



Board Agenda Item #	IV A- Discussion Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Schools Annual Authorizer Oversight Reports

Proposed Board Recommendation

Information/Discussion Item

Background

*Oversight Visits Overview*

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. As a sample please see **attached** LAUSD annual performance-based binder prep guide 2018-19. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

Also find **attached** MSA-4's charter renewal letter from the LAUSD Charter Schools Division (CSD) which delineate academic and fiscal benchmarks for MSA-4. Our academic team addressed the academic benchmarks directly with the LAUSD Charter Schools Division earlier during the year. MPS' response to fiscal benchmarks has been attached as a separate cover page to this agenda along with our action plan as this will be presented separately by our CFO, Nanie Montijo.

2018-19 Oversight Visits

All MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2018-19:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	3/26/19
MSA-2	LACOE	Yes	4/9/19
MSA-3	LACOE	Yes	4/10/19
MSA-4	LAUSD	Yes	2/28/19
MSA-5	LACOE	Yes	4/4/19
MSA-6	LAUSD	Yes	4/2/19 (Charter renewed)
MSA-7	LAUSD	Yes	4/3/19 (Charter renewed)
MSA-Bell	LAUSD	Yes	2/6/19 (Upcoming charter renewal)
MSA-San Diego	SDUSD	Yes	(Upcoming charter renewal)
MSA-Santa Ana	SBE	Yes	(Charter renewed)

Oversight Visit Reports

Authorizers typically provide the school with a report after their visit to delineate the school’s areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools. LAUSD also gives 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 2017-18 and 2018-19:

<a href="#">Authorizer Oversight Visit Reports</a>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
<b>2018-19</b>				
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4
<b>2017-18</b>				
MSA-4	3	3	3	3
MSA-5	3	3	3	3
MSA-6	3	3	3	3
MSA-7	3	3	4	3
MSA-BELL	3	3	3	3

So far we have received 2018-19 oversight visit reports for MSA-4, 6, and Bell from LAUSD, and the attached letter from the CDE for MSA-Santa Ana. We have not received a letter or report from LACOE or SDUSD yet, but the overall visits have been successful, with no findings for non-compliance. The letter from the CDE states that the school is in compliance with the charter petition and the MOU.

It is notable that all our LAUSD-authorized schools received ratings of no less than “3” in each of the four areas, with MSA-6 receiving all “4”s. All four schools received a rating of “4” in both Governance and Fiscal Operations.

***Areas Noted for Further Growth and/or Improvement from Oversight Visit Reports***

**Magnolia-wide:**

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:

- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

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

**Itemized Receipts for Credit Card Purchases:**

Based on the CSD’s review of the school’s credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of \$66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF’s Fiscal Policies and Procedures (FPP’s) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP’s, to include the mandatory submission of itemized receipts to support all purchases.

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

**Corrective Action Required:**

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

**MSA-4:**

Areas Noted for Further Growth and/or Improvement

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

While the school has implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, school leadership recognizes a need for improvement by developing a "Measurable Pupil Outcomes and Action Plan. Some of the features of the plan include the following:

- Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement through StudySync trainings, department meetings/collaborations, Tuesday PDs, external and Magnolia-wide ongoing professional development
- Improve the Lexile levels for all students so that they can be at a or above grade level through the MyOn Program and Summer In-Service Training
- Teachers will be expected to pose higher-level questions to students that are geared toward pushing their critical thinking skills
- MPS Math Coach to provide professional development monthly to improve foundational skills to increase student achievement in Math. Professional development will be differentiated.
- Continue power Classes for targeted students and after-school tutoring (tutoring offered daily from 3:10pm to 4pm)

Additionally, school leadership shared the following: "One potential root cause in the decline in ELA and Math for our Latino students is not connecting with the curriculum and internalizing their learning. We will spend more PD time on building Culturally Responsive and relevant Pedagogy competencies, which will lead



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/28/2019

to the inclusion of incorporating high-interest topics that students can relate to in all classrooms. Additionally, Imagine Etiquette has been brought in as a partner to motivate some middle school and 11<sup>th</sup> grader student's thought the fostering of a greater sense of cultural pride."

Corrective Action Required

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

## MSA-7:

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

Please see summary for A2 and O4 that details what MSA 7 is doing to improve academic achievement for all students, especially in the area of math and for English Learners.

### Corrective Action Required

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

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

A2: Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018

- Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 1 out of 5 numerically significant subgroups demonstrated growth in Math (White students). In Math, English Learners declined by 6.49%; Latino students declined by 10.77%; Socioeconomically Disadvantaged students declined by 12.67; and Students with Disabilities declined by 0.76%
  - Per school leadership, in an effort to increase academic achievement in math, MSA 7 will “continue with the XtraMath program to continue building math fact fluency, as well as after school tutoring based upon benchmark data. Rather than continuing an out-of-classroom math intervention program, we plan on focusing on building a strong guided math group program that aligns across grade levels.”

O4: The school continues to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.

- Per school leadership, in an effort to increase academic achievement, the following is being implemented:
  - English Learners receive 30 minutes of ELD Designated instruction in a protected block of time during the school day. The primary curriculum used during this designated time is *Wonders*, which is used in conjunction with supplemental programs such as Duolingo.
  - An instructional aide was hired to assist the EL Teacher/Coordinator in providing more academic support to English Learners.
  - ELD focused tutoring after school with ELD teachers
  - There are two paraeducators to support students with disabilities, as well as two Behavior Intervention Implementation (BII).
  - Counseling services for newcomers
  - Multi-Tiered System of Supports (MTSS) for students, with clear supports for those in Tiers 1, 2, or 3.
  - Principal attended a Homeless Education and Foster Youth Services Workshop 101 on 10/12/2018 provided by Foster Youth Services Coordinating Program
  - Student Support and Progress Team meetings occur monthly to discuss students’ needs, strategies, etc.

**MSA-BELL:**

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

**AI:** Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018

- Per the SBAC Report (CDE), 1 out of 5 numerically significant subgroups (Students with Disabilities) demonstrated growth. 4 out of the 5 subgroups demonstrated declines (English Learners at 0%; Latino students declined 7.19 percentage points; Socioeconomically Disadvantaged students declined by 7.56 percentage points; and White students declined by 5.43 percentage points)

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

**Budget Implications**

N/A

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

N/A

**Name of Staff Originator:**

David Yilmaz, Chief Accountability Officer

**Exhibits (Attachments):**

- Attachment A - Annual Performance-Based Oversight Visit Preparation Guide 2018-2019
- MSA-4 Benchmarks Letter
- October 2018 Site Visit Letter No Concerns (for MSA-Santa Ana)
- Oversight Visit Reports for MSA-4, 6, 7, and Bell



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## ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2018-2019

Rev. 09/25/18

### OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. You can access District Policies Applicable to ALL LAUSD-Authorized Independent Charter Schools at <https://achieve.lausd.net/Page/1823>. In addition, you can access supplemental information on the CSD website at <https://achieve.lausd.net/Page/1816>. CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight. In accordance with California Education Code § 47604.32, the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

<b>Category I:</b>	<b>Governance</b>
<b>Category II:</b>	<b>Student Achievement and Educational Performance</b>
<b>Category III:</b>	<b>Organizational Management, Programs, and Operations</b>
<b>Category IV:</b>	<b>Fiscal Operations</b>

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all. Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

## LOGISTICS

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities:

- Small confidential work area containing a table and chairs with at least one nearby electrical outlet and **internet access**, for the use of the CSD visiting team to conduct document review and other team activities
- Room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing
- If the school has been notified in advance that the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews.

Note: A single room or space may be appropriate, of course, to serve multiple purposes.

Please provide the following items in a separate folder for the CSD visiting team:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share “educator-to-educator” information and insights (required activities are in ***bold/italics***):

1. Interview/Discussion
  - a. ***“Morning Meeting”*** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
  - b. ***Interview/discussions with organization and school-site leadership*** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
  - c. ***Interviews of stakeholder groups*** (students, parents, staff) as determined by CSD staff
  - d. ***Debriefing of visit with school leadership***
2. Observation
  - a. ***Classroom observation***
  - b. ***Site observation***
3. Document Review
  - a. ***Review of documentation provided by school*** (see guidance below)
  - b. ***Request and review of additional documentation***
4. Fiscal Review<sup>1</sup>

See section below on preparation for fiscal review

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<sup>1</sup> Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator will be notified directly by the Fiscal Team, usually six weeks in advance of the scheduled annual performance-based oversight visit.



### **PREPARATION FOR INTERVIEW/DISCUSSION**

In the weeks prior to the scheduled visit, your CSD administrator will be providing school-specific guiding questions that focus on performance in one or more of the four assessment categories. The guiding questions are used during the Morning Meeting on the day of the visit to lead the discussion between the school's leadership team and CSD staff.

### **PREPARATION FOR DOCUMENT REVIEW**

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above. In the event the charter school leadership prefers to electronically maintain and submit in Dropbox all required documents for the binder review, please notify in writing said request **at least six weeks prior** to the scheduled Oversight Visit, and forward it via email to the assigned CSD Specialist. Please provide the names and email addresses of staff that will need access to Dropbox and they will receive an invitation to upload documents for the oversight visit. You will create folders labeled Binder 1, Binder 2, Binder 3 and Binder 3A to organize and submit the required documents. Please limit file names to less than 40 characters in length.

### **PREPARATION FOR BINDER (\*hard-copy or electronic)**

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

- Binder 1: Governance Documentation
- Binder 2: Student Achievement and Educational Performance Documentation
- Binder 3: Organizational Management, Programs, and Operations Documentation
- Binder 3A: Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training requirements and Bloodborne Pathogen Training which must be generated in \*hard-copy vs. electronically.

### **PREPARATION FOR FISCAL OPERATIONS DOCUMENTATION**

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted **electronically** to the Fiscal Team member assigned to your school **three weeks prior to the fiscal site visit**, which is usually a component of the annual oversight visit but may be scheduled for a different day.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Include all documentation applicable to the grade levels served by the school.

### **BINDER 1: GOVERNANCE DOCUMENTATION**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

- 1.1 **Organizational Chart**
  - Current and complete organizational chart (including Governing Board)
  - Organizational chart from current petition
- 1.2 **Bylaws** (Provide if changed after Fall 2018 submission date)
  - Current Governing Board bylaws
- 1.3 **Board Members** (Provide if changed after Fall 2018 submission date)
  - Current roster of Governing Board members with contact information along with evidence that Board contact information is accessible to school stakeholders
- 1.4 **Board Meeting Agendas and Minutes**
  - Board meeting agendas and minutes for all meetings held in the last 12 months
- 1.5 **Board Meeting Calendar** (Provide if changed after Fall 2018 submission date)
  - Calendar(s) of regular meetings of Governing Board
- 1.6 **Committee(s)/Council(s) Meeting Calendars and Agendas**
  - Calendar(s) and Agenda(s) of Committee(s)/Council(s) with sign-in sheets (titled and dated). Include evidence of School Site Council and ELAC meetings (for applicable schools).
- 1.7 **Evaluation of School Leadership**
  - Evidence of a system of evaluation for chief executive officers and school administrator(s)
- 1.8 **Brown Act Training**
  - Documentation of Brown Act training for Governing Board members, including recent training for all new members
- 1.9 **Agenda Posting Procedures**
  - Documentation of the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas are on the school's website.)
- 1.10 **Parent-Student Handbook(s)**
  - Current and complete Parent-Student Handbook(s) (Provide if changed after Fall 2018 submission date)
- 1.11 **Uniform Complaint Procedures** (Provide if changed after Fall 2018 submission date)
  - Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements. Information regarding UCP policies and procedures can be found at <https://www.cde.ca.gov/re/cp/uc/>.  
**NOTE:** Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal or state laws. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school is requested to review and be familiar with UCP requirements

and guidance on the California Department of Education (CDE) website (<http://www.cde.ca.gov/re/cp/uc/>), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at [lausd.net](http://lausd.net), in the *Offices* tab, at the *Educational Equity Compliance Office*.

**NOTE:** The UCP policy, procedures, and documents have also been added to the *COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW* document for the governing board's annual review and certification.

- 1.12 **Stakeholder Complaint Procedure(s)**
  - Evidence of other stakeholder complaint procedure(s) for complaints outside regulatory scope of UCP, including the school's complaint form(s)
- 1.13 **Human Resources Policies and Procedures**
  - Evidence of policies and procedures specifically related to:
    - o Staff Due Process
    - o ESSA Qualification, Credentialing, and Clearance Requirements
- 1.14 **Data-Based Decision-Making**
  - Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making
- 1.15 **Fiscal Management and Accountability**
  - Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget and finances to ensure sound fiscal management

## **BINDER 2: STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. Prior to the oversight visit, analyze and be prepared to discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement.

