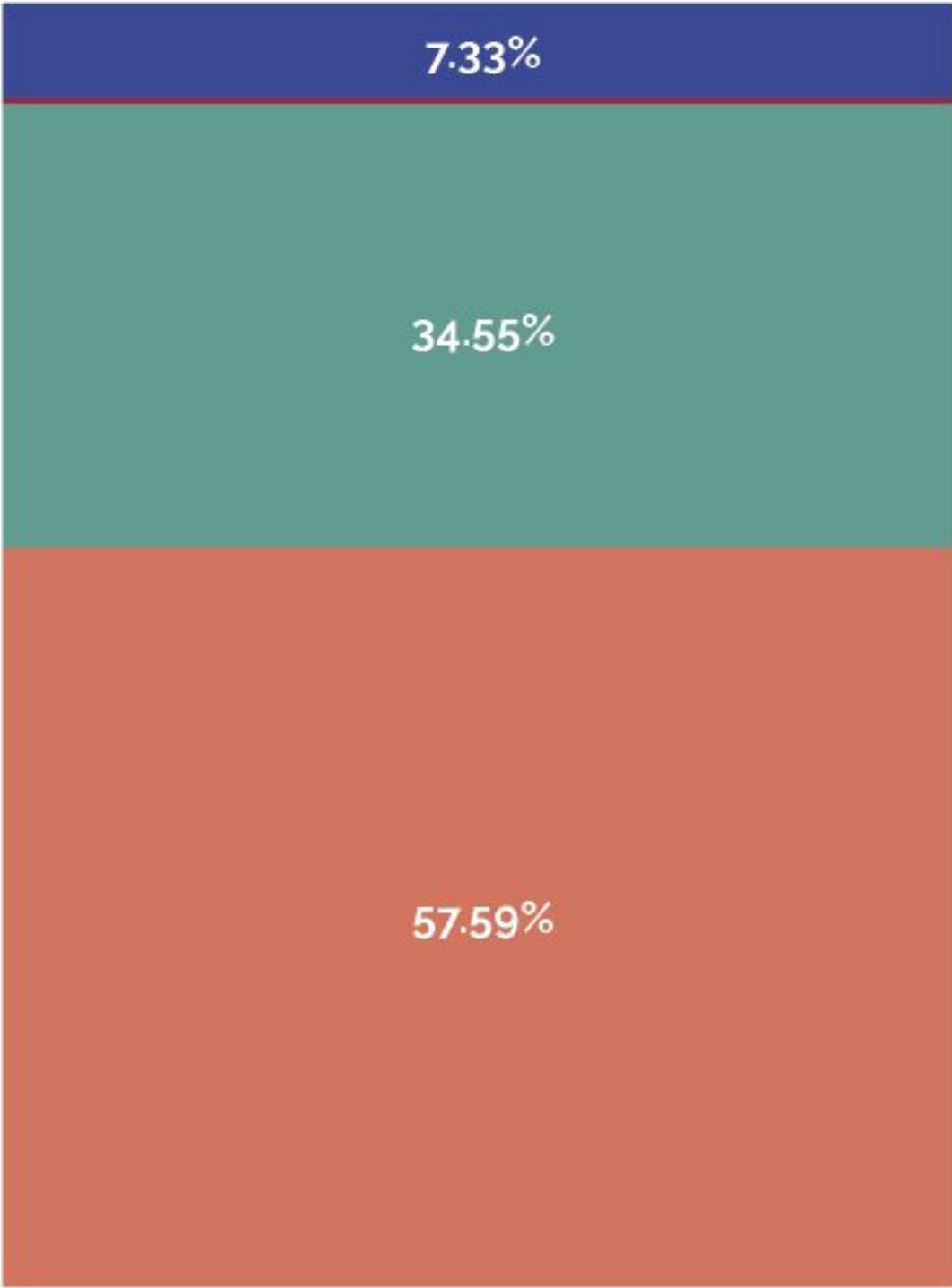
Classified Staff

- Female
- I do not wish to self-identify
- Male
- Unspecified

2024-25



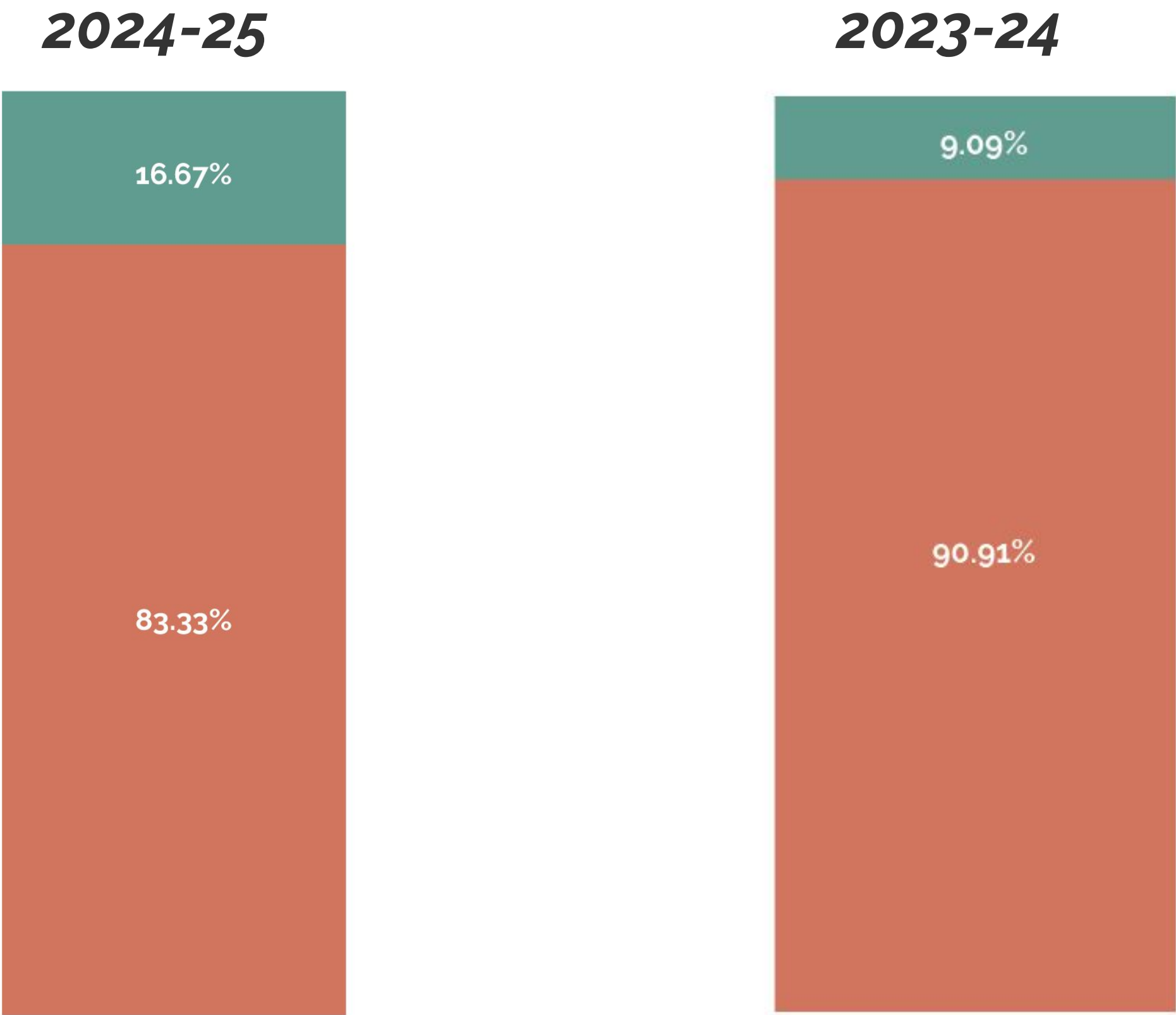
2023-24



GENDER

Non-Classroom

Female I do not wish to self-identify Male Unspecified



AGE Breakdown

AGE

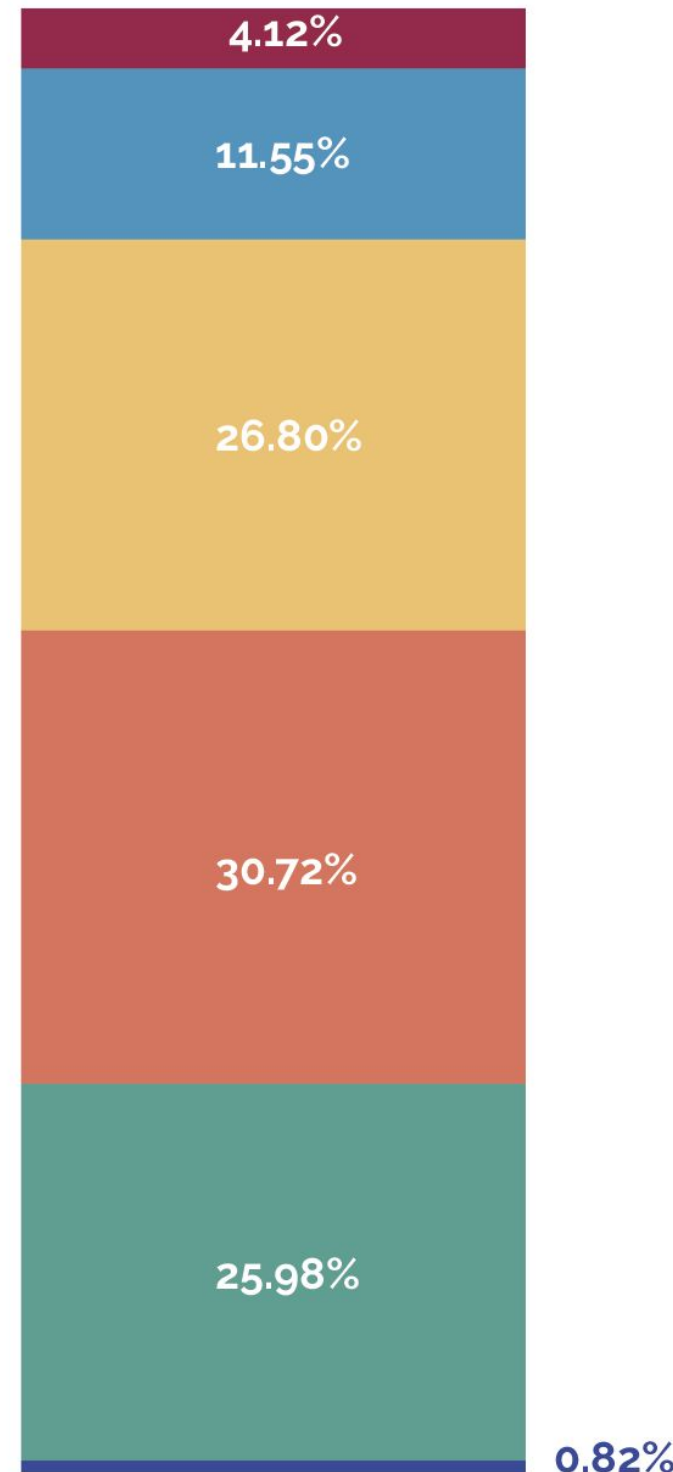
Org-wide



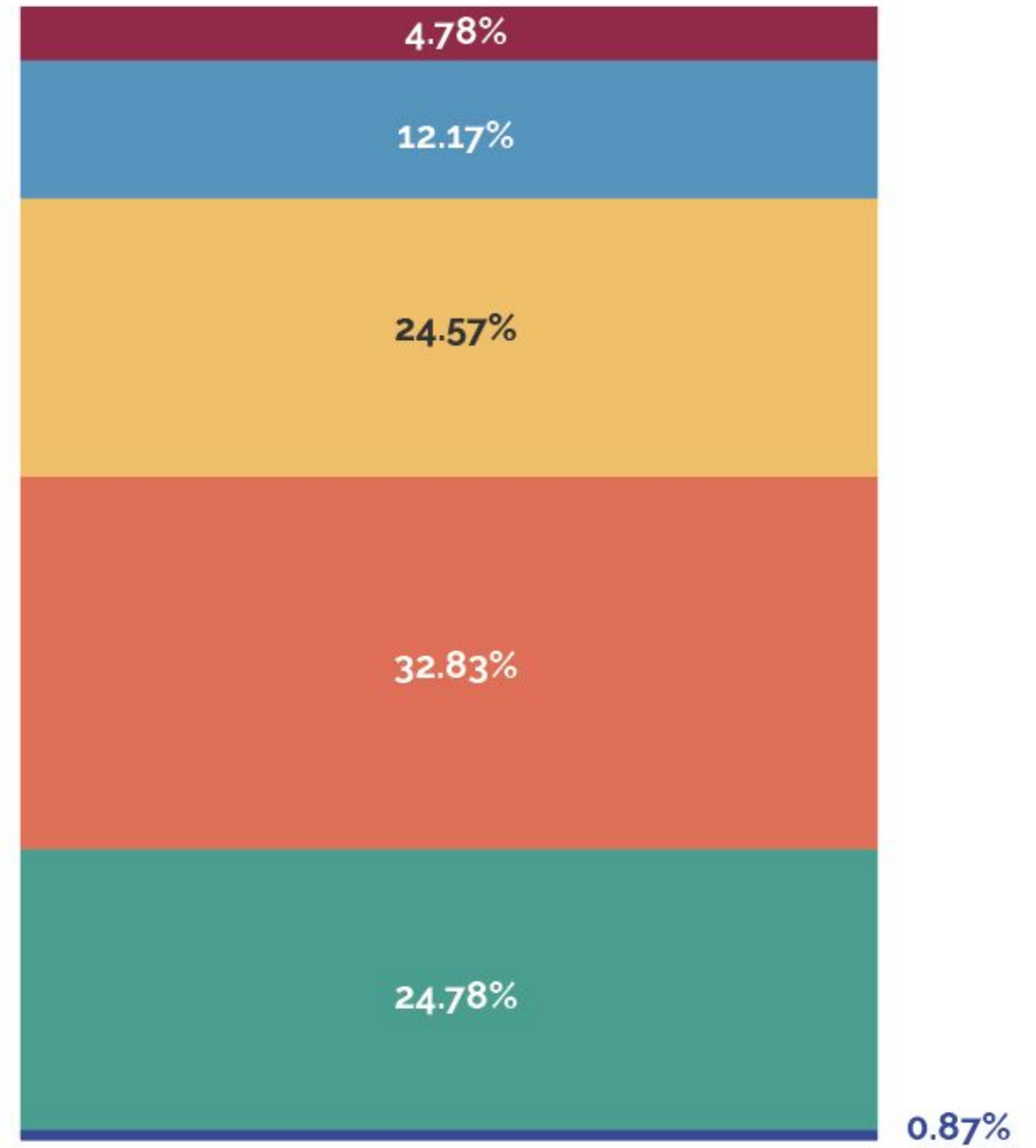
Key Insight:

Workforce age distribution remains healthy, balancing early-career and experienced educators.

2024-25



2023-24



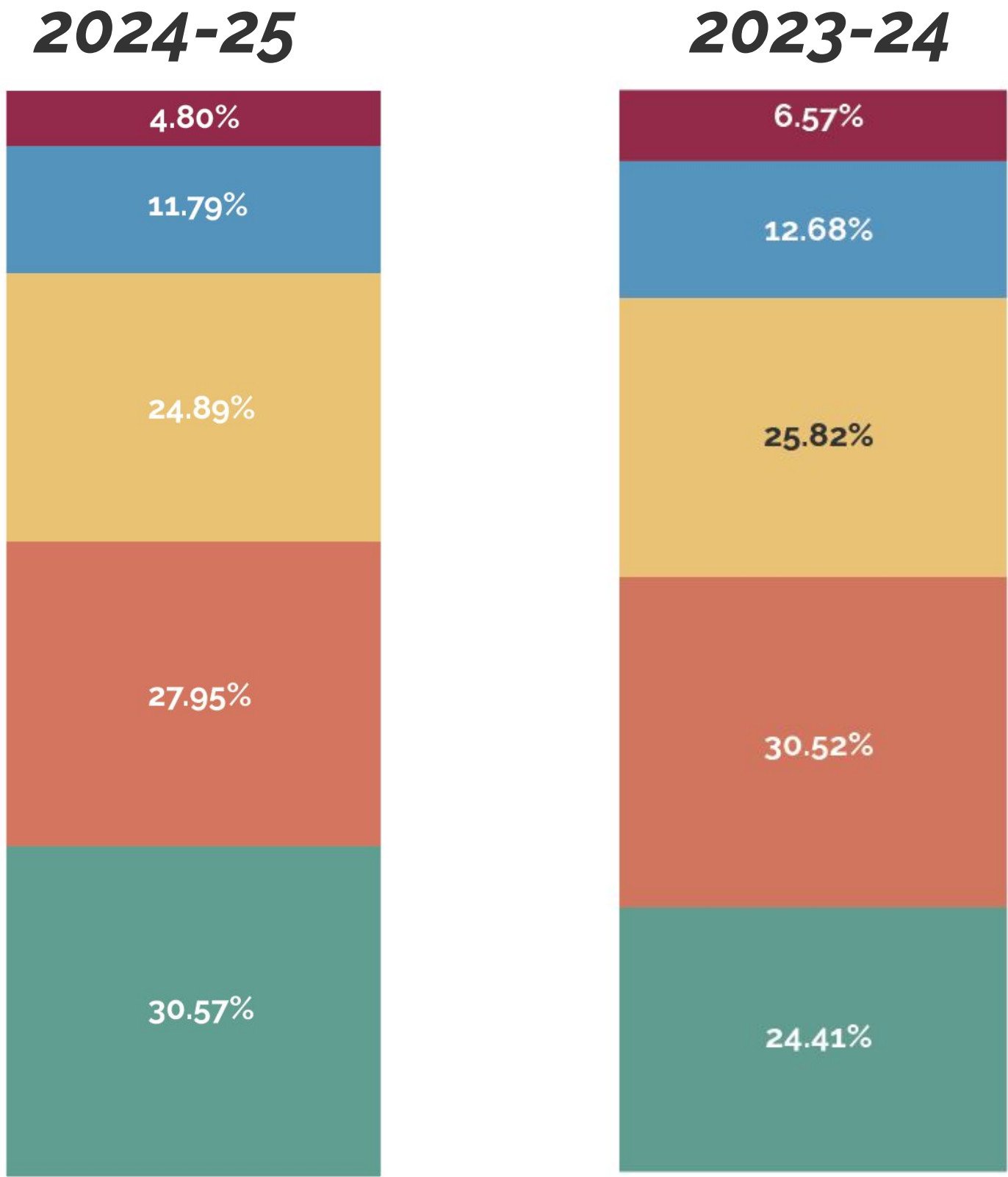
AGE

Teachers



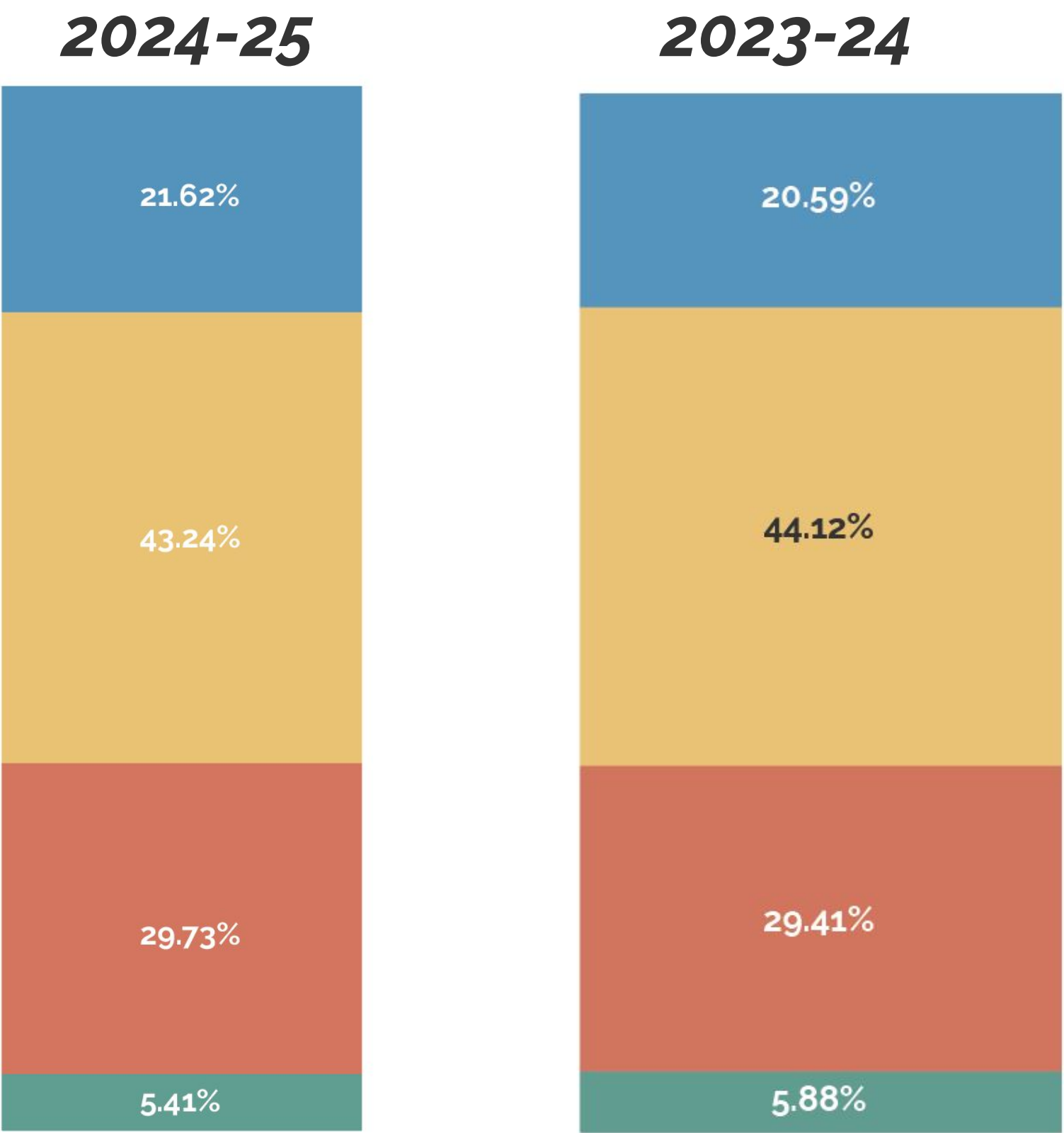
Key Insight:

Teacher cohort shows growth in 30s–40s range — prime retention years tied to classroom stability.



AGE

Admin

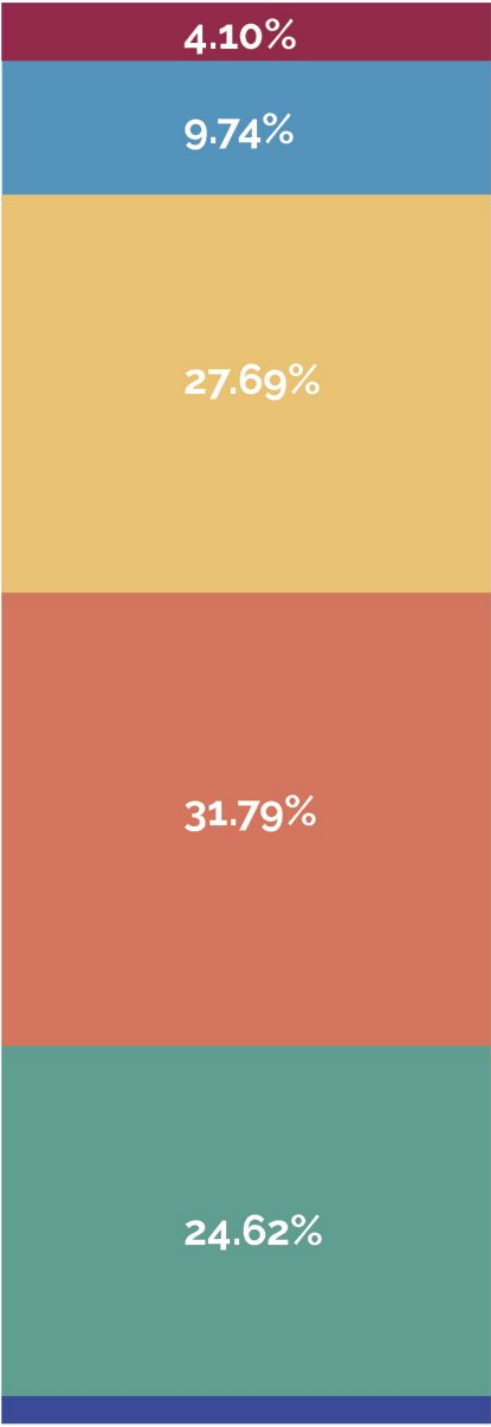


AGE

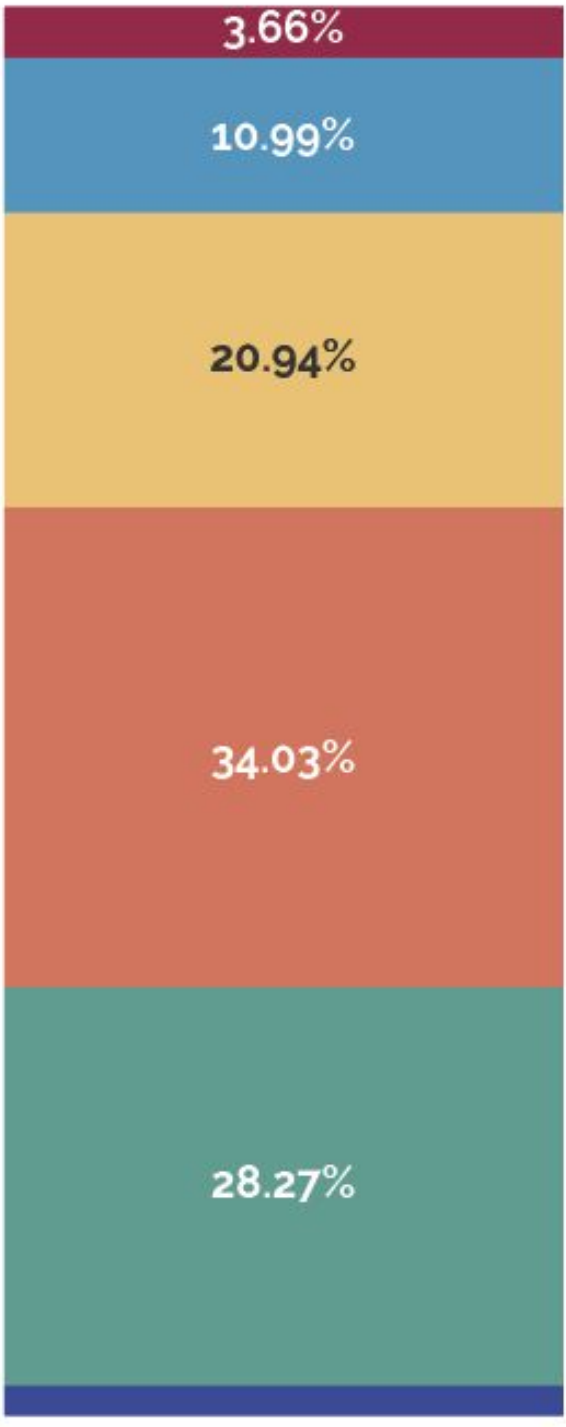
Classified Staff



2024-25



2023-24



AGE

Non-Classroom

- 20 and Under
- 20s
- 30s
- 40s
- 50s
- 60 and Over

2024-25



2023-24



MANDATORY TRAININGS

Breakdown

Mandatory Trainings

Overview:

Each Magnolia Public School employee is required to complete state-mandated safety trainings covering critical topics such as child abuse prevention, mandated reporting, workplace violence prevention, and student and staff health protocols.

These trainings are required by California Education Code, OSHA, and CharterSAFE regulations and must be completed within the first six weeks of each school year or upon hire.

Key Message:

These trainings are foundational to maintaining safe, compliant, and supportive learning environments for our students and staff.

2025 Completion Highlight:

100% of all employees across all MPS schools completed every required training by August 31, 2025.

This reflects our unwavering commitment to student and staff safety, regulatory compliance, and accountability across the network.

SCHOOL	PERCENT COMPLETED	COMPLETED DATE
MSA-1	100%	8/31/2025
MSA-2	100%	8/31/2025
MSA-3	100%	8/31/2025
MSA-4	100%	8/31/2025