- 2.1 **LAUSD Office of Data and Accountability Data Set** (provided to the school prior to the visit)
- 2.2 **School Internal Assessment Data** (with analysis of results)
  - Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:
    - o Internal Assessments: Internal periodic assessments in ELA and Math. Internal assessment data for grades K, 1, 2, 9 and 10, to include:
      - Internal assessment data process
      - Tool(s) employed to collect data
      - Frequency of collection and growth (from beginning, middle, and end of year)

**NOTE:** Data must include an analysis of schoolwide and disaggregated subgroups for ELA and Math.

**NOTE:** The Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP (SBAC).

**NOTE:** For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. SBAC Block Assessments,

NWEA, DIBELS) and/or other assessment instruments for which the school can demonstrate validity/reliability

**NOTE:** For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings **will not impact** the overall Student Achievement and Educational Performance Rating for 2018-2019 oversight, but will provide informational areas of focus. California School Dashboard Indicators may, however, figure into next year's 2019-2020 oversight ratings.

- 2.3 CELDT/ELPAC Criterion reports (CDE)

### **BINDER 3: ORGANIZATIONAL MANAGEMENT, PROGRAMS, & OPERATIONS DOCUMENTATION**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

- 3.1 **School Safety and Operations** (School Safety Plan & Procedures)
  - a. **Visitor's Policy:** Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
  - b. **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps (that complies with co-location requirements if co-located) and includes Threat Assessment protocol. For Co-locations, include copy of District school's Safe Schools Plan incorporating the charter school
  - c. **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
  - d. **Child Abuse Mandated Reporter Training:** Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters (Include employee training documentation in Binder 3A)
  - e. **Bloodborne Pathogens Training:** Documentation of Bloodborne Pathogens training for all staff (Include employee training documentation in Binder 3A)
  - f. **Suicide Prevention Policy** for schools serving students in grades 7-12: (Provide if changed after Fall 2018 submission date) Inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
- 3.2 **Health and Safety**
  - a. **Current and appropriate Certificate(s) of Occupancy** (COO) or equivalent for all non-District sites on which the school operates (Provide if changed after Fall 2018 submission date)
  - b. **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school  
**NOTE:** Do not provide individual student information
  - c. **Epi-Pen:** Documentation that the school maintains unexpired epinephrine auto-injectors ("epi-pens") onsite and has provided training to volunteer staff in the storage and use of the epi-pen

- 3.3 **School Instructional Programs**
  - a. **Standards-Based Instructional Program:** Evidence of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the English Language Development standards and the California Next Generation Science Standards. Evidence of staff professional development about Standards-Based Instructional Program (may provide in section 3.4b)
  - b. **Local Control and Accountability Plan (LCAP) and English Learner Master Plan or statement you are using the District English Learner Master Plan (Provide if changed after Fall 2018 submission date)**
  - c. **CAASPP (SBAC) Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
  - d. **WASC Accreditation Notification letter** (as applicable)
  - e. **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout) (as applicable)
  - f. **Advanced Placement** examination participating and passage
  - g. **A-G:** Completion of and progress toward A-G requirements
  - h. **College:** College Acceptance
  - i. **Transitional Kindergarten:** Evidence that the school has implemented TK (as applicable)
  - j. **Meeting the Needs of All Students:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
  - k. **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter. Evidence of staff professional development about Key Features of Educational Program (may provide in section 3.4b)
  - l. **(Schools Serving 9<sup>th</sup> graders):** Evidence of compliance with the Mathematics Placement Act
- 3.4 **School Management and Operations**
  - a. **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including:
    - District Validation Review (DVR) - Documentation of the results of school's most recent (DVR)
    - Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
    - Welligent Reports - Copy of the school's most current/up-to-date "IEP200-Annual and Triannual IEP Report" and the "SER300 (printed the week of the oversight visit)
    - Professional Development- Evidence of staff professional development about Special Education (may provide in section 3.4b)
  - b. **Professional Development:** Evidence of the school's professional development programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff (Can be provided here or in each section, as specified)

- c. **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy <https://achieve.lausd.net/page/11924#spn-content>, including:
- Tiered Behavior Intervention - Evidence of the school's tiered system of behavioral supports and interventions, such as SSPT
  - Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school
  - Schoolwide Positive Behavior Support System - Evidence of the school's recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
  - Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
  - Professional Development - Evidence of staff professional development about School Climate and Student Discipline (may provide in section 3.4b)
- d. **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:
- Stakeholder Consultation - Evidence of stakeholder consultation regarding the school's educational programs and its LCAP and related meeting agendas
  - Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
  - Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
  - Transferability of Course Credit/Courses – Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
  - Access to Approved Charter – Evidence that the school provides ready access to the school's approved charter to all stakeholders
  - Documentation of complaint resolution process
- e. **Stakeholder Communication and Transparency:** Evidence that the school demonstrates informational transparency to stakeholders via documents available both manually and electronically (website preferred) in the following areas:
- UCP and General Complaint procedures
  - Title IX information in accordance with SB1375 (required on website)
  - AB 2246 Suicide Prevention applicable posting (Gr 7-12)
  - Applicable categories described in LAUSD Charter School Transparency Resolution (schools may provide evidence of other electronic means for this item, if means other than website are utilized)

- f. **Staff Evaluation:** Evidence of a system of evaluation for faculty and other staff  
**NOTE:** Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

**BINDER 3A: DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

3A.1 **Certifications and Related School Information**

- a. **Certification (ESSA Grid):** The original signed document and one full-sized copy of the school's completed and signed "Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2018-2019" form (often informally referred to as the "ESSA Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.  
**NOTE:** All school employees as well as all contracting entities/independent contractors ("vendors") providing school-site or student services must be included on the completed form.  
**NOTE:** The completed certification document should be ready and available for CSD review no later than the **7<sup>th</sup> week after the first day of school**. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors
- b. **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- c. **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" and "college preparatory" in the school's approved charter
- d. **Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of binder 3A by last name of individual staff members or by contracting entity name. Provide this documentation (items 3A.2 and 3A.3 below) in the **same order as requested on the ESSA Grid**. i.e. *New Certificated Employees* collated by employee, followed by *Continuing Certificated Employees* collated by employee, followed by *New Non-Certificated Employees* collated by employee, and finally *Returning Non-Certificated Employees* collated by employee.

3A.2 **Certificated Employee Documentation**

- a. **Criminal Background Clearance Certification:** Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.  
**NOTE:** Ensure all Social Security numbers recorded on these original forms are redacted

- b. **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member as required by the CDE Administrators Assignment Manual  
**NOTE:** Ensure credential printouts are legible and clearly show all authorizations
    - c. **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service (e.g., CBEST, Temporary County Certificate (TCC), Teaching Permit for Statutory Leave (TPSL) documentation for any employee with a one-year credential)
  - ☐ 3A.3 **Non-Certificated Employee Documentation**
    - a. **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment or in any capacity.  
**NOTE:** Ensure all Social Security numbers recorded on these original forms are redacted
  - ☐ 3A.4 **Employee Child Abuse Training Documentation and Bloodborne Pathogen Training:** For all staff members include the supporting documentation of completion of the Child Abuse training within timelines specified in AB 1432 and the Bloodborne Pathogen Training.
  - ☐ 3A.5 **Contracting Entities Documentation** (For each contracting entity/independent contractor (“vendor”))
    - a. **Clearances and Credentialing Certification:** Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
    - b. **Sole Proprietor Vendors:** Current documentation from charter certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for sole proprietors, and credentialing requirements for certificated vendor employees (AB 949 which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018)  
**NOTE:** The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.
  - ☐ 3A.6 **Volunteer Clearances Certification** (if applicable)
    - a. **Clearances Certification:** Documentation certifying that 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 per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification  
**NOTE:** To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.



## FISCAL OPERATIONS DOCUMENTATION

**PLEASE NOTE:** To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school three weeks prior to the fiscal site visit for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below. If an item listed below does not apply, or requires you to prepare something in addition to what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

- 1 **Most current** fiscal reports presented to the charter school's governing board (provide reports presented at one of the meetings held in 2017-2018)
  - a. Balance Sheet: At a minimum include the categories of assets, liabilities, and net assets used in the audited financials
  - b. Income Statement (Statement of Activities): At a minimum include the categories of revenue and expenses used in the audited financials
  - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same categories referenced on the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above fiscal reports were presented to the charter school's governing board
- 3 Minutes of the meeting when the 2018-2019 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion of the most current independent audit report
- 7 Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD
- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any

- 9 Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2017-2018 school year)
- 10 A copy of the most current fiscal policies and procedures
  - a. If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties
- 11 Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures
- 12 A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures
- 13 A description of the relationship between the charter school and any related party<sup>2</sup>, and the business purpose of the related party
- 14 Copies of all contracts with related parties (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.)
  - a. If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
    - i. The percentage and/or rate of the fees;
    - ii. The basis used to calculate the total fees;
    - iii. The terms of the services provided; and
    - iv. A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees
- 15 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees
- 16 If the charter school has a sole statutory member, please provide the following:
  - a. A copy of the sole statutory member's by-laws
  - b. A copy of the sole statutory member's articles of incorporation
- 17 Check registers for the prior 12 months in Microsoft Excel format

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<sup>2</sup> **Related parties** may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

- 18 All credit card statements for the prior six months, and the following:
  - a. A list of all credit cards in Microsoft Excel format that includes the last four digits of each credit card number, the legal name of each credit card holder, and the job title of each credit card holder
  
- 19 Monthly bank statements and reconciliations for the prior six months, and the following:
  - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
  - b. The bank statements are from the financial institution(s) referenced above and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and canceled checks
  - c. The bank reconciliations must reflect the reviews, approvals, and the approval dates, consistent with the charter school's fiscal policies and procedures
  - d. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of each debit card number, the legal name of each debit card holder, and the job title of each debit card holder
  
- 20 Student body financial records (including Associated Student Body policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable)
  
- 21 Equipment inventory listing (including asset tag numbers, purchase dates, purchase prices, book values, asset life, location of assets, etc.)
  
- 22 A link to the charter school's website where the Education Protection Account (EPA) allocation and expenditures are posted
  
- 23 If applicable, all signed and executed agreements related to the factoring of receivables, and the minutes of the meetings reflecting the reviews and approvals of said agreements
  
- 24 Disclosure of Legal Issues

**NOTE:** Any reference to "Charter School" shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the "charter school." Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation, or other organization that participates in the management or operation of the "charter school."

**NOTE:** Disclosures should include civil or criminal cases filed in State or Federal courts; civil or criminal investigations by local, State, or Federal law enforcement authorities; and, enforcement proceedings or investigations by local, State, or Federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

- Disclose material information relating to any legal or regulatory proceedings or investigations in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
  - Disclose any civil, criminal, or regulatory actions in which the Charter School, or any current board members, senior officers, senior management personnel, or employee, has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
  - If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.
- 25 Any other Fiscal reports presented to the charter school's governing board (e.g., grants, bonds, independent audit reports, etc.)

**NOTE:** If you have any questions about preparation for document review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.



Board Agenda Item #	Discussion Item
Date:	06-13-19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer
RE:	MSA 4 Fiscal Benchmarks

Proposed Board Recommendation

Information and discussion – no actions required.

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term.

Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018.

To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC's Management letter.

Please see attached.

Budget Implications

None

Attachments:

- MERF's action Plan and Proof of Implementation
- LAUSD Renewal Letter with Benchmarks

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)	MERF's governing board approved plan of action (meeting date: June 13, 2019)
Areas noted for further growth and/or improvement:			
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal <sup>1</sup> "), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.	Our back-office service provider, DMS, prepares all bank reconciliation statement on a monthly basis in accordance with our board approved fiscal policies and procedures manual. CFO or designee still reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD 's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.	All ACH transactions are in compliance with the board approved MPS Fiscal Policies and Procedures Manual. All ACH payments are preapproved and reconciled with the bank statements.
Other Observations:			
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.	Staff ensures that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.	Fiscal policy and procedure manual have been revised and approved by the Board of Directors to include mandatory submission of itemized receipts in all payments and disbursements as recommended by LAUSD CSD staff.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were	MERF staff will present CSD 's Oversight report to its Board of Directors during the June 13, 2019 meeting.  The approved minutes of the board meeting on June 13, 2019 will be submitted to LAUSD as soon as it becomes available.

		submitted to LAUSD on August 14, 2018.	
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As per the SSC's Management Letter (dated July 27, 2018)	MPS' Response	MPS' governing board approved plan of action (meeting date: December 13, 2018)	MPS' governing board approved plan of action (meeting date: June 13, 2019)
Current Recommendations			
1) Consider consolidating to one financial system.	<p>MERF previously agreed to implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility") that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthly basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.</p>	<p>The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used.</p> <p>As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating into one financial software package.</p> <p>SchoolAbility is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>	<p>The implementation of SchoolAbility, a more integrated financial software has decreased the number of software packages used compared to FY 2016-17 and FY 2017-18. The purchasing module and GL modules are now centralized in one software package (SchoolAbility)</p> <p>MERF will continue to work towards consolidating into one financial software package.</p> <p>As of to date, SchoolAbility is the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>
2) Consider developing a more streamlined and standardized process for accounts payable.	<p>As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements.</p>	<p>The selection of DMS and the use of SchoolAbility was approved by MERF's Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets.</p>	<p>The selection of DMS and the use of SchoolAbility streamlined and standardized the processing of all purchase requests, payables, reimbursements and budgets monitoring on a real time basis.</p>

<p>3) Consider reviewing cash receipts for timely deposits.</p>	<p>MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated in beginning of school year professional development training for office managers and principals. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.</p>	<p>Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>	<p>Continued trainings and communication with site staff are ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>
<p>4) Consider reviewing cash deposits for appropriate coding.</p>	<p>Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actual thereby insuring that all transactions are codified to the correct account.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>





**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • [WWW.CDE.CA.GOV](http://WWW.CDE.CA.GOV)

October 22, 2018

Saken Sherkhonov, Board Chair  
Erdinc Acar, Regional Director  
Alfredo Rubalcava, Superintendent of Instruction  
Varol Gurler, Principal  
Magnolia Science Academy–Santa Ana  
2840 West 1<sup>st</sup> Street  
Santa Ana, CA 92703

Dear Mr. Sherkhonov, Director Acar, Superintendent Rubalcava, and Principal Gurler:

Subject: Summary of Annual Site Visit for Magnolia Science Academy–Santa Ana  
Conducted on October 2 and 3, 2018

Thank you for the opportunity to visit Magnolia Science Academy–Santa Ana (MSA–SA). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

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

If you have any questions regarding this letter, please contact Carrie Lopes by phone at 916-323-2694 or by e-mail at [clopes@cde.ca.gov](mailto:clopes@cde.ca.gov).

Sincerely,

/s/

Lisa F. Constancio, Director  
Charter Schools Division

LFC:mlh

cc: Karen Stapf Walters, Executive Director, California State Board of Education  
Nick Schweizer, Deputy Superintendent, Systems Support Branch, California  
Department of Education

*Sent via First Class Mail and Email to:*

[ssherkhanov@magnoliapublicschools.org](mailto:ssherkhanov@magnoliapublicschools.org)

[eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org)

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# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT** **2018-2019 SCHOOL YEAR** **FOR**

**MAGNOLIA SCIENCE ACADEMY 4 (MSA 4) - 8011**

Name and Location Code of Charter School

### **LAUSD Vision**

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

### **CSD Mission**

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

### **CSD Core Values**

We believe that our success depends on:

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



<b>Charter School Name:</b>		<b>Magnolia Science Academy 4</b>			<b>Location Code:</b>	<b>8011</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
1330 W. Graham Place B-9		Los Angeles	90064	310-473-2464	310-473-2416	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2018 to June 30, 2023			4	West		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
171		360	6-12 <sup>th</sup>		6-12 <sup>th</sup>	
<b>Total Number of Staff Members:</b>	<b>20</b>	<b>Certificated:</b>	<b>14</b>	<b>Classified:</b>	<b>6</b>	
<b>Charter School's Leadership Team Members:</b>		Lisa Ross, Principal; Musa Avsar, Dean of Academics; Victor Lanier, Dean of Students				
<b>Charter School's Contact for Special Education:</b>		Dr. Jon Gary				
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>		<b>CSD Fiscal Services Manager:</b>	<b>Lourdes Echavarria</b>		
<b>Other School/CSD Team Members:</b>	<b>Aida Tatiossian</b>					
<b>Oversight Visit Date:</b>	<b>February 28, 2019</b>		<b>Fiscal Review Date (if different):</b>	<b>January 31, 2019</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>Yes, Prop 39</b>		<b>LAUSD Co-Location Campus (if applicable):</b>	<b>Webster Middle School</b>		
			<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>	<b>5/24/18</b>		

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.</p> <p><b>G2:</b> The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and items in Binder#1, the Magnolia Educational &amp; Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.</li> <li>As evidenced by the school’s website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.</li> </ul> <p><b>G3:</b> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures</li> <li>Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:</p> <ul style="list-style-type: none"> <li>Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.</li> <li>MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.</li> <li>MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).</li> <li>MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/28/2019

**UPDATE regarding the Settlement Agreement with LAUSD:** Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF's progress through oversight in addressing the remaining issues cited and implementing the recommendations from School Services of California's final management letter. Please see further details in the "Areas of Demonstrated Strength and/or Progress" in the Fiscal Operations section below.

**\*NOTE:** *If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations</li> <li>Evaluation of school's executive level leadership</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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

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

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

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





**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> ESSA Grid</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

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



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

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>Per CDE, MSA4 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged students). Socioeconomically Disadvantaged students increased by 2.90 percentage points.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the Reclassification Report (CDE), MSA 4’s reclassification rate was 25.0%, compared to the Resident Schools Median of 12.9%.</li> </ul> <p><b>A6:</b> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the “At-Risk” by Grade Report (CDE), MSA 4’s rate was 0%, compared to the Resident Schools Median of 1.6%</li> </ul> <p><b>A7:</b> The school’s percentage of LTELs is at rate lower than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the LTEL by Grade Report (CDE), MSA’s rate is 10.0% (a decrease of 1.3% from last school year), compared to the Resident Schools Median of 15.7%</li> </ul> <p><b>A8:</b> The school’s Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per CDE, MSA 4’s Four-Year Cohort Graduation Rate is 95.8%, compared to the RSM at 78.3%.</li> <li>Per school leadership, the 2017-2018 graduation rate was 100% (25 students). Of the 25 students, nine are at a 4-year university, thirteen are at a community college, and three are undecided.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A2:</b> None of the school’s subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>Per CDE, both numerically significant subgroups showed declines in Math. Latino students decreased by 17.61 percentage points and Socioeconomically Disadvantaged students decreased by 13.30 percentage points.</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median (RSM)</p> <ul style="list-style-type: none"> <li>Per CDE and a review of data set LAUSD Office of Data &amp; Accountability, MSA 4 is at 32.63% in ELA, compared to RSM at 44.38%.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median (RSM)</p> <ul style="list-style-type: none"> <li>Per CDE and a review of data set LAUSD Office of Data &amp; Accountability, MSA 4 is at 8.42% in Math, compared to RSM at 19.51%.</li> </ul>	



**A9:** The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels.

- MSA 4 continues to administer the NWEA MAP three times per year in ELA and Math
- Both 9<sup>th</sup> and 10<sup>th</sup> grade students, school-wide, and numerically significant subgroups experienced some growth.
  - In Math, 9<sup>th</sup> grade grew by 3.8 RIT score and in Reading by 8.1 RIT score
  - Both 9<sup>th</sup> and 10<sup>th</sup> grade students receiving Free and Reduced Lunch (FRL) demonstrated growth in Math and Reading

Corrective Action Required

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

Notes: In response to MSA 4's data and student progress, the school created an "Action Plan." Please see **O4: Meeting the Needs for All Students** for more details.

**\*NOTE:** *Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.*



**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide Math data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2017-2018 (CDE)</li> </ul>		
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Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

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

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

- Providing supports for At-Risk English Learners 2017-2018 (CDE)

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

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

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

- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric		Sources of Evidence





<b>Performance</b>	<input checked="" type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>
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**A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>Four-Year Cohort Graduation Rate (CDE) <b>(high schools only)</b></li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only) C</b>

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

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:</i>	
<ul style="list-style-type: none"> <li>The school's internal assessments (with analysis of results) by subgroups and grade-levels</li> <li>Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates</li> <li>Results of internal assessments show growth in student achievement in ELA and Math</li> </ul>	



*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels</li> <li><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.</li> <li><input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</li> <li><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data.</li> <li><input type="checkbox"/> No assessment of performance for this indicator.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <b>(B2.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES**

**Summary of School Performance**

\*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

*Blue            Green            Yellow            Orange            Red*

**A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts**

The school has achieved the performance level of Yellow

**A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics**

The school has achieved the performance level of Red

**A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator**

The school has achieved the performance level of No Performance Color

**A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator**

The school has achieved the performance level of Orange

*\*this indicator will be available Fall 2018*

**A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator**

The school has achieved the performance level of Blue



**HIGH SCHOOLS ONLY:**

**A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 6-8, 11) Distance from Level 3 English Language Arts**

The school has achieved the following status 30.3 points below standard and change increased by 10.2 points

**A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 6-8, 11) Distance from Level 3 Mathematics**

The school has achieved the following status 112.6 points below standard and change maintained 2.3 points

**A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator**

The school has achieved the performance level of No Performance Color (95.8% graduated, increased by 6.2%)

**A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator**

The school has achieved the following status No Performance Color (50% prepared, -1/7% maintained)

**NOTES:**

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

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

**Academic Benchmarks and status:**

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



- 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**
  - a. STATUS:** Not Met: At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged), maintained "Orange" performance level on the ELA CAASPP (SBAC) from 2017 to 2018. MSA 4's numerically significant subgroups performed at a rate lower than the Resident Schools Medians: 28.99% of MSA 4 Latino subgroup and 33.33% of MSA 4 SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 37.64% and 35.97%, respectively. One out of two numerically significant subgroups at MSA 4 outperformed Subgroup Similar Schools Medians at 36.78% (Latino) and 30.50% (SED)
- 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.**
  - a. STATUS:** Not Met: At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) maintained "Red" performance level on the Math CAASPP (SBAC) from 2017 to 2018. MSA 4's numerically significant subgroups performed at a rate lower than the Resident and Similar Schools Median: 2.90% of Latino subgroup and 4.76% of SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 13.46% and 15.26%, respectively. Additionally, MSA 4's numerically significant subgroups performed at a rate lower than the Similar Schools Median at 23.08% (Latino) and 22.97% (SED).



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O7:</b> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced in Binder #3. Additionally, 2017-2018 data reveal that MSA 4 had 0% of In and Out of School suspension events.</p> <p><b>O8:</b> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <ul style="list-style-type: none"> <li>• Per school leadership and evidence in Binder #3, MSA 4 staff have participated in ongoing professional development. Some are as follows:           <ul style="list-style-type: none"> <li>○ July 19-22, 2018 AP Annual Conference</li> <li>○ February 2, 2019, LMU Center for Equity for English Learners</li> <li>○ October 16, 2018, Special education updates, CAASPP Data overview, school-wide structures overview</li> <li>○ November 2, 2018, grading; classroom and school culture/environment</li> <li>○ Ongoing Magnolia Public Schools (MPS) professional development throughout the school year.</li> </ul> </li> </ul> <p><b>O10:</b> The school continues to have a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS</b></p> <p>While the school has implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, school leadership recognizes a need for improvement by developing a “Measurable Pupil Outcomes and Action Plan. Some of the features of the plan include the following:</p> <ul style="list-style-type: none"> <li>• Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement though StudySync trainings, department meetings/collaborations, Tuesday PDs, external and Magnolia-wide ongoing professional development</li> <li>• Improve the Lexile levels for all students so that they can be at a or above grade level though the MyOn Program and Summer In-Service Training</li> <li>• Teachers will be expected to pose higher-level questions to students that are geared toward pushing their critical thinking skills</li> <li>• MPS Math Coach to provide professional development monthly to improve foundational skills to increase student achievement in Math. Professional development will be differentiated.</li> <li>• Continue power Classes for targeted students and after-school tutoring (tutoring offered daily from 3:10pm to 4pm)</li> </ul> <p>Additionally, school leadership shared the following: “One potential root cause in the decline in ELA and Math for our Latino students is not connecting with the curriculum and internalizing their learning. We will spend more PD time on building Culturally Responsive and relevant Pedagogy competencies, which will lead</p>	



to the inclusion of incorporating high-interest topics that students can relate to in all classrooms. Additionally, Imagine Etiquette has been brought in as a partner to motivate some middle school and 11<sup>th</sup> grader student’s thought the fostering of a greater sense of cultural pride.”