MSA-5	100%	8/31/2025
MSA-6	100%	8/31/2025
MSA-7	100%	8/31/2025
MSA-Bell	100%	8/31/2025
MSA-Santa Ana	100%	8/31/2025
MSA-San Diego	100%	8/31/2025
MSA-Anaheim	100%	8/31/2025
MSA-PYL	100%	8/31/2025

OUR PEOPLE, OUR PURPOSE

Data tells our story.

Action defines our impact.

Together, we're building a stronger Magnolia.

Coversheet

Approval of General Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2

Section: VII. Action Items
Item: A. Approval of General Contractor for Magnolia Science Academy 5
Charter School Facilities Program Increment #2
Purpose: Vote
Submitted by:
Related Material: VII_A_General Contractor for MSA-5 Increment 2.pdf



Agenda Item:	VII A: Action Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the " Board ")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of General Contractor for Magnolia Science Academy-5 Project Increment Number 2 Scope of Work

Action Proposed:

MPS Staff recommends that the Board approve (1) the selection of Del Amo Construction LLC ("**DAC**") as the General Contractor for the amenities and auxiliary work portion of the increment number 2 scope of work for the Magnolia Science Academy-5 project at 7111 Winnetka Avenue (the "**Project**") and its bid of Seven Million Four Hundred Eight Thousand Seven Hundred Seventeen Dollars (\$7,408,717) and (2) further approve that MPS Staff be authorized to negotiate and sign a contract with DAC in such form as MPS Staff may deem appropriate and in the best interests of MPS.