Corrective Action Required

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

Notes: None

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



**The school has a system in place to ensure that:**

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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) <b>(B3A)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

**The school has a system in place to ensure that:**





- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

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

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

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

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b> <input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b> <input checked="" type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b> <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(3.3j)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3b)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <b>(B2.2)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.2)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

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



**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

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

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

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

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

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

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

	Rubric	Sources of Evidence



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

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



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

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements <b>(high schools only)</b></li> <li>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</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b>



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

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

\*\*required on website

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



	<ul style="list-style-type: none"> <li>• Student Achievement Information</li> </ul>
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**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

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

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

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





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

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

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1 b and c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2a)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



8011 Magnolia Science Academy 4	2015-16					2016-17					2017-18				
	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		454,221	431,925	493,669	494,503		495,984	601,711	776,350	776,350		648,571	627,787	1,336,770	1,336,770
Current Assets		664,221	607,889	893,664	902,173		1,068,476	1,039,109	1,214,674	1,215,177		1,102,995	963,869	1,494,375	1,494,742
Fixed and Other Assets		15,279	17,112	64,144	64,144		48,488	48,486	53,729	53,730		106,137	106,137	46,458	46,459
<b>Total Assets</b>		679,500	625,001	957,808	966,317		1,116,964	1,087,595	1,268,403	1,268,907		1,209,132	1,070,006	1,540,833	1,541,201
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		5,735	76,660	187,705	303,827		187,420	177,921	232,885	238,748		113,923	11,598	47,725	70,687
Long Term Liabilities		0	0	6,462	0		0	6,500	0	0		0	0	0	0
<b>Total Liabilities</b>		5,735	76,660	194,167	303,827		187,420	184,421	232,885	238,748		113,923	11,598	47,725	70,687
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		673,765	548,341	763,641	662,490		929,544	903,174	1,035,518	1,030,159		1,095,210	1,058,407	1,493,108	1,470,514
Total Revenues	2,062,124	2,135,847	2,188,831	2,235,710	2,280,876	2,189,203	2,379,292	2,383,802	2,361,237	2,427,635	2,315,274	2,160,715	2,344,475	2,382,377	2,446,842
Total Expenditures	2,003,700	1,964,233	2,107,310	1,938,889	2,085,206	1,992,237	2,112,238	2,143,118	1,988,209	2,059,966	2,202,177	2,101,023	2,316,227	1,919,428	2,006,487
<b>Net Income / (Loss)</b>	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355
Net Assets, Beginning	430,237	502,151	502,151	502,151	466,820	548,341	763,641	763,641	763,641	662,490	903,173	1,035,518	1,035,518	1,030,159	1,030,159
Adj. for restatement / Prior Yr Adj	0	0	(35,331)	(35,331)	0	0	(101,151)	(101,151)	(101,151)	0	0	0	(5,359)	0	0
<b>Net Assets, Beginning, Adjusted</b>	430,237	502,151	466,820	466,820	466,820	548,341	662,490	662,490	662,490	662,490	903,173	1,035,518	1,030,159	1,030,159	1,030,159
<b>Net Assets, End</b>	488,661	673,765	548,341	763,641	662,490	745,307	929,544	903,174	1,035,518	1,030,159	1,016,271	1,095,210	1,058,407	1,493,108	1,470,514

8011 Magnolia Science Academy 4	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	352,618	494,503	776,350	1,336,770	0		0	807,651	0	0
Current Assets	519,870	902,173	1,215,177	1,494,742	0		0	1,037,066	0	0
Fixed and Other Assets	26,333	64,144	53,730	46,459	0		0	39,669	0	0
<b>Total Assets</b>	546,203	966,317	1,268,907	1,541,201	0		0	1,076,735	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	79,383	303,827	238,748	70,687	0		0	193,741	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	79,383	303,827	238,748	70,687	0		0	193,741	0	0
<b>Net Assets</b>	466,820	662,490	1,030,159	1,470,514	0		1,187,040	882,994	0	0
Total Revenues	2,112,262	2,280,876	2,427,635	2,446,842	0	2,280,825	2,306,668	2,223,924	0	0
Total Expenditures	1,884,034	2,085,206	2,059,966	2,006,487	0	2,357,549	2,612,736	2,811,443	0	0
<b>Net Income / (Loss)</b>	228,228	195,670	367,669	440,355	0	(76,724)	(306,068)	(587,519)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	228,228	195,670	367,669	440,355	0	(76,724)	(306,068)	(587,519)	0	0
Net Assets, Beginning	238,592	466,820	662,490	1,030,159	0	1,058,407	1,493,108	1,493,107	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(22,594)	0	0
<b>Net Assets, Beginning, Adjusted</b>	238,592	466,820	662,490	1,030,159	0	1,058,407	1,493,108	1,470,513	0	0
<b>Net Assets, End</b>	466,820	662,490	1,030,159	1,470,514	0	981,683	1,187,040	882,994	0	0



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA 4’s fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$1,470,514 and net income of \$440,355. The 2018-2019 Second Interim projects positive net assets of \$882,995 and a net loss of <b>(\$587,519)</b>. See Item 22 in the Notes section regarding this projected net loss.</p> <p>According to MSA 4’s independent audit report dated June 30, 2018, MSA 4 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF’s fiscal condition is strong. MERF and its charter schools reported positive net assets of \$26,910,962 and net income of \$5,432,552. MERF, without its charter schools, reported positive net assets of \$793,961 and net income of \$1,560,739. According to MERF, during 2017-2018, MSA 4 paid management fees of \$82,190 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>						4
	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)	
Net Assets	\$466,820	\$662,490	\$1,030,159	\$1,470,514	\$882,995	
Net Income/Loss	\$228,228	\$195,670	\$367,669	\$440,355	<b>(\$587,519)</b>	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



**2. Status of March 2015 Settlement Agreement:**

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: “MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF’s fiscal operations.”

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal’s final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal’s recommendations to MERF articulated in its final management letter.

Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD’s 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability (“SchoolAbility”) financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility’s purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF’s action plan to address some of the issues outlined in SSCal’s recommendations to MERF. The CSD will continue to monitor MERF’s progress in addressing the remaining issues cited and implementing the recommendations from SSCal’s July 27, 2018 final management letter.

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

No significant items noted.



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

**Itemized Receipts for Credit Card Purchases:**

Based on the CSD’s review of the school’s credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of \$66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF’s Fiscal Policies and Procedures (FPP’s) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP’s, to include the mandatory submission of itemized receipts to support all purchases.

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

**Corrective Action Required:**

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
  - a. Citi Bank – 5041 MSA 4 (Checking)
  - b. Citi Bank – 6769 MSA 4 (Checking)
  - c. Citi Bank – 6121 MSA 6 (Checking)
  - d. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
  - a. American Express, credit card ending in 2002 (Chief Financial Officer, MSA 4)
  - b. American Express, credit card ending in 1000 (Chief Financial Officer, MSA 6)
  - c. American Express, credit card ending in 2005 (Chief Financial Officer, MSA 7)
  - d. American Express, credit card ending in 1006 (Chief Financial Officer, MSA 4)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
  - a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
  - b. Debit Transactions [transaction dates and amounts]: (1) 7/2/18 – \$3,125.17; (2) 7/3/18 – \$2,530.90; (3) 8/1/18 – \$6,471.43; (4) 8/29/18 – \$25.00; (5) 8/31/18 – \$20,543.81; (6) 7/3/18 – \$297.64; (7) 7/3/18 – \$424.64; (8) 7/3/18 – \$469.89; (9) 7/12/18 – \$40.00; (10) 7/18/18 – \$148,562.90; (11) 8/13/18 – \$82,619.67; and (12) 9/20/18 – \$600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$1,336,770, and total expenditures equal \$2,006,487. Therefore, the school's cash reserve level is 66.62%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."



9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other
22. As per DMS, MSA 4's net loss of **(\$587,519)** projected in its Second Interim financials has primarily been attributed to the following factors:
  - a. The decrease of \$208K in the one-time Proposition 39 Energy funding for the 2018-2019 fiscal year (which is accounted for under Other State Revenues);
  - b. The increase of \$275K in salaries and benefits to the school's certificated staff; and
  - c. The decrease of \$46K in the Local Control Funding Formula (LCFF) monies due to the school's decreased ADA.



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

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

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

To date, MSA 4 has complied with the benchmarks cited above. Please refer to Item 2 in the “Areas of Demonstrated Strength and/or Progress” section above for details. The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmarks above through the remainder of the school’s charter term.





**Fiscal Operations Rubrics**

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

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

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other; and</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>14. There are no significant recurring issues; and</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salary schedules/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>15. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salaries schedule/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. Vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm; and</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. There is no apparent conflict of interest;</li> <li>9. Governing board approves any amendment(s) to the charter school’s budget; and</li> <li>10. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2018-2019 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 6 (8013)**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



<b>Charter School Name:</b>		<b>Magnolia Science Academy 6 (MSA6)</b>			<b>Location Code:</b>	<b>8013</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
3754 Dunn Drive		Los Angeles	90034	310-842-8555	310-842-8558	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2014 to June 30, 2019			1	West		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
160		300	6 <sup>th</sup> – 8 <sup>th</sup>		6 <sup>th</sup> – 8 <sup>th</sup>	
<b>Total Number of Staff Members:</b>	15	<b>Certificated:</b>	9	<b>Classified:</b>	6	
<b>Charter School's Leadership Team Members:</b>		John Terzi, Principal; James Choe, Assistant Principal				
<b>Charter School's Contact for Special Education:</b>		Ms. Terry Bourdages				
<b>CSD Assigned Administrator:</b>	Yolanda Jordan		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria		
<b>Other School/CSD Team Members:</b>	Aida Tatiossian					
<b>Oversight Visit Date:</b>	April 2, 2019		<b>Fiscal Review Date (if different):</b>	January 31, 2019		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	No	<b>LAUSD Co-Location Campus (if applicable):</b>		N/A		
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>		N/A		

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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





GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.</p> <p><b>G2:</b> The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and items in Binder#1, the Magnolia Educational &amp; Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.</li> <li>As evidenced by the school’s website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.</li> </ul> <p><b>G3:</b> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures</li> <li>Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:</p> <ul style="list-style-type: none"> <li>Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.</li> <li>MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.</li> <li>MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).</li> <li>MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/2/2019

**UPDATE regarding the Settlement Agreement with LAUSD:** Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF’s progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California’s final management letter. Please see further details in the “Areas of Demonstrated Strength and/or Progress” in the Fiscal Operations section below.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations</li> <li>Evaluation of school's executive level leadership</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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

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

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

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



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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



**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there continues to be 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 2.56 percentage points and SED students increased by 5.28 percentage points in ELA.</li> </ul> <p><b>A2:</b> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there continues to be 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 11.36 percentage points and SED students increased by 10.61 percentage points in Math.</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per CDE and a data set provided by LAUSD Data and Accountability, 48.05% of MSA 6’s students Met and Exceeded Standards on the SBAC in ELA, compared to the Resident Schools Median of 36.76%.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per CDE and a data set provided by LAUSD Data and Accountability, 38.56% of MSA 6’s students Met and Exceeded Standards on the SBAC in Math, compared to the Resident Schools Median of 22.92%.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the CDE Reclassification Report, 47.4% of MSA 6’s English Learners reclassified, compared to the Resident Schools Median at 25.5%</li> </ul> <p><b>A6:</b> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the CDE’s “At-Risk” by Grade report, MSA 6 is at 0%, compared to the Resident Schools Median at 0.8%.</li> </ul> <p><b>A7:</b> The school’s percentage of LTELs is at rate lower than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>Per the CDE’s Long-Term English Learners (LTEL) by Grade report, MSA 6 is at 14.3%, compared to the Resident Schools Median at 17.8%</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/2/2019

Corrective Action Required

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

Notes: None

***\*NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.***



**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> No assessment of performance for this indicator	
	<input type="checkbox"/> No assessment of performance for this indicator	

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018	
	<input type="checkbox"/> No assessment of performance for this indicator	
	<input type="checkbox"/> No assessment of performance for this indicator	



**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide Math data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)



**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2017-2018 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for At-Risk English Learners 2017-2018 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 <b>(B2.1)</b>



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

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

- Providing supports for Long Term English Learners 2017-2018 (CDE)

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

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

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

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

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



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

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

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

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

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

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



**CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES**

**Summary of School Performance**

\*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

*Blue                  Green                  Yellow                  Orange                  Red*

**A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts**

The school has achieved the performance level of \_\_\_\_\_ **Green**

**A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics**

The school has achieved the performance level of \_\_\_\_\_ **Yellow**

**A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator**

The school has achieved the performance level of \_\_\_\_\_ **No Performance Color**