Purpose:

The approval will allow MPS to move forward with DAC to execute the Increment 2 site work portion of the Project and allow the Project to be delivered in time for the 2026-27 school year.

Background:

The Project was divided into three increments by the Project team in order to allow construction to commence as discrete portions of the Project design were completed and approved by the Division of the State Architect ("**DSA**") to ensure timely delivery of the Project. The three increments are described as follows:



1. **Increment 1:** Primarily focused on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages. The Board previously approved Pro-Craft Construction Inc. ("**PCC**") to complete the increment 1 scope.
2. **Increment 2:** Focuses on fabricating and installing the modular classroom building, installing solar carports, and continuing site work. MPS previously signed a design build contract with Silver Creek Modular LLC for the modular classroom building portion of Increment. The balance of Increment 2 was split into two packages – solar carports and everything else.
3. **Increment 3:** Focuses on the gymnasium's construction. DSA is presently reviewing the plans for increment number 3. Their approval is expected in November 2025.

Prequalification and Bidding Process:

The timeline for the prequalification and bidding process was as follows:

- **Prequalification:** Per Code requirements, the Project's construction manager Gateway Science & Engineering ("**GSE**") invited general contractors and subcontractors to prequalify for the Project. In addition, invitations to prequalify were posted on the MPS website, on GSE's website, and in a local paper of general circulation. The postings and advertisements were made in May 2025. Prequalification applications were due September 4, 2025. The names of the firms that successfully submitted prequalification applications were published on September 9, 2025. The list of names is attached as Exhibit A.
- **Bidding:** GSE invited general contractors and subcontractors to bid on the Project. In addition, invitations to bid were posted on the MPS website, on GSE's website, and in a local paper of general circulation. Advertisements were posted on July 21, 2025 and on August 5, 2025. Bids were due on September 18, 2025 at 3 pm and opened on the same date at 5 pm. MPS received three (3) bids. The list of names of the bidders is as follows.



Name of Bidder	Package #1	Package #2
Del Amo Construction	\$7,408,717.00	\$898,537.00
Pro-Craft Construction	\$8,130,000.00	\$889,000.00
2H Construction	\$9,498,000.00	\$994,000.00

- DAC was the lowest apparent bidder for the site work package and PCC was the lowest apparent bidder for the solar work.
- **Post Bid Opening:** Following the bid opening, GSE reviewed the received bids to confirm they met all the bid requirements. One of the subcontractors listed by DAC that was supposed to be prequalified was not in fact prequalified. GSE notified DAC of the subcontractor's failure to prequalify.

PCC requested a copy of DAC's bid which was provided to them. Thereafter, on September 24, 2025 PCC filed a protest requesting that DAC's bid be disqualified due to the fact that certain formalities (signatures and corporate seals) were not met and the subcontractor that was supposed to be prequalified was not. MPS Staff shared the protest with DAC and requested that it respond.

DAC submitted a response to PCC's protest on October 1, 2025. DAC claimed that the listed subcontractor that was required to prequalify but failed to do was listed erroneously (an inadvertent clerical error). The California Public Contract Code allows such clerical errors to be corrected. DAC did so by providing the appropriate notices to the parties. DAC also stated that failure to meet certain formalities should not nullify its bid.

MPS Staff and GSE consulted with MPS's attorney Hugh Lee from Tao Rossini regarding PCC's protest and DAC's response. Mr. Lee advised that MPS could waive the formality errors and could accept DAC's correction of the inadvertent clerical error.

Analysis:

MPS Staff in consultation with GSE, the Project's CM, and its attorney at Tao Rossini has determined that DAC met the requirements of a public bid and adequately corrected an inadvertent clerical error.



Impact:

The selection of DAC enables the Project's Increment 2 site work to move forward without delay, significantly increasing the likelihood of on-time completion and ensuring the Project will be ready for occupancy by the 2026–27 school year. An updated timeline is attached as Exhibit B.

Budget Implications:

In May 2025 GSE provided MPS with a revised budget that increased increment 2 costs from the previous estimate of approximately Three Million One Hundred Thousand Dollars (\$3,100,000) to approximately Seven Million Five Hundred Thousand Dollars (\$7,500,000).

GSE has explained that the cost increases are due to among other things changes in the site work necessitated by the switch from site built ground up construction to factory fabrication and site installation, additional DSA requirements associated with the increment 2 plans, and changes required by the California Department of Education ("**CDE**") that added additional square footage, including square footage on the roof and additional balconies.

The DAC bid of approximately 7.4 Million Dollars is in line with said estimate. The Project Budget is as follows:



	February 13, 2025	May 14, 2025	October 9, 2025	Change February 13 to October 9
Project Costs (Acquisition, Soft, CM and Financing)				
Acquisition Costs	\$ 10,434,239.00	\$ 10,434,239.00	\$ 10,434,239.00	\$ -
Magnolia Soft Costs	\$ 5,362,225.00	\$ 5,175,152.50	\$ 5,204,787.50	\$ (157,437.50)
Owner's Contingency	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ -
Financing Costs (CLI Capital)	\$ 1,698,433.69	\$ 1,698,433.69	\$ 1,698,433.69	\$ -
Financing Costs (Bridge Financing GANs)	\$ 400,000.00	\$ 1,250,000.00	\$ 2,292,803.44 [a]	\$ 1,892,803.44
Prior CM Total	\$ 217,407.30	\$ 217,407.30	\$ 217,407.30	\$ -
Current CM Contract Total	\$ 2,429,250.00	\$ 2,429,250.00	\$ 2,429,250.00	\$ -
Subtotal	\$ 21,541,554.99	\$ 22,204,482.49	\$ 23,276,920.93	\$ 1,735,365.94
Development Costs (Hard Costs)				
Sitework	\$ 7,840,000.00	\$ 12,540,404.00	\$ 13,094,640.86	\$ 5,254,640.86
Increment No. 1	\$ 3,830,000.00	\$ 3,960,000.00	\$ 4,796,923.86	\$ 966,923.86
Increment No. 2	\$ 4,010,000.00	\$ 8,580,404.00	\$ 8,297,717.00 [b]	\$ 4,287,717.00
Classroom Bldg (Modular)	\$ 25,131,386.00	\$ 25,000,000.00	\$ 25,000,000.00	\$ (131,386.00)
Gym Bldg	\$ 7,734,270.47	\$ 7,734,270.47	\$ 7,734,270.47	\$ -
FF&E	\$ 748,500.00	\$ 748,500.00	\$ 748,500.00	\$ -
Miscellaneous	\$ 310,000.00	\$ 310,000.00	\$ 310,000.00	\$ -
Subtotal	\$ 41,764,156.47	\$ 46,333,174.47	\$ 46,887,411.33	\$ 5,123,254.86
Total Est Development Cost w/ Gym	\$ 63,305,711.46	\$ 68,537,656.96	\$ 70,164,332.26	\$ 6,858,620.80
State Award Amount	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/ Gym	\$ (12,473,379.46)	\$ (17,705,324.96)	\$ (19,332,000.26)	\$ 6,858,620.80
Total Est Development Cost w/o Gym	\$ 55,571,440.99	\$ 60,803,386.49	\$ 62,430,061.79	\$ 6,858,620.80
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym	\$ (4,739,108.99)	\$ (9,971,054.49)	\$ (11,597,729.79)	\$ 6,858,620.80
Notes to October 9, 2025 Budget Column a Inclusive of interest on GANs and costs of issuance and net of interest earned on GAN account b Reflects actual bid amounts for increment 2				

In the table above, the total increment 2 cost is the sum of the site work and solar costs based on the received bids. Note that the budget includes a \$1 Million dollar owner's contingency that the Project has not utilized yet. Moreover, Silver Creek Modular has recommended, and MPS Staff has accepted value engineering options which will yield approximately \$400,000 in savings.

The cost increases are driven by a mix of design evolution, client-requested additions (fencing, lighting), utility requirements from LADWP, and general material/labor escalations. Some reductions (like the electrical enclosure) offset costs slightly, but large additions in site electrical, playfield gravity walls, and building features more than doubled in some categories.

MPS Staff is evaluating ways of covering the overage including but not limited to drawing on a line of credit, using future bond proceeds issued in conjunction with the purchase of a property in escrow for MSA-4 and MSA-6, using intra-organization loans, and philanthropy. MPS Staff will keep the Board apprised of progress and expects to bring a proposed structure to the Board for approval before the end of the calendar year.



Timeline:

An updated timeline is attached as Exhibit B. Silver Creek's subcontractor is now on site working on the foundations. Silver Creek is currently fabricating the modules in its factory and expects to commence shipping them in November to 16600 Vanowen Street which will be used as a staging area. Project substantial completion is expected in May 2026 in time for the 2026-27 school year.