**A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator**

The school has achieved the performance level of \_\_\_\_\_ **Blue**

*\*this indicator will be available Fall 2018*

**A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator**

The school has achieved the performance level of \_\_\_\_\_ **Yellow**



**HIGH SCHOOLS ONLY:**

**A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator**

The school has achieved the performance level of \_\_\_\_\_ N/A

**A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator**

The school has achieved the following status \_\_\_\_\_ N/A

**NOTES:**

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

N/A





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2:</b> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens as evidenced indicated in binder #3.</p> <p><b>O7:</b> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p> <ul style="list-style-type: none"> <li>• MSA6 continues to have a 0% suspension rate</li> <li>• Per school leadership, MSA6 has an approved grant for \$,200 from LACOE to support and assist their foster and homeless youth</li> <li>• School works with the Family Mitchell Clinic, for students to provide counseling to all students.</li> <li>• Based on 160 student surveys, 78% of students believe the school provides a climate of support and academic learning; 71% of students feel safe; 63% of students have a sense of belonging; and 78% of students overall enjoy their school experiences</li> </ul> <p><b>O9:</b> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p> <ul style="list-style-type: none"> <li>• As evidenced by discussion with leadership and in Binder #3, MSA6 implements several opportunities for stakeholders to be involved, which include the following: Parent College, Title I Parental Involvement and Annual Parent Meeting; SSC and ELAC meetings; Coffee with the Principal; and participation in the Parent Task Force (PTF).</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/2/2019

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



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

*The school has a system in place to ensure that:*

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

*The school has a system in place to ensure that:*

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

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



**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

*The school has:*

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b></li> <li><input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b></li> <li><input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b></li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

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

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<i>The school has a system in place to ensure that the school:</i>	
<ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• Provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree
	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <b>(B3.4a)</b> <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

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





**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

**The school:**

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

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



**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

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

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

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



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

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

\*\*required on website

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



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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school’s educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>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</li> <li>The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> <li>The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>		
Performance	Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1 b and c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2a)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):</b>
N/A



8013 Magnolia Science Academy 6	2015-16					2016-17					2017-18				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059		811,084	1,000,285	1,442,531	1,442,531
Current Assets		1,323,596	945,537	1,129,326	1,137,099		1,111,611	1,099,539	1,377,897	1,389,727		1,365,004	1,289,212	1,622,341	1,622,399
Fixed and Other Assets		5,637	79,810	66,400	66,400		37,674	37,674	51,733	51,733		102,842	69,005	27,990	27,990
<b>Total Assets</b>		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460		1,467,846	1,358,217	1,650,331	1,650,389
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539		180,209	43,491	46,754	46,491
Long Term Liabilities		181,177	0	6,688	0		0	6,500	0	0		0	0	0	0
<b>Total Liabilities</b>		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539		180,209	43,491	46,754	46,491
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>855,014</b>	<b>902,942</b>	<b>1,006,776</b>	<b>957,265</b>		<b>1,040,828</b>	<b>1,117,902</b>	<b>1,252,953</b>	<b>1,258,921</b>		<b>1,287,637</b>	<b>1,314,726</b>	<b>1,603,576</b>	<b>1,603,898</b>
Total Revenues	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981	1,966,979	1,890,155	1,977,708	1,969,508	2,019,409
Total Expenditures	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,682,747	1,731,325	1,789,080	1,855,471	1,921,903	1,624,852	1,674,432
<b>Net Income / (Loss)</b>	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Net Assets, Beginning	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265	1,117,901	1,252,953	1,252,953	1,258,921	1,258,921
Adj. for restatement / Prior Yr Adj	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0	0	0	5,968	0	0
<b>Net Assets, Beginning, Adjusted</b>	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265	1,117,901	1,252,953	1,258,921	1,258,921	1,258,921
<b>Net Assets, End</b>	<b>468,847</b>	<b>855,014</b>	<b>902,942</b>	<b>1,006,776</b>	<b>957,265</b>	<b>1,232,836</b>	<b>1,040,828</b>	<b>1,117,902</b>	<b>1,252,953</b>	<b>1,258,921</b>	<b>1,295,801</b>	<b>1,287,637</b>	<b>1,314,726</b>	<b>1,603,577</b>	<b>1,603,898</b>

8013 Magnolia Science Academy 6	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	806,785	535,854	754,059	1,442,531	0		0	1,308,993	0	0
Current Assets	1,044,455	1,137,099	1,389,727	1,622,399	0		0	1,625,976	0	0
Fixed and Other Assets	0	66,400	51,733	27,990	0		0	11,433	0	0
<b>Total Assets</b>	<b>1,044,455</b>	<b>1,203,499</b>	<b>1,441,460</b>	<b>1,650,389</b>	0		0	1,637,409	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	569,898	246,234	182,539	46,491	0		0	17,250	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>569,898</b>	<b>246,234</b>	<b>182,539</b>	<b>46,491</b>	0		0	17,250	0	0
<b>Net Assets</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>1,603,898</b>	0		<b>1,744,799</b>	<b>1,620,159</b>	<b>0</b>	<b>0</b>
Total Revenues	1,511,887	1,978,995	2,032,981	2,019,409	0	1,895,880	2,015,550	1,936,283	0	0
Total Expenditures	1,101,792	1,496,287	1,731,325	1,674,432	0	1,835,179	1,874,328	1,920,022	0	0
<b>Net Income / (Loss)</b>	410,095	482,708	301,656	344,977	0	60,701	141,222	16,261	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>410,095</b>	<b>482,708</b>	<b>301,656</b>	<b>344,977</b>	<b>0</b>	<b>60,701</b>	<b>141,222</b>	<b>16,261</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	1,603,577	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	321	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>64,462</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>0</b>	<b>1,314,726</b>	<b>1,603,577</b>	<b>1,603,898</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>1,603,898</b>	<b>0</b>	<b>1,375,427</b>	<b>1,744,799</b>	<b>1,620,159</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA 6’s fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$1,603,898 and net income of \$344,977. The 2018-2019 Second Interim projects positive net assets of \$1 ,620,159 and net income of \$16,261.</p> <p>According to MSA 6’s independent audit report dated June 30, 2018, MSA 6 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF’s fiscal condition is strong. MERF and its charter schools reported positive net assets of \$26,910,962 and net income of \$5,432,552. MERF, without its charter schools, reported positive net assets of \$793,961 and net income of \$1,560,739. According to MERF, during 2017-2018, MSA 6 paid management fees of \$82,190 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>		4																														
<table border="1"> <thead> <tr> <th></th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$474,557</td> <td>\$957,265</td> <td>\$1,258,921</td> <td>\$1,603,898</td> <td>\$1,620,159</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$410,095</td> <td>\$482,708</td> <td>\$301,656</td> <td>\$344,977</td> <td>\$16,261</td> </tr> <tr> <td>Transfers In/Out</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>				2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)	Net Assets	\$474,557	\$957,265	\$1,258,921	\$1,603,898	\$1,620,159	Net Income/Loss	\$410,095	\$482,708	\$301,656	\$344,977	\$16,261	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
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Transfers In/Out	\$0	\$0	\$0	\$0	\$0																											
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																											



**2. Status of March 2015 Settlement Agreement:**

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: “MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF’s fiscal operations.”

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal’s final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal’s recommendations to MERF articulated in its final management letter.

Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD’s 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability (“SchoolAbility”) financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility’s purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF’s action plan to address some of the issues outlined in SSCal’s recommendations to MERF. The CSD will continue to monitor MERF’s progress in addressing the remaining issues cited and implementing the recommendations from SSCal’s July 27, 2018 final management letter.

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

No significant items noted.





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

**Itemized Receipts for Credit Card Purchases:**

Based on the CSD’s review of the school’s credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of \$66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF’s Fiscal Policies and Procedures (FPP’s) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP’s, to include the mandatory submission of itemized receipts to support all purchases.

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

**Corrective Action Required:**

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
  - a. Citi Bank Checking Account Ending in X5041 (MSA 4)
  - b. Citi Bank Checking Account Ending in X6769 (MSA 4)
  - c. Citi Bank Checking Account Ending in X6121 (MSA 6)
  - d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
  - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
  - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
  - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
  - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA 8)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
  - a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
  - b. Debit Transactions [transaction dates and amounts]: (1) 7/2/2018 – \$3,125.17; (2) 7/3/2018 – \$2,530.90; (3) 8/1/2018 – \$6,471.43; (4) 8/29/2018 – \$25.00; (5) 8/31/2018 – \$20,543.81; (6) 7/3/2018 – \$297.64; (7) 7/3/2018 – \$424.64; (8) 7/3/2018 – \$469.89; (9) 7/12/2018 – \$40.00; (10) 7/18/2018 – \$148,562.90; (11) 8/13/2018 – \$82,619.67, and (12) 9/20/2018 – \$600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$1,442,531, and total expenditures equal \$1,674,432. Therefore, the school's cash reserve level is 86.15%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.



14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

N/A



**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other; and</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>14. There are no significant recurring issues; and</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p>	<p>15. Audited and unaudited actuals nearly mirror each other.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>
<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salary schedules/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salaries schedule/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. Vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm; and</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol> <p><b><u>Note:</u></b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. There is no apparent conflict of interest;</li> <li>9. Governing board approves any amendment(s) to the charter school’s budget; and</li> <li>10. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2018-2019 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 7 - 8014**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



<b>Charter School Name:</b>	<b>Magnolia Science Academy 7 (MSA 7)</b>			<b>Location Code:</b>	<b>8014</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>18355 Roscoe Blvd.</b>	<b>Northridge</b>	<b>91325</b>	<b>818-221-5328</b>	<b>818-975-5215</b>	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>	
<b>July 1, 2014 to June 30, 2019</b>			<b>3</b>	<b>Northwest</b>	
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
<b>286</b>	<b>300</b>	<b>K-5<sup>th</sup></b>		<b>K-5<sup>th</sup></b>	
<b>Total Number of Staff Members:</b>	<b>31</b>	<b>Certificated:</b>	<b>13</b>	<b>Classified:</b>	<b>18</b>
<b>Charter School's Leadership Team Members:</b>		<b>Fatih Metin, Principal; Meagan Alonso, Assistant Principal</b>			
<b>Charter School's Contact for Special Education:</b>		<b>Sharee Lear</b>			
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>	<b>CSD Fiscal Services Manager:</b>		<b>Lourdes Echavarria</b>	
<b>Other School/CSD Team Members:</b>	<b>Aida Tatiossian</b>				
<b>Oversight Visit Date:</b>	<b>April 3, 2019</b>	<b>Fiscal Review Date (if different):</b>		<b>January 31, 2019</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>N/A</b>	<b>LAUSD Co-Location Campus (if applicable):</b>		<b>N/A</b>	
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>		<b>N/A</b>	

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.</p> <p><b>G2:</b> The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and items in Binder#1, the Magnolia Educational &amp; Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.</li> <li>As evidenced by the school’s website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.</li> </ul> <p><b>G3:</b> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures</li> <li>Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:</p> <ul style="list-style-type: none"> <li>Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.</li> <li>MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.</li> <li>MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).</li> <li>MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

**UPDATE regarding the Settlement Agreement with LAUSD:** Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF’s progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California’s final management letter. Please see further details in the “Areas of Demonstrated Strength and/or Progress” in the Fiscal Operations section below.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

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

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

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

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

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

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

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



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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





**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	<b>3</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>• Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 3 out of 5 numerically significant subgroups demonstrated growth in ELA (English Learners, Students with Disabilities, and White students).</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s ELA rate was at 50.33%, compared to the Resident Schools Median at 33.07%.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s Math rate was at 33.33%, compared to the Resident Schools Median at 25.87%.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, the school’s reclassification rate was 27.0%, compared to the Resident Schools Median of 19.1%</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A2:</b> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</p> <ul style="list-style-type: none"> <li>• Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 1 out of 5 numerically significant subgroups demonstrated growth in Math (White students). In Math, English Learners declined by 6.49%; Latino students declined by 10.77%; Socioeconomically Disadvantaged students declined by 12.67%; and Students with Disabilities declined by 0.76%             <ul style="list-style-type: none"> <li>○ Per school leadership, in an effort to increase academic achievement in math, MSA 7 will “continue with the XtraMath program to continue building math fact fluency, as well as after school tutoring based upon benchmark data. Rather than continuing an out-of-classroom math intervention program, we plan on focusing on building a strong guided math group program that aligns across grade levels.”</li> </ul> </li> </ul> <p><b>A6:</b> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> <li>• Per CDE, 15.2% of English Learners are “At Risk,” compared to the Resident Schools Median of 9.6%</li> </ul> <p><b>A9:</b> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels.</p> <ul style="list-style-type: none"> <li>• Per school leadership, TK-1 grade students use curriculum based benchmark assessments to measure student growth in ELA and Math. The assessments are given regularly to track progress. Some of the assessments include Wonder of Reading and Fluency assessments and My Math chapter and benchmark assessments.</li> </ul>	



- Per school leadership, while TK-1 show strengths in ELA and Math (e.g. upper and lower letter identification, identification of numbers, efficiency in reading grade level high frequency words, understanding place value, 3-digit addition with and without regrouping, et.) Students with Disabilities and English Learners need additional support in both ELA and Math.
- The NWEA MAP assessment for students in grade 2 revealed the following:
  - During the administration of the Fall assessment in Reading, 32% of 2nd grade students scored at High, 11% of 2nd grade students scored at Medium, and 58% of 2nd grade students scored at Low. The Spring assessment revealed that 28% of 2nd grade students scored at High, 7% of 2nd grade students scored at Medium, and 64% of 2nd grade students scored at Low. This increase in the Low, was due to increasing text complexity between the fall and spring.
  - During the administration of the Fall assessment in Math, 25% of 2nd grade students scored at High, 21% of 2nd grade students scored at Medium, and 53% of 2nd grade students scored at Low. The Spring assessment revealed that 15% of 2nd grade students scored at High, 25% of 2nd grade students scored at Medium, and 61% of 2nd grade students scored at Low. This increase in the Low, was due to increasing mathematical computation complexity between the fall and spring.
  - Subgroups (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged) showed limited growth in both ELA and Math from the Fall assessment to the Spring assessment.

Corrective Action Required

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

Notes: None

*\*NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.*



**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide ELA data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide Math data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median.</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability (ODA)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2017-2018 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for At-Risk English Learners 2017-2018 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 <b>(B2.1)</b>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for Long Term English Learners 2017-2018 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>
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**A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>Four-Year Cohort Graduation Rate (CDE) <b>(high schools only)</b></li> </ul>		
<b>Rubric</b>	<b>Sources of Evidence</b>	
<b>Performance</b>	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)  A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only)</b>

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

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:</i> <ul style="list-style-type: none"> <li>The school's internal assessments (with analysis of results) by subgroups and grade-levels</li> <li>Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates</li> <li>Results of internal assessments show growth in student achievement in ELA and Math</li> </ul>
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*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

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



**CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES**

**Summary of School Performance**

\*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

*Blue                  Green                  Yellow                  Orange                  Red*

**A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts**

The school has achieved the performance level of \_\_\_\_\_ **Orange (was Yellow)**

**A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics**

The school has achieved the performance level of \_\_\_\_\_ **Orange (was Yellow)**

**A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator**

The school has achieved the performance level of \_\_\_\_\_ **No Performance Color**

**A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator**

The school has achieved the performance level of \_\_\_\_\_ **Orange**

*\*this indicator will be available Fall 2018*

**A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator**

The school has achieved the performance level of \_\_\_\_\_ **Blue**



**HIGH SCHOOLS ONLY:**

**A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator**

The school has achieved the performance level of \_\_\_\_\_ N/A

**A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator**

The school has achieved the following status \_\_\_\_\_ N/A

**NOTES:**

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

On October 23, 2018, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy 7 (MSA7), to serve up to 300 students in grades TK-5, with Academic Benchmarks. MSA 7 must meet the following benchmarks during the 2019-2024 charter term in order to address academic concerns. The school shall provide a written status report to the Charter Schools Division (CSD) annually no later than December 1 that provides evidence of the following:

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.



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.**



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school continues to fully implement grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS as evidenced by MSA 7’s Curriculum Inventory of textbooks/print resources (e.g. Wonders, grade-level novels, Inspire Science, My Math, etc.) and their use of web-based programs like Readworks, AR reading program, Xtra Math, Kahn Academy, and Brain-Pop.</p> <p><b>O4:</b> The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> <li>• Per school leadership, in an effort to increase academic achievement, the following is being implemented:           <ul style="list-style-type: none"> <li>○ English Learners receive 30 minutes of ELD Designated instruction in a protected block of time during the school day. The primary curriculum used during this designated time is <i>Wonders</i>, which is used in conjunction with supplemental programs such as Duolingo.</li> <li>○ An instructional aide was hired to assist the EL Teacher/Coordinator in providing more academic support to English Learners.</li> <li>○ ELD focused tutoring after school with ELD teachers</li> <li>○ There are two paraeducators to support students with disabilities, as well as two Behavior Intervention Implementation (BII).</li> <li>○ Counseling services for newcomers</li> <li>○ Multi-Tiered System of Supports (MTSS) for students, with clear supports for those in Tiers 1, 2, or 3.</li> <li>○ Principal attended a Homeless Education and Foster Youth Services Workshop 101 on 10/12/2018 proved by Foster Youth Services Coordinating Program</li> <li>○ Student Support and Progress Team meetings occur monthly to discuss students’ needs, strategies, etc.</li> </ul> </li> </ul> <p><b>O6:</b> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <ul style="list-style-type: none"> <li>• At the time of the oversight visit, per Welligent reports, there were no overdue IEPs and the 300 report indicated one record in Tier 3, some in Tier 2, and the majority of records were in Tier 1</li> <li>• As evidenced in Binder #3, some of the curriculum and supplemental resources used in the Learning Center include the following: AR Level Books, Wilson Reading System: Just Words, Reading A-Z, Writing A-Z, Excel Math, Prodigy Math Practice, and Write Brain Books Writing Program.</li> </ul> <p><b>O7:</b> The school continues to have a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <ul style="list-style-type: none"> <li>• As evidenced by LAUSD suspension and expulsion data reports, MSA 7 continues to have 0% suspensions and 0% expulsions.</li> <li>• Student survey indicate the following: Climate of Support for Academic Learning at 82%; Knowledge and Fairness of Discipline, Rules, and Norms at 77%; Overall School Experience at 89%; Safety at 65%; and Sense of Belonging at 76%</li> </ul>	



Areas Noted for Further Growth and/or Improvement

Please see summary for **A2** and **O4** that details what MSA 7 is doing to improve academic achievement for all students, especially in the area of math and for English Learners.

Corrective Action Required

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

Notes: None

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



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

*The school has a system in place to ensure that:*

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• School provides documentation of student immunization and</li> <li>• School provides documentation of health screening per applicable law and terms of the charter</li> <li>• School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Epi-pen documentation <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

The school has:						
<ul style="list-style-type: none"> <li>• Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>• Demonstrated evidence of implementation of the California Next Generation Science Standards</li> <li>• Obtained WASC accreditation (high schools only)</li> <li>• Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)</li> <li>• Received UC/CSU approval of courses (UC Doorways) (high schools only)</li> </ul>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2cbcb; width: 30%; text-align: center;">Rubric</th> <th style="background-color: #f2cbcb; text-align: center;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f2cbcb; vertical-align: middle; text-align: center; font-weight: bold;">Performance</td> <td> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b></li> <li><input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b></li> <li><input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b></li> <li><input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b></li> <li><input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

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

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• Provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <b>(B3.4a)</b> <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

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



**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

**The school:**

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

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



**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

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

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

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



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

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

\*\*required on website

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



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

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

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

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





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

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

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1 b and c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2a)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



8014	2015-16					2016-17					2017-18				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 7</b>															
Cash and Cash Equivalents		1,158,938	480,118	909,182	914,277		418,153	418,912	830,140	830,140		951,941	1,008,028	1,269,979	1,269,979
Current Assets		1,586,116	946,936	1,781,779	1,427,398		1,088,560	1,097,540	1,241,021	1,237,021		1,338,710	1,366,084	1,607,504	1,610,557
Fixed and Other Assets		50,619	38,801	38,801	42,801		200,208	61,884	31,590	35,589		78,421	65,317	168,098	175,325
<b>Total Assets</b>		<b>1,636,735</b>	<b>985,737</b>	<b>1,820,580</b>	<b>1,470,199</b>		<b>1,288,768</b>	<b>1,159,424</b>	<b>1,272,610</b>	<b>1,272,610</b>		<b>1,417,131</b>	<b>1,431,401</b>	<b>1,775,602</b>	<b>1,785,882</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		687,998	4,150	870,316	522,847		281,541	232,528	254,417	260,280		263,151	329,510	276,944	287,686
Long Term Liabilities		0	0	11,156	0		0	14,500	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>687,998</b>	<b>4,150</b>	<b>881,472</b>	<b>522,847</b>		<b>281,541</b>	<b>247,028</b>	<b>254,417</b>	<b>260,280</b>		<b>263,151</b>	<b>329,510</b>	<b>276,944</b>	<b>287,686</b>
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>948,737</b>	<b>981,587</b>	<b>939,108</b>	<b>947,352</b>		<b>1,007,228</b>	<b>912,396</b>	<b>1,018,193</b>	<b>1,012,330</b>		<b>1,153,980</b>	<b>1,101,891</b>	<b>1,498,659</b>	<b>1,498,196</b>
Total Revenues	3,398,157	3,501,595	3,523,814	3,461,008	3,515,135	3,692,766	3,817,312	3,625,736	3,551,194	3,620,605	3,503,588	3,527,538	3,695,027	3,784,761	3,851,149
Total Expenditures	3,206,602	3,314,881	3,379,728	3,359,402	3,405,285	3,657,044	3,757,437	3,660,692	3,480,352	3,555,627	3,468,344	3,391,751	3,605,465	3,298,432	3,365,283
<b>Net Income / (Loss)</b>	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866
Net Assets, Beginning	846,263	762,023	762,023	762,024	837,502	981,587	939,108	939,108	939,108	947,352	912,396	1,018,193	1,018,193	1,012,330	1,012,330
Adj. for restatement / Prior Yr Adj	0	0	75,478	75,478	0	0	8,244	8,244	8,244	0	0	0	(5,863)	0	0
<b>Net Assets, Beginning, Adjusted</b>	846,263	762,023	837,501	837,502	837,502	981,587	947,352	947,352	947,352	947,352	912,396	1,018,193	1,012,330	1,012,330	1,012,330
<b>Net Assets, End</b>	<b>1,037,818</b>	<b>948,737</b>	<b>981,587</b>	<b>939,108</b>	<b>947,352</b>	<b>1,017,309</b>	<b>1,007,228</b>	<b>912,396</b>	<b>1,018,193</b>	<b>1,012,330</b>	<b>947,640</b>	<b>1,153,980</b>	<b>1,101,891</b>	<b>1,498,659</b>	<b>1,498,196</b>

8014	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 7</b>										
Cash and Cash Equivalents	924,010	914,277	830,140	1,269,979	0		0	601,058	0	0
Current Assets	1,560,122	1,427,398	1,237,021	1,610,557	0		0	1,143,608	0	0
Fixed and Other Assets	55,040	42,801	35,589	175,325	0		0	152,110	0	0
<b>Total Assets</b>	<b>1,615,162</b>	<b>1,470,199</b>	<b>1,272,610</b>	<b>1,785,882</b>	<b>0</b>		<b>0</b>	<b>1,295,718</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	777,660	522,847	260,280	287,686	0		0	75,286	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>777,660</b>	<b>522,847</b>	<b>260,280</b>	<b>287,686</b>	<b>0</b>		<b>0</b>	<b>75,286</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>837,502</b>	<b>947,352</b>	<b>1,012,330</b>	<b>1,498,196</b>	<b>0</b>		<b>1,311,921</b>	<b>1,220,432</b>	<b>0</b>	<b>0</b>
Total Revenues	2,978,484	3,515,135	3,620,605	3,851,149	0	3,706,710	3,781,111	4,008,044	0	0
Total Expenditures	2,739,495	3,405,285	3,555,627	3,365,283	0	3,607,797	3,967,849	4,285,808	0	0
<b>Net Income / (Loss)</b>	238,989	109,850	64,978	485,866	0	98,912	(186,738)	(277,764)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>238,989</b>	<b>109,850</b>	<b>64,978</b>	<b>485,866</b>	<b>0</b>	<b>98,912</b>	<b>(186,738)</b>	<b>(277,764)</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	598,513	837,502	947,352	1,012,330	0	1,101,891	1,498,659	1,498,658	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(462)	0	0
<b>Net Assets, Beginning, Adjusted</b>	598,513	837,502	947,352	1,012,330	0	1,101,891	1,498,659	1,498,196	0	0
<b>Net Assets, End</b>	<b>837,502</b>	<b>947,352</b>	<b>1,012,330</b>	<b>1,498,196</b>	<b>0</b>	<b>1,200,803</b>	<b>1,311,921</b>	<b>1,220,432</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA 7's fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$1,498,196 and net income of \$485,866. The 2018-2019 Second Interim projects positive net assets of \$1,220,432 and a net loss of <b>(\$277,764)</b>.</p> <p>According to MSA 7's independent audit report dated June 30, 2018, MSA 7 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of \$26,910,962 and net income of \$5,432,552. MERF, without its charter schools, reported positive net assets of \$793,961 and net income of \$1,560,739. According to MERF, during 2017-2018, MSA 7 paid management fees of \$547,935 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school's fiscal condition is positive.</p>						4
	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)	
Net Assets	\$837,502	\$947,352	\$1,012,330	\$1,498,196	\$1,220,432	
Net Income/Loss	\$238,989	\$109,850	\$64,978	\$485,866	<b>(\$277,764)</b>	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



**2. Status of March 2015 Settlement Agreement:**

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: “MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF’s fiscal operations.”