Exhibits:

Exhibit A	Prequalification Results
Exhibit B	Updated Project Timeline



Exhibit A

Prequalification Results

MAGNOLIA PUBLIC SCHOOLS - PREQUALIFICATION RESULTS - MAGNOLIA SCIENCE ACADEMY INCREMENT 2 - LAST UPDATED: 9/9/2025

Company	Address	Contact	Phone	Email	License	Expires
2H Construction, Inc.	2653 Walnut Avenue Signal Hill, CA 90755	Ryan Shotwell	(562) 424-5567	ryan@2hconstruction.com	A, B	7/22/2026
A-1 Electric Service Company Inc.	4204 Sepulveda Blvd. Culver City, CA 90230	Scott Pieper	(310) 204-1077	spieper@a-1electric.com	C-10	8/13/2026
AC Pros, Inc.	7046 Darby Ave Reseda, CA 91335	Miriam Mosqueda	(818) 342-7767	acprosinc@gmail.com	B, C-10, C-20, C-36	7/31/2026
Access Electric, Inc.	1193 Warner Avenue Tustin, CA 92780	Tabitha Spatacean	(714) 689-2310	tabitha@accesselectricinc.com	C-10	8/13/2026
ACCO Engineered Systems, Inc.	888 E. Walnut Street Pasadena, CA 91101	David Rea	(818) 288-2382	prequal@accoes.com drrea@accoes.com	A, B, C-4, C-10, C-16, C-20, C-36, C-38, C-42	8/21/2026
Apex Fire Protection	2155 Verdugo Boulevard # 220 Montrose, CA 91020	Zare Babayan	(818) 957-3400	apexfireinc@yahoo.com	C-16	8/6/2026
Atlas Sheet Metal, Inc.	11614 Martens River Circle Fountain Valley, CA 92708	Raelene Price	(949) 600-8787	raelene@atlassheetmetal.com	C-43	9/4/2026
Avidex Industries, LLC	20382 Hermana Cir. Lake Forest, CA 92630	Chris Kurtz	(949) 428-6373	biddesk@avidex.com	C-7, C-10	11/19/2025
Baker Electric & Renewables LLC	2601 Saturn Street, Ste. 210 Brea, CA 92821	Mia Hynds	(760) 745-2001	mhynds@baker-electric.com	A, B, C-7, C-10, C-46	9/4/2026
Bali Construction, Inc.	9852 Joe Vargas Way South El Monte, CA 91733	Will Harris	(626) 838-5848	estimating@baliconstruction.com	A, C-4, C-16, C-36	8/28/2026
Bay City Mechanical, Inc.	870 Harbour Way South Richmond, CA 94804	Daniela Franco	(510) 233-7000	danielaf@baycitymech.com	B, C-4, C-20, C-36, C-43	9/4/2026

Best Contracting Services, Inc.	19027 S. Hamilton Avenue Gardena, CA 90248	Myris Guaballa	(310) 328-6969	estimating@bestcontracting.com	A, B, C-43	9/4/2026
Checkpoint Communications, Inc.	6442 Industry Way Westminster, CA 92683	James Shoaff	(714) 892-5050	bids@ccomwire.com	C-7, C-10	8/28/2026
Christianbelle Electric Inc.	11580 I Ave Hesperia, CA 92345	David Placencia	(760) 948-3444	info@christianbelle.com	B, C-10	7/22/2026
Danny Letner Inc. dba Letner Roofing Company	1490 N. Glassell Street Orange, CA 92867	Tatianna Moylan	(714) 633-0030	tmoylan@letner.com	B, C-43	9/4/2026
Del Amo Construction, LLC	23840 Madison Street Torrance, CA 90505	Jason Cave	(310) 892-5230	jcave@delamoconstruction.com	B	9/4/2026
H. L. Moe Co., Inc.	526 Commercial Street Glendale, CA 91203	Chelsea Sullens	(818) 240-2040	csullens@moeplumbing.com	C-16, C-20, C-36, C-42	8/21/2026
HCI Systems, Inc.	1219 E. Elm St. Ontario, CA 91761	Dan Downs	(909) 628-7773	ddowns@hcisystems.net	C-7, C-10, C-16	8/21/2026
Kana Pipeline	12620 Magnolia Avenue Riverside, CA 92503	Nathan Young	(714) 986-1400	nyoung@kanapipeline.com	A	9/4/2026
Kemp Bros	10135 Geary Avenue Santa Fe Springs, CA 90670	Mark Rettig	(562) 236-5000	mrettig@kempbros.com	A, B	7/22/2026
KYA Services LLC	1800 East McFadden Avenue Santa Ana, CA	Jessica Amaro	(714) 659-6477	prequal@theyyagroup.com	A, B, C-10, C-20	7/22/2026
M Wilson Company Contractors, Inc.	2605 Sierra Way La Verne, CA 91750	Michelle Darino	(909) 593-5272	mdarino@uia.net	A, B, C-10	9/4/2026
Marina Landscape Inc.	3707 W. Garden Grove Blvd.	Hue Ta	(714) 939-6600	estimator@marinaco.com	A, B, C-36	9/4/2026
Mel Smith Electric, Inc.	10950 Dale Avenue Stanton, CA 90680	Mel Smith	(714) 761-3205	estimating@melsmithelectric.com	A, B, C-7, C-10	9/4/2026
Milender White, Inc.	1401 Dove St., Ste. 500 Newport Beach, CA 92660	Adam Mack	(949) 724-9531	amack@milenderwhite.com	B	9/4/2026
Millie and Severson Inc.	2601 Serpentine Drive Los Alamitos, CA 90720	Corrina Grabis	(562) 493-3611	cgrabis@mandsinc.com	A, B	8/13/2026

National Fail Safe	6442 Industry Way Westminster, CA 92683	Dylan Puskas	(714) 895-4543	dylan@nf-s.com	B, C-7, C-10	8/28/2026
Ohno Construction Company	8884 Jurupa Road Jurupa Valley, CA 92509	Michio Marcus Ohno	(619) 278-8824	mail@ohnoconstruction.com	A, B	7/22/2026
On Target Electric, Inc.	3002 Dow Ave., Bldg. 100, Ste. 132	Heberto Dominguez	(714) 944-7419	herbd@ontargetelectric.com	B, C-7, C-10	9/4/2026
Pathway Communications LTD	12740 Danielson Ct Poway, CA 92064	Becky Thurmon	(858) 324-1036	beckyt@pcomus.com	C-7	7/22/2026
PCN3, Inc.	10591 Humbolt Street, Unit A Los Alamitos, CA 90720	Brian Abghari	(562) 493-3611	estimating@pcn3.com	A, B, C-10	8/21/2026
Plumbing, Piping & Construction, Inc.	5950 Lakeshore Drive Cypress, CA 90630	Debora Ryan	(714) 952-2001	debbie@1ppc.com	A, B, C-4, C- 16, C-20, C-	8/13/2026
Preferred Ceilings, Inc.	475 Capricorn Street Brea, CA 92821	Rick Risser	(714) 255-9336	megan@preferredceilings.com	A, B, C-10	9/4/2026
Pro-Craft Construction, Inc.	500 Iowa Street, Redlands, CA 92373	Estimating Department	(909) 790-5222	estimating@procraftci.com	A, B, C-16, C-34, C-36, C-42	8/13/2026
Radonich Corp DBA Cal Coast Telecom	11165 Knott Avenue, Suite C Cypress, CA 90630	Greg Wilber	(657) 822-0454	gwilber@cctcom.net	C-7	8/28/2026
Rancho Pacific Electric Constructio	9063 Santa Anita Ave Rancho Cucamonga, CA	Adriana Vasquez	(909) 476-1022	avasquez@rpeinc.com	B, C-10	8/28/2026
Renewable Energy Partners	198 Lewis Ct. Corona, CA 92882	Luke Emard	(855) 519-6633 x1001	luke.emard@renewepi.com	B, C-10	8/13/2026
RLH Fire Protection	5005 Business Park North, Ste. 212 Bakerfield, CA 93309	Elizabeth Strum	(661) 230-8285	estrum@rlhfp.com	A, C-10, C- 16	9/4/2026
S&H Construction, Inc.	5560 Boscell Common Fremont, CA 94538	Harmeet Anand	(510) 579-7382	shcalifornia@yahoo.com	A, B, C-10, C- 20, C-36	8/28/2026
Safeway Building Systems, Inc. dba Safeway Electric	3133 Mission Inn Avenue Riverside, CA 92507	Michelle Martinez	(909) 824-6075	mmartinez@safewaybsi.com	B, C-7, C-10, C-46	8/13/2026
Southern Cal Telecom, Inc.	12090 Woodside Ave Lakeside, CA 92040	Steve McBride	(619) 390-9942	steve@socaltel.com	C-7	8/6/2026

Superior Paving Company, Inc. dba United Paving Co	1880 North Delilah Street Corona, CA 92879	Sabas Trujillo	(951) 739-9200	info@united-paving.com	A	9/4/2026
Suttles Plumbing & Mechanical Corp.	2267 Agate Ct Simi Valley, CA 93065	Katy Weber	(818) 718-9779	prequal@suttlesplumbing.com	B, C-4, C-16, C-20, C-34, C-36, C-42	9/4/2026
Telenet VoIP, Inc.	850 Parkview Drive North El Segundo, CA 90245	Diane Goodman	(310) 253-9000	diane@telenetvoip.com	C-7, C-10, C- 16	9/4/2026
Tenco Solar	8141 Kaiser Blvd., Ste. 106	Alex Call	(949) 806-5894	alex@tencosolar.com	C-10, C-46	9/4/2026
Time and Alarm Systems	3828 Wacker Drive Mira Loma, CA 91752	Travis Casey	(951) 685-1761	ProjectAdmin-TAS@sciensbuildingsolutions.com	C-7, C-10, C- 16	7/31/2026
TMAG Industries dba Stellar Solar	265 Via del Monte Oceanside, CA 92058	Marie Moulton Philipp	(760) 681-7638	MarieMP@StellarSolar.net	C-10	8/6/2026

*Final prequalification results will be released no later than 5 business days prior to bid opening