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal’s final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal’s recommendations to MERF articulated in its final management letter.

Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD’s 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability (“SchoolAbility”) financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility’s purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF’s action plan to address some of the issues outlined in SSCal’s recommendations to MERF. The CSD will continue to monitor MERF’s progress in addressing the remaining issues cited and implementing the recommendations from SSCal’s July 27, 2018 final management letter.

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

No significant items noted.



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

**Itemized Receipts for Credit Card Purchases:**

Based on the CSD’s review of the school’s credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of \$66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF’s Fiscal Policies and Procedures (FPP’s) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP’s, to include the mandatory submission of itemized receipts to support all purchases.

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

**Corrective Action Required:**

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
  - a. Citi Bank Checking Account Ending in X5041 (MSA 4)
  - b. Citi Bank Checking Account Ending in X6769 (MSA 4)
  - c. Citi Bank Checking Account Ending in X6121 (MSA 6)
  - d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
  - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
  - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
  - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
  - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA 8)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
  - a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
  - b. Debit Transactions [transaction dates and amounts]: (1) 7/2/2018 – \$3,125.17; (2) 7/3/2018 – \$2,530.90; (3) 8/1/2018 – \$6,471.43; (4) 8/29/2018 – \$25.00; (5) 8/31/2018 – \$20,543.81; (6) 7/3/2018 – \$297.64; (7) 7/3/2018 – \$424.64; (8) 7/3/2018 – \$469.89; (9) 7/12/2018 – \$40.00; (10) 7/18/2018 – \$148,562.90; (11) 8/13/2018 – \$82,619.67; and (12) 9/20/2018 – \$600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$1,269,979, and total expenditures equal \$3,365,283. Therefore, the school's cash reserve level is 37.74%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.



14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

N/A



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

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

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other; and</li> <li>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>14. There are no significant recurring issues; and</li> <li>15. Audited and unaudited actuals nearly mirror each other.</li> </ol>





<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salary schedules/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>o Most current financial reports presented to the governing board</li> <li>o Employee handbook</li> <li>o Student handbook</li> <li>o Salaries schedule/benefits/information</li> <li>o Budget development process</li> <li>o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>o The most current approved petition</li> <li>o Administration/school contact</li> <li>o School calendar</li> <li>o Enrollment policies and procedures</li> <li>o Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. Vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm; and</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol> <p><b><u>Note:</u></b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. There is no apparent conflict of interest;</li> <li>9. Governing board approves any amendment(s) to the charter school’s budget; and</li> <li>10. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2018-2019 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY BELL - 5166**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



<b>Charter School Name:</b>		<b>Magnolia Science Academy BELL (PSC)</b>			<b>Location Code:</b>	<b>5166</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2015 to June 30, 2020			5	South		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
462		492	6 <sup>th</sup> – 8 <sup>th</sup>		6 <sup>th</sup> – 8 <sup>th</sup>	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>Classified:</b>			
39		22	17			
<b>Charter School's Leadership Team Members:</b>		Jason Hernandez, Principal; Arturo Prado, AP; Maria Mendoza, AP; Sam Fagnoli AP				
<b>Charter School's Contact for Special Education:</b>		Cecilia Martinez, Special Education Coordinator				
<b>CSD Assigned Administrator:</b>		<b>CSD Fiscal Services Manager:</b>				
Yolanda Jordan		Lourdes Echavarria				
<b>Other School/CSD Team Members:</b>		Sarah Ziegenhorn				
<b>Oversight Visit Date:</b>		<b>Fiscal Review Date (if different):</b>				
February 6, 2019		January 31, 2019				
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		<b>LAUSD Co-Location Campus (if applicable):</b>		<b>Orchard Academies</b>		
PSC		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>		N/A		

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



**CHARTER RENEWAL CRITERIA**

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

**REPORT GUIDE**

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.</p> <p><b>G2:</b> The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and items in Binder#1, the Magnolia Educational &amp; Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.</li> <li>As evidenced by the school’s website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.</li> </ul> <p><b>G3:</b> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</p> <ul style="list-style-type: none"> <li>As evidenced by the school’s website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures</li> <li>Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:</p> <ul style="list-style-type: none"> <li>Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.</li> <li>MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.</li> <li>MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).</li> <li>MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.</li> </ul>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (PSC)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2019

**UPDATE regarding the Settlement Agreement with LAUSD:** Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF’s progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California’s final management letter. Please see further details in the “Areas of Demonstrated Strength and/or Progress” in the Fiscal Operations section below.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations</li> <li>Evaluation of school's executive level leadership</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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

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

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

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



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

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



**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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



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

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	<b>3</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>A2:</b> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</p>	
<ul style="list-style-type: none"> <li>• Per the SBAC Report (CDE) 4 out of 5 numerically significant subgroups, demonstrated growth (Latino students increased by a 0.07 percentage point; Socioeconomically Disadvantaged students increased by a 0.97 percentage point; Students with Disabilities increased by 2.55 percentage points; and White students increased by 9.05 percentage points).</li> </ul>	
<p><b>A3:</b> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p>	
<ul style="list-style-type: none"> <li>• Per a review of the Data Set from LAUSD Office of Data &amp; Accountability and SBAC Report (CDE), Magnolia Science Academy (MSA) Bell’s SBAC rate in ELA is 37.32%, compared to the Resident Schools Median of 35.60%.</li> </ul>	
<p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median</p>	
<ul style="list-style-type: none"> <li>• Per a review of the Data Set from LAUSD Office of Data &amp; Accountability and SBAC Report (CDE), MSA Bell’s SBAC rate in Math is 22.89%, compared to the Resident Schools Median of 23.97%.</li> </ul>	
<p><b>A5:</b> The school reclassifies English Learners at a rate higher than the Resident Schools Median</p>	
<ul style="list-style-type: none"> <li>• Per the Reclassification Report (CDE), MSA Bell’s reclassification rate was 42.7%, compared to the Resident Schools Median of 25.4%.</li> </ul>	
<p><b>A6:</b> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median</p>	
<ul style="list-style-type: none"> <li>• Per the “At-Risk” by Grade Report (CDE), MSA Bell’s rate was 0.7%, compared to the Resident Schools Median of 1.2%</li> </ul>	
<p><b>A7:</b> The school’s percentage of LTELs is at rate lower than the Resident Schools Median</p>	
<ul style="list-style-type: none"> <li>• Per the LTEL by Grade Report (CDE), MSA Bell’s rate is 12.4% (a decrease of 1.7% from last school year), compared to the Resident Schools Median of 14.1%</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p><b>A1:</b> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</p>	
<ul style="list-style-type: none"> <li>• Per the SBAC Report (CDE), 1 out of 5 numerically significant subgroups (Students with Disabilities) demonstrated growth. 4 out of the 5 subgroups demonstrated declines (English Learners at 0%; Latino students declined 7.19 percentage points; Socioeconomically Disadvantaged students declined by 7.56 percentage points; and White students declined by 5.43 percentage points)</li> </ul>	
<p><u>Corrective Action Required</u></p>	
<p>None noted that require immediate action to remedy concerns indicated in this report.</p>	



## Notes:

MSA Bell's leadership has identified that reading comprehension as the largest area of need for English Learners. Additionally, many of the students classified as English Learners, are also identified as students with disabilities. In an effort to increase academic achievement for English Learners, the school has done the following: hired an ELD Coordinator this school year. The ELD Coordinator, with support and assistance from the MPS ELD Coordinator, provides ongoing professional development (e.g. ELD Standards, ELD in Math, ELD in Humanities and Science, Designated and Integrated ELD, etc.) and coaching to teaching staff. Additionally, the ELD coordinator works closely with teachers to implement the MPS EL Master plan, which includes implementation of SDAIE and CHATS framework.

As it relates to math, the MPS Math Coach conducts trainings and professional development for teaching staff, especially in the area of mathematics and incorporation of English language development strategies. Per MSA Bell leadership, "Demo Class" lessons are conducted to close the mathematical achievement gap and provide math teacher an opportunity to see practices in action. Other resources for training include Google Classroom with resources on instructional strategies, data analysis, webinars, and podcasts.

*\*NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.*





**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide ELA data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide Math data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</li> <li><input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median.</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability (ODA)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2017-2018 (CDE)</li> </ul>
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Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for At-Risk English Learners 2017-2018 (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2017-2018 <b>(B2.1)</b>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for Long Term English Learners 2017-2018 (CDE)</li> </ul>		
Rubric		Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>
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**A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

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

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

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

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

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

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

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



*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

Rubric		Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels</li> <li><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.</li> <li><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</li> <li><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data.</li> <li><input checked="" type="checkbox"/> No assessment of performance for this indicator.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal academic performance and progress data and information <b>(B2.2)</b></li> <li><input type="checkbox"/> School Internal Assessment Data Report or equivalent <b>(B2.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES**

**Summary of School Performance**

\*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

*Blue            Green            Yellow            Orange            Red*

**A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts**

The school has achieved the performance level of Orange

**A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics**

The school has achieved the performance level of Orange

**A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator**

The school has achieved the performance level of No Performance Color

**A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator**

The school has achieved the performance level of Green

*\*this indicator will be available Fall 2018*

**A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator**

The school has achieved the performance level of Blue



**HIGH SCHOOLS ONLY:**

**A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics**

The school has achieved the following status \_\_\_\_\_ and change \_\_\_\_\_ N/A

**A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator**

The school has achieved the performance level of \_\_\_\_\_ N/A

**A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator**

The school has achieved the following status \_\_\_\_\_ N/A

**NOTES:**

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

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2:</b> The school continues to have a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.</p> <ul style="list-style-type: none"> <li>As evidenced in Binder #3, the school has documentation of health screenings and epi-pen trainings to staff (3 staff members are volunteers)</li> </ul> <p><b>O3:</b> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <ul style="list-style-type: none"> <li>As evidenced by classroom observations, there was evidence of the students' use and knowledge of the Summit platform. Most students demonstrated their ability to navigate through various curriculum resources through the use of technology (e.g. computers). Additionally, there was evidence of the day's learning objective via conversation with the students and it being visibly posted in the classroom</li> </ul> <p><b>O5:</b> The school has substantially implemented the key features of the educational program described in the charter</p> <ul style="list-style-type: none"> <li>Per school leadership, the school added a new course this year: STEAM Lab. The STEAM Lab is an elective class and is offered to 6<sup>th</sup> grade students and certain 7<sup>th</sup> and 8<sup>th</sup> grade students. Students learn to navigate technology on the Apple platform through the use of iMacs. Additionally, students use Wonder Media (for language literacy), CS First (students practice computational thinking), and visual arts and design is also a strong emphasis in this course.</li> </ul> <p><b>O10:</b> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website.</p> <ul style="list-style-type: none"> <li>The school's website includes all legally required information, as well as applicable categories described in the Charter School Transparency Resolution by the LAUSD Board of Education</li> </ul> <p><b>O11:</b> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</p> <ul style="list-style-type: none"> <li>As evidenced in Binder #3, the school has a staff evaluation that includes multiple measures with a 4 point rubric</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>See notes section</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	





Notes:

Related to indicator **O4 (Meeting The Needs of All Students; Subgroup Data Analysis)**: while the school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis, school leadership has made some changes in an effort to increase academic achievement. Some of the changes include the following:

- Beginning with the 2018-2019 school year, a multi-tiered systems of support (MTSS) Coordinator has been established for each grade level in order to address the social-emotional developmental and academic needs of middle school students and close the achievement gap
- An ELD Coordinator was hired in an effort to increase academic achievement for English Learners
- An additional administrator, Dean of Academics, was added at the beginning of the second semester. This administrator will collaborate with the MTSS Coordinator and Dean of Students in creating quality instructional strategies for ELs and SWD, as well as assist with the establishment of foundations for MTSS and RTI.