Exhibit B

Updated Timeline



03-Sep-25 12:08

Activity ID		Activity Name		Original Duration	Remaining Duration	Start	Finish	2025				2026				2027				2028				2029				2030				2031															
								M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES				511	399	27-Mar-25 A	12-Mar-27	12-Mar-27; Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES																																							
Magnolia Science Academy				511	399	27-Mar-25 A	12-Mar-27	12-Mar-27; Magnolia Science Academy																																							
Design & DSA Process				10	0	27-Mar-25 A	16-Jun-25 A	16-Jun-25 A; Design & DSA Process																																							
3	DSAApapproval			0	0	27-Mar-25 A																																									
4	Project Inspector Hired/DSA Paperwork Submitted/ Inspection Cards Issued			10	0	02-Jun-25 A	16-Jun-25 A	Project Inspector Hired/DSA Paperwork Submitted/ Inspection Cards Issued																																							
Pre-Production Process				213	43	01-Apr-25 A	30-Oct-25	30-Oct-25; Pre-Production Process																																							
6	SCM Prepares Critical Submittals			13	0	01-Apr-25 A	18-Apr-25 A	SCM Prepares Critical Submittals																																							
11	Client Release SCM to Purchase Long Leads			0	0	03-Apr-25 A	Client Release SCM to Purchase Long Leads																																								
12	HVAC + Long Lead Electrical Procurement			150	43	03-Apr-25 A	30-Oct-25	HVAC + Long Lead Electrical Procurement																																							
7	SCM provides Submittal Package to AOR			0	0	18-Apr-25 A	SCM provides Submittal Package to AOR																																								
8	AOR/Owner Approve Submittals			10	0	18-Apr-25 A	02-May-25 A	AOR/Owner Approve Submittals																																							
13	Door and Glazing System, and other Long Lead Procurement			60	0	21-Apr-25 A	14-Jul-25 A	Door and Glazing System, and other Long Lead Procurement																																							
9	Client Release SCM to Purchase Materials (Non-Long Lead)			0	0	02-May-25 A	Client Release SCM to Purchase Materials (Non-Long Lead)																																								
10	Procurement (Non-Long Lead)			40	0	02-May-25 A	27-Jun-25 A	Procurement (Non-Long Lead)																																							
Silver Creek				0	0																																										
Production & Set				85	69	11-Aug-25 A	05-Dec-25	05-Dec-25; Production & Set																																							
15	Manufacturing			85	69	11-Aug-25 A	05-Dec-25	Manufacturing																																							
Site Work				448	399	15-May-25 A	12-Mar-27	12-Mar-27; Site Work																																							
17	GC Provides Building Pad to SCM			0	0	25-Aug-25 A	GC Provides Building Pad to SCM																																								
Foundation				75	75	25-Aug-25 A	15-Dec-25	15-Dec-25; Foundation																																							
19	Layout Footings			1	0	25-Aug-25 A	28-Aug-25 A	Layout Footings																																							
20	Footing Excavation			5	8	29-Aug-25 A	11-Sep-25	Footing Excavation																																							
21	Setting Forms			10	10	09-Sep-25	23-Sep-25	Setting Forms																																							
22	Placing Reinforcing			20	20	18-Sep-25	16-Oct-25	Placing Reinforcing																																							
23	Weld Plates			10	10	10-Oct-25	24-Oct-25	Weld Plates																																							
24	Installing Sleeves for POC			3	3	24-Oct-25	29-Oct-25	Installing Sleeves for POC																																							
25	Form Hangers Tie's			15	15	24-Oct-25	14-Nov-25	Form Hangers Tie's																																							
26	Inspection			1	1	14-Nov-25	17-Nov-25	Inspection																																							
27	Concrete Placement			1	1	17-Nov-25	18-Nov-25	Concrete Placement																																							
28	Strip Forms			6	6	18-Nov-25	26-Nov-25	Strip Forms																																							
29	Vapor Barrier			7	7	25-Nov-25	04-Dec-25	Vapor Barrier																																							
30	Inspection			1	1	04-Dec-25	05-Dec-25	Inspection																																							
31	Gopher Slab Pour			1	1	05-Dec-25	08-Dec-25	Gopher Slab Pour																																							
Stairs Footings				9	9	02-Dec-25	15-Dec-25	15-Dec-25; Stairs Footings																																							
34	Layout Footings			1	1	02-Dec-25	03-Dec-25	Layout Footings																																							
35	Footing Excavation			2	2	03-Dec-25	05-Dec-25	Footing Excavation																																							
36	Placing Reinforcing			4	4	05-Dec-25	11-Dec-25	Placing Reinforcing																																							
37	Inspection			1	1	11-Dec-25	12-Dec-25	Inspection																																							
38	Concrete Placement			1	1	12-Dec-25	15-Dec-25	Concrete Placement																																							
Delivery& Set				26	26	03-Nov-25	09-Dec-25	09-Dec-25; Delivery& Set																																							
40	Delivery			20	20	03-Nov-25	01-Dec-25	Delivery																																							
41	Crane			0	0	09-Dec-25	Crane																																								
Building Installation& Close-up				448	399	15-May-25 A	12-Mar-27	12-Mar-27; Building Installation& Close-up																																							
77	Finish Roofing			20	20	24-Dec-25	21-Jan-26	Finish Roofing																																							
61	Site Power to the Building by GC			0	0	12-Mar-26	Site Power to the Building by GC																																								

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 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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03-Sep-25 12:08

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 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone


 Summary

Page 6 of 7



TASK filter: All Activities

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Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES															<div></div> <div>03-Sep-25 12:08</div>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish	2025				2026				2027				2028				2029				2030				2031																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
						M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	INC Fire Alarm Testing - Increment - 2	4	4	21-Apr-26*	27-Apr-26																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				

Coversheet

Approval of Solar Contractor for Magnolia Science Academy 5 Charter School Facilities Program Increment #2

Section: VII. Action Items
Item: B. Approval of Solar Contractor for Magnolia Science Academy 5 Charter
School Facilities Program Increment #2
Purpose: Vote
Submitted by:
Related Material: VII_B_Solar Contractor for MSA-5 Increment 2.pdf



Agenda Item:	VII B: Action Item
Date:	October 9, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the " Board ")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Solar Contractor for Magnolia Science Academy-5 Project Increment Number 2 Scope of Work

Action Proposed:

MPS Staff recommends that the Board approve (1) the selection of Pro-Craft Construction, Inc. ("**PCC**") as the contractor for the solar carport portion of the increment number 2 scope of work for the Magnolia Science Academy-5 project at 7111 Winnetka Avenue (the "**Project**") and its bid of Eight Hundred Eighty Nine Thousand Dollars (\$889,000), and (2) further approve that MPS Staff be authorized to negotiate and sign a contract with PCC in such form as MPS Staff may deem appropriate and in the best interests of MPS.

Purpose:

The approval will allow MPS to move forward with PCC to execute the increment 2 solar carport work portion of the Project and allow the Project to be delivered in time for the 2026-27 school year.

Background:

The Project was divided into three increments by the Project team in order to allow construction to commence as discrete portions of the Project design were completed and approved by the Division of the State Architect ("**DSA**") to ensure timely delivery of the Project. The three increments are described as follows:



1. **Increment 1:** Primarily focused on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages. The Board previously approved Pro-Craft Construction Inc. to complete the increment 1 scope.
2. **Increment 2:** Focuses on fabricating and installing the modular classroom building, installing solar carports, and continuing site work. MPS previously signed a design build contract with Silver Creek Modular LLC for the modular classroom building portion of Increment. The balance of Increment 2 was split into two packages – solar carports and the balance of the site work.
3. **Increment 3:** Focuses on the gymnasium's construction. DSA is presently reviewing the plans for increment number 3. Their approval is expected in November 2025.

Prequalification and Bidding Process for Solar Carport Scope of Work:

The timeline for the prequalification and bidding process was as follows:

- **Prequalification:** Per Code requirements, the Project's construction manager Gateway Science & Engineering ("**GSE**") invited general contractors and subcontractors to prequalify for increment 2 of the Project, including the solar carport portion. In addition, invitations to prequalify were posted on the MPS website, on GSE's website, and in a local paper of general circulation. The postings and advertisements were made in May 2025. Prequalification applications were due September 4, 2025. The names of the firms that successfully submitted prequalification applications were published on September 9, 2025. The list of names is attached as Exhibit A.
- **Bidding:** GSE invited general contractors and subcontractors to bid on the Project. In addition, invitations to bid were posted on the MPS website, on GSE's website, and in a local paper of general circulation. Advertisements were posted on July 21, 2025 and on August 5, 2025. Bids were due on September 18, 2025 at 3 pm and opened on the same date at 5 pm. MPS received three (3) bids for the solar carport portion of increment 2. The names of the bidders are set forth below.



Name of Bidder	Package #1	Package #2
Del Amo Construction	\$7,408,717.00	\$898,537.00
Pro-Craft Construction	\$8,130,000.00	\$889,000.00
2H Construction	\$9,498,000.00	\$994,000.00

PCC was the lowest apparent bidder for the solar carport work

- **Post Bid Opening:** Following the bid opening, GSE reviewed the received bids to confirm they met all the bid requirements.

Analysis:

MPS Staff in conjunction with GSE, the Project's CM, has determined that PCC met the requirements of a public bid for the solar carport portion of increment 2. Accordingly, GSE recommends awarding the Increment 2 contract for the solar carport work to PCC.

Impact:

The selection of PCC enables the Project's increment 2 solar carport work to move forward without delay, significantly increasing the likelihood of on-time completion and ensuring the Project will be ready for occupancy by the 2026–27 school year. An updated timeline is attached as Exhibit C.

Budget Implications:

In May 2025 GSE provided MPS with a revised budget that estimated the increment 2 solar carport costs at \$1,074,518. PCC's bid of \$889,000 results in a cost reduction of \$185,518.