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

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

*The school has a system in place to ensure that:*

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

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• School provides documentation of student immunization and</li> <li>• School provides documentation of health screening per applicable law and terms of the charter</li> <li>• School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b> <input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3.2c)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>• Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>• Demonstrated evidence of implementation of the California Next Generation Science Standards</li> <li>• Obtained WASC accreditation <b>(high schools only)</b></li> <li>• Implemented a system to monitor student progress toward and completion of graduation and A-G requirements <b>(high schools only)</b></li> <li>• Received UC/CSU approval of courses (UC Doorways) <b>(high schools only)</b></li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b> <input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b> <input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b> <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(3.3j)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3b)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <b>(B2.2)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.2)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

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



**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

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

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

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

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

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

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

	Rubric	Sources of Evidence



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

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



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

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)</li> <li>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</li> </ul>	
Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d)





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

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

\*\*required on website

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



	<ul style="list-style-type: none"> <li>• Student Achievement Information</li> </ul>
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**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

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

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

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



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

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

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1 b and c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2a)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2019

8013	2015-16					2016-17					2017-18				
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		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059		811,084	1,000,285	1,442,531	1,442,531
Current Assets		1,323,596	945,537	1,129,326	1,137,099		1,111,611	1,099,539	1,377,897	1,389,727		1,365,004	1,289,212	1,622,341	1,622,399
Fixed and Other Assets		5,637	79,810	66,400	66,400		37,674	37,674	51,733	51,733		102,842	69,005	27,990	27,990
<b>Total Assets</b>		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460		1,467,846	1,358,217	1,650,331	1,650,389
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539		180,209	43,491	46,754	46,491
Long Term Liabilities		181,177	0	6,688	0		0	6,500	0	0		0	0	0	0
<b>Total Liabilities</b>		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539		180,209	43,491	46,754	46,491
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>855,014</b>	<b>902,942</b>	<b>1,006,776</b>	<b>957,265</b>		<b>1,040,828</b>	<b>1,117,902</b>	<b>1,252,953</b>	<b>1,258,921</b>		<b>1,287,637</b>	<b>1,314,726</b>	<b>1,603,576</b>	<b>1,603,898</b>
Total Revenues	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981	1,966,979	1,890,155	1,977,708	1,969,508	2,019,409
Total Expenditures	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,682,747	1,731,325	1,789,080	1,855,471	1,921,903	1,624,852	1,674,432
<b>Net Income / (Loss)</b>	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
<b>Net Assets, Beginning</b>	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265	1,117,901	1,252,953	1,252,953	1,258,921	1,258,921
Adj. for restatement / Prior Yr Adj	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0	0	0	5,968	0	0
<b>Net Assets, Beginning, Adjusted</b>	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265	1,117,901	1,252,953	1,258,921	1,258,921	1,258,921
<b>Net Assets, End</b>	<b>468,847</b>	<b>855,014</b>	<b>902,942</b>	<b>1,006,776</b>	<b>957,265</b>	<b>1,232,836</b>	<b>1,040,828</b>	<b>1,117,902</b>	<b>1,252,953</b>	<b>1,258,921</b>	<b>1,295,801</b>	<b>1,287,637</b>	<b>1,314,726</b>	<b>1,603,577</b>	<b>1,603,898</b>

8013	Audited Financials					2018-19				
Magnolia Science Academy 6	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	806,785	535,854	754,059	1,442,531	0		0	0	0	0
Current Assets	1,044,455	1,137,099	1,389,727	1,622,399	0		0	0	0	0
Fixed and Other Assets	0	66,400	51,733	27,990	0		0	0	0	0
<b>Total Assets</b>	<b>1,044,455</b>	<b>1,203,499</b>	<b>1,441,460</b>	<b>1,650,389</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	569,898	246,234	182,539	46,491	0		0	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>569,898</b>	<b>246,234</b>	<b>182,539</b>	<b>46,491</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>1,603,898</b>	<b>0</b>		<b>1,744,799</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total Revenues	1,511,887	1,978,995	2,032,981	2,019,409	0	1,895,880	2,015,550	0	0	0
Total Expenditures	1,101,792	1,496,287	1,731,325	1,674,432	0	1,835,179	1,874,328	0	0	0
<b>Net Income / (Loss)</b>	410,095	482,708	301,656	344,977	0	60,701	141,222	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>410,095</b>	<b>482,708</b>	<b>301,656</b>	<b>344,977</b>	<b>0</b>	<b>60,701</b>	<b>141,222</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>64,462</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>0</b>	<b>1,314,726</b>	<b>1,603,577</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>474,557</b>	<b>957,265</b>	<b>1,258,921</b>	<b>1,603,898</b>	<b>0</b>	<b>1,375,427</b>	<b>1,744,799</b>	<b>0</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS					RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>MSA Bell’s fiscal condition is positive and the school has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$4,083,717 and net income of \$717,318. The 2018-2019 First Interim projects positive net assets of \$4,515,866 and net income of \$432,149.</p> <p>According to MSA Bell’s independent audit report dated June 30, 2018, MSA Bell is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF’s fiscal condition is strong. MERF and its charter schools reported positive net assets of \$26,910,962 and net income of \$5,432,552. MERF, without its charter schools, reported positive net assets of \$793,961 and net income of \$1,560,739. According to MERF, during 2017-2018, MSA Bell paid management fees of \$1,095,870 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>					4
	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	\$2,876,665	\$3,004,175	\$3,366,399	\$4,083,717	\$4,515,866
Net Income/Loss	(\$10,793)	\$127,510	\$362,224	\$717,318	\$432,149
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0



2. March 2015 Settlement Agreement Status:

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: “MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF’s fiscal operations.”

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal’s final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal’s recommendations to MERF articulated in its final management letter.

Based on the CSD’s observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD’s 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). Also, the CSD was advised that MERF had implemented Escape School Ability (“SchoolAbility”), a financial software package designed to incorporate purchasing and accounting processes into a single database. The CSD was also advised that SchoolAbility possesses purchasing, payables, budget, and financial reporting modules/functions that are compliant and compatible with the Standardized Account Code Structure (SACS) financial report. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and all-day training sessions at both the MERF Home Office as well as individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF’s action plan to address some of the issues outlined in SSCal’s recommendations to MERF. The CSD will continue to monitor MERF’s progress in addressing the few remaining issues cited and implementing the recommendations from SSCal’s July 27, 2018 final management letter.

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

No significant items noted.



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

**1. Itemized Receipts for Credit Card Purchases:**

Based on the CSD’s review of the school’s credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of \$66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF’s Fiscal Policies and Procedures (FPP’s) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP’s, to include the mandatory submission of itemized receipts to support all purchases.

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

**Corrective Action Required:**

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
  - a. Citi Bank – 5041 MSA Bell (Checking)
  - b. Citi Bank – 6769 MSA 4 (Checking)
  - c. Citi Bank – 6121 MSA 6 (Checking)
  - d. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
  - a. American Express, credit card ending in 2002 (CFO, MSA 4)
  - b. American Express, credit card ending in 1000 (CFO, MSA 6)
  - c. American Express, credit card ending in 2005 (CFO, MSA 7)
  - d. American Express, credit card ending in 1006 (CFO, MSA BELL)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
  - a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
  - b. Debit Transactions [transaction dates and amounts]: (1) 7/2/18 – \$3,125.17; (2) 7/3/18 – \$2,530.90; (3) 8/1/18 – \$6,471.43; (4) 8/29/18 – \$25.00; (5) 8/31/18 – \$20,543.81; (6) 7/3/18 – \$297.64; (7) 7/3/18 – \$424.64; (8) 7/3/18 – \$469.89; (9) 7/12/18 – \$40.00; (10) 7/18/18 – \$148,562.90; (11) 8/13/18 – \$82,619.67; and (12) 9/20/18 – \$600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$1,907,434, and total expenditures equal \$5,219,805. Therefore, the school's cash reserve level is 36.54%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."





9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA Bell offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other

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

N/A



**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other; and</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>14. There are no significant recurring issues; and</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>15. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. Vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm; and</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. There is no apparent conflict of interest;</li> <li>9. Governing board approves any amendment(s) to the charter school’s budget; and</li> <li>10. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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

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

**New Schools:**

**New Schools:**

**REQUIRED CRITERIA**

1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
  - a. Positive net assets
  - b. Expenses less than revenues
  - c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.

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

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

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

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

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Board Agenda Item #	Discussion Item
Date:	06-13-19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer
RE:	MSA 4 Fiscal Benchmarks

Proposed Board Recommendation

Information and discussion – no actions required.

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term.

Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018.

To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC’s Management letter.

Please see attached.

Budget Implications

None

Attachments:

- MERF’s action Plan and Proof of Implementation
- LAUSD Renewal Letter with Benchmarks

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)	MERF's governing board approved plan of action (meeting date: June 13, 2019)
Areas noted for further growth and/or improvement:			
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal <sup>1</sup> "), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.	Our back-office service provider, DMS, prepares all bank reconciliation statement on a monthly basis in accordance with our board approved fiscal policies and procedures manual. CFO or designee still reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD 's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.	All ACH transactions are in compliance with the board approved MPS Fiscal Policies and Procedures Manual. All ACH payments are preapproved and reconciled with the bank statements.
Other Observations:			
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.	Staff ensures that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.	Fiscal policy and procedure manual have been revised and approved by the Board of Directors to include mandatory submission of itemized receipts in all payments and disbursements as recommended by LAUSD CSD staff.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were	MERF staff will present CSD 's Oversight report to its Board of Directors during the June 13, 2019 meeting.  The approved minutes of the board meeting on June 13, 2019 will be submitted to LAUSD as soon as it becomes available.



		submitted to LAUSD on August 14, 2018.	
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As per the SSC's Management Letter (dated July 27, 2018)	MPS' Response	MPS' governing board approved plan of action (meeting date: December 13, 2018)	MPS' governing board approved plan of action (meeting date: June 13, 2019)
Current Recommendations			
1) Consider consolidating to one financial system.	<p>MERF previously agreed to implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility") that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthly basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.</p>	<p>The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used.</p> <p>As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating into one financial software package.</p> <p>SchoolAbility is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>	<p>The implementation of SchoolAbility, a more integrated financial software has decreased the number of software packages used compared to FY 2016-17 and FY 2017-18. The purchasing module and GL modules are now centralized in one software package (SchoolAbility)</p> <p>MERF will continue to work towards consolidating into one financial software package.</p> <p>As of to date, SchoolAbility is the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>
2) Consider developing a more streamlined and standardized process for accounts payable.	<p>As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements.</p>	<p>The selection of DMS and the use of SchoolAbility was approved by MERF's Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets.</p>	<p>The selection of DMS and the use of SchoolAbility streamlined and standardized the processing of all purchase requests, payables, reimbursements and budgets monitoring on a real time basis.</p>

<p>3) Consider reviewing cash receipts for timely deposits.</p>	<p>MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated in beginning of school year professional development training for office managers and principals. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.</p>	<p>Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>	<p>Continued trainings and communication with site staff are ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>
<p>4) Consider reviewing cash deposits for appropriate coding.</p>	<p>Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actual thereby insuring that all transactions are codified to the correct account.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**CHARTER SCHOOLS DIVISION**

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MICHELLE KING, Ed.D.  
*Superintendent of Schools*

FRANCES GIPSON, Ph.D.  
*Chief Academic Officer*  
*Division of Instruction*

JOSÉ COLE-GUTIÉRREZ  
*Director, Charter Schools Division*

January 9, 2018

Dr. Caprice Young, Lead Petitioner  
Magnolia Science Academy 4  
11330 W Graham Place  
Los Angeles, CA 90064

**Sent By Email and U.S. Mail**

Dear Dr. Caprice Young:

Congratulations! On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

We, the LAUSD Charter Schools Division, look forward to continuing to work with you throughout the term of the charter. As your assigned administrator from our office, I will continue to keep in close contact with you in order to perform our state-mandated oversight duties. If this assignment should change, we will notify you of the change and provide contact information for your new administrator.

Please keep in mind, Magnolia Science Academy 4 must meet the following academic and fiscal benchmarks during the 2018-2023 charter term as described below:

***ACADEMIC BENCHMARKS***

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.

## ***FISCAL BENCHMARK***

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

Please communicate with us by February 6, 2018 the name of the person who will be responsible for monitoring and following up on the benchmarks during the term of the charter.

Again, we congratulate your accomplishment and offer our best wishes as you continue to serve the students at your school and move forward the work of providing an excellent educational opportunity for all students.

Sincerely,

*Yolanda Jordan*

Yolanda Jordan  
Specialist

Attachment: Stamped Board of Education Order of Business

c: Dr. Robert Perry, Administrative Coordinator  
James Robinson, Fiscal Administrator  
René Cardona, Senior Coordinator  
Lillian Lee, Fiscal Oversight Administrator  
Lourdes Echevarria, Fiscal Services Manager  
Saken Sherkhanov, Ph.D., Magnolia Public Schools Board President