The total Project Budget is as follows:

	February 13, 2025	May 14, 2025	October 9, 2025	Change February 13 to October 9
Project Costs (Acquisition, Soft, CM and Financing)				
Acquisition Costs	\$ 10,434,239.00	\$ 10,434,239.00	\$ 10,434,239.00	\$ -
Magnolia Soft Costs	\$ 5,362,225.00	\$ 5,175,152.50	\$ 5,204,787.50	\$ (157,437.50)
Owner's Contingency	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ -
Financing Costs (CLI Capital)	\$ 1,698,433.69	\$ 1,698,433.69	\$ 1,698,433.69	\$ -
Financing Costs (Bridge Financing GANs)	\$ 400,000.00	\$ 1,250,000.00	\$ 2,292,803.44 [a]	\$ 1,892,803.44
Prior CM Total	\$ 217,407.30	\$ 217,407.30	\$ 217,407.30	\$ -
Current CM Contract Total	\$ 2,429,250.00	\$ 2,429,250.00	\$ 2,429,250.00	\$ -
Subtotal	\$ 21,541,554.99	\$ 22,204,482.49	\$ 23,276,920.93	\$ 1,735,365.94
Development Costs (Hard Costs)				
Sitework	\$ 7,840,000.00	\$ 12,540,404.00	\$ 13,094,640.86	\$ 5,254,640.86
Increment No. 1	\$ 3,830,000.00	\$ 3,960,000.00	\$ 4,796,923.86	\$ 966,923.86
Increment No. 2	\$ 4,010,000.00	\$ 8,580,404.00	\$ 8,297,717.00 [b]	\$ 4,287,717.00
Classroom Bldg (Modular)	\$ 25,131,386.00	\$ 25,000,000.00	\$ 25,000,000.00	\$ (131,386.00)
Gym Bldg	\$ 7,734,270.47	\$ 7,734,270.47	\$ 7,734,270.47	\$ -
FF&E	\$ 748,500.00	\$ 748,500.00	\$ 748,500.00	\$ -
Miscellaneous	\$ 310,000.00	\$ 310,000.00	\$ 310,000.00	\$ -
Subtotal	\$ 41,764,156.47	\$ 46,333,174.47	\$ 46,887,411.33	\$ 5,123,254.86
Total Est Development Cost w/ Gym	\$ 63,305,711.46	\$ 68,537,656.96	\$ 70,164,332.26	\$ 6,858,620.80
State Award Amount	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/ Gym	\$ (12,473,379.46)	\$ (17,705,324.96)	\$ (19,332,000.26)	\$ 6,858,620.80
Total Est Development Cost w/o Gym	\$ 55,571,440.99	\$ 60,803,386.49	\$ 62,430,061.79	\$ 6,858,620.80
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym	\$ (4,739,108.99)	\$ (9,971,054.49)	\$ (11,597,729.79)	\$ 6,858,620.80
Notes to October 9, 2025 Budget Column a Inclusive of interest on GANs and costs of issuance and net of interest earned on GAN account b Reflects actual bid amounts for increment 2				

In the table above, the total increment 2 cost is the sum of the site work and solar costs based on the received bids. Note that the budget includes a \$1 Million dollar owner's contingency that the Project has not utilized yet. Moreover, Silver Creek Modular has recommended, and MPS Staff has accepted value engineering options which will yield approximately \$400,000 in savings. Such savings are not reflected in the table above. We will update the table and reflect the savings as additional details become available.

Exhibits:

Exhibit A	Prequalification Results
Exhibit B	Updated Project Timeline



Exhibit A

Prequalification Results

MAGNOLIA PUBLIC SCHOOLS - PREQUALIFICATION RESULTS - MAGNOLIA SCIENCE ACADEMY INCREMENT 2 - LAST UPDATED: 9/9/2025

Company	Address	Contact	Phone	Email	License	Expires
2H Construction, Inc.	2653 Walnut Avenue Signal Hill, CA 90755	Ryan Shotwell	(562) 424-5567	ryan@2hconstruction.com	A, B	7/22/2026
A-1 Electric Service Company Inc.	4204 Sepulveda Blvd. Culver City, CA 90230	Scott Pieper	(310) 204-1077	spieper@a-1electric.com	C-10	8/13/2026
AC Pros, Inc.	7046 Darby Ave Reseda, CA 91335	Miriam Mosqueda	(818) 342-7767	acprosinc@gmail.com	B, C-10, C-20, C-36	7/31/2026
Access Electric, Inc.	1193 Warner Avenue Tustin, CA 92780	Tabitha Spatacean	(714) 689-2310	tabitha@accesselectricinc.com	C-10	8/13/2026
ACCO Engineered Systems, Inc.	888 E. Walnut Street Pasadena, CA 91101	David Rea	(818) 288-2382	prequal@accoes.com drrea@accoes.com	A, B, C-4, C-10, C-16, C-20, C-36, C-38, C-42	8/21/2026
Apex Fire Protection	2155 Verdugo Boulevard # 220 Montrose, CA 91020	Zare Babayan	(818) 957-3400	apexfireinc@yahoo.com	C-16	8/6/2026
Atlas Sheet Metal, Inc.	11614 Martens River Circle Fountain Valley, CA 92708	Raelene Price	(949) 600-8787	raelene@atlassheetmetal.com	C-43	9/4/2026
Avidex Industries, LLC	20382 Hermana Cir. Lake Forest, CA 92630	Chris Kurtz	(949) 428-6373	biddesk@avidex.com	C-7, C-10	11/19/2025
Baker Electric & Renewables LLC	2601 Saturn Street, Ste. 210 Brea, CA 92821	Mia Hynds	(760) 745-2001	mhynds@baker-electric.com	A, B, C-7, C-10, C-46	9/4/2026
Bali Construction, Inc.	9852 Joe Vargas Way South El Monte, CA 91733	Will Harris	(626) 838-5848	estimating@baliconstruction.com	A, C-4, C-16, C-36	8/28/2026
Bay City Mechanical, Inc.	870 Harbour Way South Richmond, CA 94804	Daniela Franco	(510) 233-7000	danielaf@baycitymech.com	B, C-4, C-20, C-36, C-43	9/4/2026

Best Contracting Services, Inc.	19027 S. Hamilton Avenue Gardena, CA 90248	Myris Guaballa	(310) 328-6969	estimating@bestcontracting.com	A, B, C-43	9/4/2026
Checkpoint Communications, Inc.	6442 Industry Way Westminster, CA 92683	James Shoaff	(714) 892-5050	bids@ccomwire.com	C-7, C-10	8/28/2026
Christianbelle Electric Inc.	11580 I Ave Hesperia, CA 92345	David Placencia	(760) 948-3444	info@christianbelle.com	B, C-10	7/22/2026
Danny Letner Inc. dba Letner Roofing Company	1490 N. Glassell Street Orange, CA 92867	Tatianna Moylan	(714) 633-0030	tmoylan@letner.com	B, C-43	9/4/2026
Del Amo Construction, LLC	23840 Madison Street Torrance, CA 90505	Jason Cave	(310) 892-5230	jcave@delamoconstruction.com	B	9/4/2026
H. L. Moe Co., Inc.	526 Commercial Street Glendale, CA 91203	Chelsea Sullens	(818) 240-2040	csullens@moeplumbing.com	C-16, C-20, C-36, C-42	8/21/2026
HCI Systems, Inc.	1219 E. Elm St. Ontario, CA 91761	Dan Downs	(909) 628-7773	ddowns@hcisystems.net	C-7, C-10, C-16	8/21/2026
Kana Pipeline	12620 Magnolia Avenue Riverside, CA 92503	Nathan Young	(714) 986-1400	nyoung@kanapipeline.com	A	9/4/2026
Kemp Bros	10135 Geary Avenue Santa Fe Springs, CA 90670	Mark Rettig	(562) 236-5000	mrettig@kempbros.com	A, B	7/22/2026
KYA Services LLC	1800 East McFadden Avenue Santa Ana, CA	Jessica Amaro	(714) 659-6477	prequal@theyyagroup.com	A, B, C-10, C-20	7/22/2026
M Wilson Company Contractors, Inc.	2605 Sierra Way La Verne, CA 91750	Michelle Darino	(909) 593-5272	mdarino@uia.net	A, B, C-10	9/4/2026
Marina Landscape Inc.	3707 W. Garden Grove Blvd.	Hue Ta	(714) 939-6600	estimator@marinaco.com	A, B, C-36	9/4/2026
Mel Smith Electric, Inc.	10950 Dale Avenue Stanton, CA 90680	Mel Smith	(714) 761-3205	estimating@melsmithelectric.com	A, B, C-7, C-10	9/4/2026
Milender White, Inc.	1401 Dove St., Ste. 500 Newport Beach, CA 92660	Adam Mack	(949) 724-9531	amack@milenderwhite.com	B	9/4/2026
Millie and Severson Inc.	2601 Serpentine Drive Los Alamitos, CA 90720	Corrina Grabis	(562) 493-3611	cgrabis@mandsinc.com	A, B	8/13/2026

National Fail Safe	6442 Industry Way Westminster, CA 92683	Dylan Puskas	(714) 895-4543	dylan@nf-s.com	B, C-7, C-10	8/28/2026
Ohno Construction Company	8884 Jurupa Road Jurupa Valley, CA 92509	Michio Marcus Ohno	(619) 278-8824	mail@ohnoconstruction.com	A, B	7/22/2026
On Target Electric, Inc.	3002 Dow Ave., Bldg. 100, Ste. 132	Heberto Dominguez	(714) 944-7419	herbd@ontargetelectric.com	B, C-7, C-10	9/4/2026
Pathway Communications LTD	12740 Danielson Ct Poway, CA 92064	Becky Thurmon	(858) 324-1036	beckyt@pcomus.com	C-7	7/22/2026
PCN3, Inc.	10591 Humbolt Street, Unit A Los Alamitos, CA 90720	Brian Abghari	(562) 493-3611	estimating@pcn3.com	A, B, C-10	8/21/2026
Plumbing, Piping & Construction, Inc.	5950 Lakeshore Drive Cypress, CA 90630	Debora Ryan	(714) 952-2001	debbie@1ppc.com	A, B, C-4, C- 16, C-20, C-	8/13/2026
Preferred Ceilings, Inc.	475 Capricorn Street Brea, CA 92821	Rick Risser	(714) 255-9336	megan@preferredceilings.com	A, B, C-10	9/4/2026
Pro-Craft Construction, Inc.	500 Iowa Street, Redlands, CA 92373	Estimating Department	(909) 790-5222	estimating@procraftci.com	A, B, C-16, C-34, C-36, C-42	8/13/2026
Radonich Corp DBA Cal Coast Telecom	11165 Knott Avenue, Suite C Cypress, CA 90630	Greg Wilber	(657) 822-0454	gwilber@cctcom.net	C-7	8/28/2026
Rancho Pacific Electric Constructio	9063 Santa Anita Ave Rancho Cucamonga, CA	Adriana Vasquez	(909) 476-1022	avasquez@rpeinc.com	B, C-10	8/28/2026
Renewable Energy Partners	198 Lewis Ct. Corona, CA 92882	Luke Emard	(855) 519-6633 x1001	luke.emard@renewepi.com	B, C-10	8/13/2026
RLH Fire Protection	5005 Business Park North, Ste. 212 Bakerfield, CA 93309	Elizabeth Strum	(661) 230-8285	estrum@rlhfp.com	A, C-10, C- 16	9/4/2026
S&H Construction, Inc.	5560 Boscell Common Fremont, CA 94538	Harmeet Anand	(510) 579-7382	shcalifornia@yahoo.com	A, B, C-10, C- 20, C-36	8/28/2026
Safeway Building Systems, Inc. dba Safeway Electric	3133 Mission Inn Avenue Riverside, CA 92507	Michelle Martinez	(909) 824-6075	mmartinez@safewaybsi.com	B, C-7, C-10, C-46	8/13/2026
Southern Cal Telecom, Inc.	12090 Woodside Ave Lakeside, CA 92040	Steve McBride	(619) 390-9942	steve@socaltel.com	C-7	8/6/2026

Superior Paving Company, Inc. dba United Paving Co	1880 North Delilah Street Corona, CA 92879	Sabas Trujillo	(951) 739-9200	info@united-paving.com	A	9/4/2026
Suttles Plumbing & Mechanical Corp.	2267 Agate Ct Simi Valley, CA 93065	Katy Weber	(818) 718-9779	prequal@suttlesplumbing.com	B, C-4, C-16, C-20, C-34, C-36, C-42	9/4/2026
Telenet VoIP, Inc.	850 Parkview Drive North El Segundo, CA 90245	Diane Goodman	(310) 253-9000	diane@telenetvoip.com	C-7, C-10, C- 16	9/4/2026
Tenco Solar	8141 Kaiser Blvd., Ste. 106	Alex Call	(949) 806-5894	alex@tencosolar.com	C-10, C-46	9/4/2026
Time and Alarm Systems	3828 Wacker Drive Mira Loma, CA 91752	Travis Casey	(951) 685-1761	ProjectAdmin-TAS@sciensbuildingsolutions.com	C-7, C-10, C- 16	7/31/2026
TMAG Industries dba Stellar Solar	265 Via del Monte Oceanside, CA 92058	Marie Moulton Philipp	(760) 681-7638	MarieMP@StellarSolar.net	C-10	8/6/2026

*Final prequalification results will be released no later than 5 business days prior to bid opening



Exhibit B

Updated Timeline

[illegible]



03-Sep-25 12:08




[illegible]


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03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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03-Sep-25 12:08

[illegible]

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


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03-Sep-25 12:08

Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish	2025					2026					2027					2028					2029					2030					2031															
						M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1	INC	Install devices (WAPs, Access Control, PA, Cameras) - Increment - 2	4	4	19-Feb-26	25-Feb-26	19-Feb-26, Install devices (WAPs, Access Control, PA, Cameras) - Increment - 2																																												
	INC	Install AV equipment - Increment - 2	11	11	25-Feb-26	12-Mar-26	25-Feb-26, Install AV equipment - Increment - 2																																												
	INC	Testing (Cabling, Fire alarm, security, AV, PA) - Increment - 2	32	32	12-Mar-26	27-Apr-26	12-Mar-26, Testing (Cabling, Fire alarm, security, AV, PA) - Increment - 2																																												
	INC	Commissioning - Increment - 2	4	4	27-Apr-26	01-May-26	27-Apr-26, Commissioning - Increment - 2																																												
	INC	MPS Acceptance - Increment - 2	1	1	01-May-26	02-May-26	01-May-26, MPS Acceptance - Increment - 2																																												
	Misc. Metal		18	18	17-Feb-26	13-Mar-26	17-Feb-26, 13-Mar-26, Misc. Metal																																												
	INC	Bollards around switchgear - Increment - 2	1	1	17-Feb-26*	18-Feb-26	17-Feb-26, Bollards around switchgear - Increment - 2																																												
	INC	Light poles - Increment - 2	1	1	17-Feb-26	18-Feb-26	17-Feb-26, Light poles - Increment - 2																																												
	INC	Fencing around site - Increment - 2	2	2	18-Feb-26	20-Feb-26	18-Feb-26, Fencing around site - Increment - 2																																												
	INC	Gates - Increment - 2	4	4	20-Feb-26	26-Feb-26	20-Feb-26, Gates - Increment - 2																																												
	INC	Railings - Increment - 2	11	11	26-Feb-26	13-Mar-26	26-Feb-26, Railings - Increment - 2																																												
	Lunch Shelter		61	61	02-Feb-26	28-Apr-26	02-Feb-26, 28-Apr-26, Lunch Shelter																																												
	INC	Concrete courtyard forming - Increment - 2	4	4	02-Feb-26*	06-Feb-26	02-Feb-26, Concrete courtyard forming - Increment - 2																																												
	INC	Concrete courtyard pouring - Increment - 2	3	3	06-Feb-26	11-Feb-26	06-Feb-26, Concrete courtyard pouring - Increment - 2																																												
	INC	Outdoor furniture installation - Increment - 2	4	4	21-Apr-26*	27-Apr-26	21-Apr-26, Outdoor furniture installation - Increment - 2																																												
	INC	MPS Acceptance - Increment - 2	1	1	27-Apr-26	28-Apr-26	27-Apr-26, MPS Acceptance - Increment - 2																																												
	Site Work		29	29	27-Jan-26	09-Mar-26	27-Jan-26, 09-Mar-26, Site Work																																												
	INC	Sidewalks demolition - Increment - 2	3	3	27-Jan-26*	30-Jan-26	27-Jan-26, Sidewalks demolition - Increment - 2																																												
	INC	Curb and gutter forming - Increment - 2	4	4	30-Jan-26	05-Feb-26	30-Jan-26, Curb and gutter forming - Increment - 2																																												
	INC	Curb and gutter pour - Increment - 2	3	3	05-Feb-26	10-Feb-26	05-Feb-26, Curb and gutter pour - Increment - 2																																												
	INC	Tree wells forming - Increment - 2	1	1	10-Feb-26	11-Feb-26	10-Feb-26, Tree wells forming - Increment - 2																																												
	INC	Tree wells pour - Increment - 2	2	2	11-Feb-26	13-Feb-26	11-Feb-26, Tree wells pour - Increment - 2																																												
	INC	Sidewalks and approach forming - Increment - 2	1	1	13-Feb-26	16-Feb-26	13-Feb-26, Sidewalks and approach forming - Increment - 2																																												
	INC	Sidewalks and approach pouring - Increment - 2	4	4	16-Feb-26	20-Feb-26	16-Feb-26, Sidewalks and approach pouring - Increment - 2																																												
	INC	Miscellaneous hardscape installation - Increment - 2	11	11	20-Feb-26	09-Mar-26	20-Feb-26, Miscellaneous hardscape installation - Increment - 2																																												
	Install Finishing Asphalt and Cap Over Rough Asphalt		44	44	02-Mar-26	01-May-26	02-Mar-26, 01-May-26, Install Finishing Asphalt and Cap Over Rough Asphalt																																												
	INC	Pave - Increment - 2	1	1	02-Mar-26*	03-Mar-26	02-Mar-26, Pave - Increment - 2																																												
	INC	1st Coat Seal - Increment - 2	2	2	03-Mar-26	05-Mar-26	03-Mar-26, 1st Coat Seal - Increment - 2																																												
	INC	Flood Test - Increment - 2	1	1	05-Mar-26	06-Mar-26	05-Mar-26, Flood Test - Increment - 2																																												
	INC	2nd Coat Seal - Increment - 2	2	2	06-Mar-26	10-Mar-26	06-Mar-26, 2nd Coat Seal - Increment - 2																																												
	INC	Cure Asphalt (30 days) - Increment - 2	33	33	10-Mar-26	24-Apr-26	10-Mar-26, Cure Asphalt (30 days) - Increment - 2																																												
	INC	Car bumps installation - Increment - 2	4	4	24-Apr-26	30-Apr-26	24-Apr-26, Car bumps installation - Increment - 2																																												
	INC	Striping - Increment - 2	1	1	30-Apr-26	01-May-26	30-Apr-26, Striping - Increment - 2																																												
	Signage		30	30	16-Mar-26	27-Apr-26	16-Mar-26, 27-Apr-26, Signage																																												
	INC	Code signage - Increment - 2	4	4	16-Mar-26*	20-Mar-26	16-Mar-26, Code signage - Increment - 2																																												
	INC	Pathfinding signage - Increment - 2	3	3	20-Mar-26	25-Mar-26	20-Mar-26, Pathfinding signage - Increment - 2																																												
INC	Main facade sign - Increment - 2	19	19	25-Mar-26	21-Apr-26	25-Mar-26, Main facade sign - Increment - 2																																													
INC	Inspection - Increment - 2	4	4	21-Apr-26	27-Apr-26	21-Apr-26, Inspection - Increment - 2																																													
INC	Sign off - Increment - 2	0	0		27-Apr-26	27-Apr-26, Sign off - Increment - 2																																													
Solar Project		108	108	02-Sep-25	30-Jan-26	02-Sep-25, 30-Jan-26, Solar Project																																													
INC	Construct Carports: footings, rebar, miscellaneous steel - Increment - 2	63	63	02-Sep-25*	28-Nov-25	02-Sep-25, Construct Carports: footings, rebar, miscellaneous steel - Increment - 2																																													
INC	Inspect carports - Increment - 2	3	3	28-Nov-25	03-Dec-25	28-Nov-25, Inspect carports - Increment - 2																																													
INC	Install photovoltaic panels - Increment - 2	17	17	03-Dec-25	26-Dec-25	03-Dec-25, Install photovoltaic panels - Increment - 2																																													
INC	Install PV system Electrical connections - Increment - 2	25	25	26-Dec-25	30-Jan-26	26-Dec-25, Install PV system Electrical connections - Increment - 2																																													
Finishing Activities		36	36	16-Mar-26	05-May-26	16-Mar-26, 05-May-26, Finishing Activities																																													
INC	North and West walls painting, trash enclosure walls painting - Increment - 2	4	4	16-Mar-26*	20-Mar-26	16-Mar-26, North and West walls painting, trash enclosure walls painting - Increment - 2																																													

 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary






TASK filter: All Activities


Magnolia Science Academy - 9.1.2025 - NEW ACTIVITIES




03-Sep-25 12:08

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 Actual Work
  Remaining Work
  Critical Remaining Work

 Milestone

 Summary

