



Board Agenda Item #	V B- Information Item
Date:	September 12, 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 2019-20. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

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:

In their report LAUSD provides a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. The following are ratings our LAUSD authorized schools received in 2017-18 and 2018-19:

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2018-19				
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4
2017-18				
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

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.

CDE:

We shared a letter from the CDE for MSA-Santa Ana at the board meeting in June. The letter from the CDE stated that the school was in compliance with the charter petition and the MOU.

SDUSD:

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

LACOE:

We have received 2018-19 oversight visit reports for MSA-1, 2, 3, and 5 from LACOE. LACOE provided three separate reports for each school in the following areas:

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

Summary / Recommendations from Oversight Visit Reports

We provided the board with a summary of the oversight reports at the board meeting in June with a focus on the LAUSD reports; we did not have LACOE reports available in June. Now that we have recently received reports from LACOE, we would like to share the following summary and recommendations from those reports for MSA-1, 2, 3 and 5.

Magnolia-wide:

Governance Review 2018-19

Summary:
<i>The current board consists of nine (9) members and is consistent with the approved bylaws. All regular meetings, special meeting, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<ol style="list-style-type: none">1. <i>Board members should continue to participate in annual Brown Act training.</i>2. <i>Board members should all receive training in the procedures for student expulsion, including due process rights for students and parents.</i>3. <i>The Board should make every effort to have as many members physically present as possible during regularly scheduled meetings.</i>4. <i>Future Board recruitment of should focus on membership from the local community.</i>

Fiscal Annual Report

Please refer to the attached reports for details.

MSA-1:

Summary
<i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school is nearing the completion of a renovation and expansion process to provide improved facilities and additional space for students. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i>
Recommendations
<i>MSA-1 should continue to develop a plan for charter renewal. Having completed its 2nd year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>
<i>MSA-1 should place particular emphasis on supporting students with special needs and English learners, in order to increase academic achievement for all students, and to provide for reclassification of English learners.</i>

MSA-2:

Summary
<i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented multiple robotics classes during the school day as planned in 2018. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction.</i>
Recommendations
<ul style="list-style-type: none"><i>MSA-2 should continue to develop a plan for charter renewal. While it just completed its second year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i><i>Observe the robotics elective class for levels of student engagement, and contrast that with the standard content area class period.</i><i>Consider having English teachers meet with the math department to review and discuss CAASPP success and plan ways to increase language usage by students in math classrooms. Apply the same strategy with the special education team in order to improve mathematic instruction for students with special needs.</i>
<ul style="list-style-type: none"><i>Analyze the detailed California dashboard reports in order to implement research based strategies in the classroom for specific student groups.</i><i>Examine the CHATS framework as a faculty in order to increase the levels of student engagement in all content areas.</i>

MSA-3:

Summary
<i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented additional counseling and SEL supports for students this year. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth.</i>
Recommendations
<ul style="list-style-type: none">• <i>MSA-3 should continue developing a plan for charter renewal. While it just completed its second year of County Board authorization, the uncertainty of the state system of assessment and reporting means it</i>

<p><i>is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p> <ul style="list-style-type: none">• <i>Provide training for administrators in conducting investigations, establishing behavioral threat assessment teams and processes, and effective campus monitoring.</i>• <i>Train all new teachers in classroom management and successfully dealing with difficult students and behaviors. This includes granting teachers permission to fully establish procedures and routines at the start of the year before launching into content area instruction.</i>• <i>Focus the PBIS efforts on explicit teaching and implementation of school wide behavior expectations and overall campus safety.</i>• <i>Implement the practice of having intervention aides in the English and math classrooms.</i>

MSA-5:

Summary
<i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented additional PBIS strategies and SEL supports for students this year. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth.</i>
Recommendations
<i>MSA-5 should begin to develop a plan for charter renewal. While it just completed its first year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>

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 2019-2020
- Oversight Visit Reports for MSA-1, 2, 3, and 5



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ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2019-2020

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:

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

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.

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Preparation Guide*

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
- The school is notified in advance if 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 Review¹

See section below on preparation for fiscal review

PREPARATION FOR INTERVIEW/DISCUSSION

¹ 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 is notified directly by the Fiscal Team, usually four weeks in advance of the scheduled annual performance-based oversight visit.

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Preparation Guide*

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

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. The charter school has the option of using the existing Dropbox account for the oversight binders. If the charter school needs to update staff access, the charter school should email charterschools@lausd.net with the names and email addresses of staff that need to be added or removed from the Dropbox access. Charter school staff will then receive an email to accept the access. 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**.

Please note: Some of the documentation is provided as part of the Quarterly submissions. Only include in the oversight binders if there are changes and/or updates to the documents.

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 **two 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)

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- 1.2 **Bylaws** (Provide if changed after Q1 submission)
 - Organizational chart from current petition
 - Current Governing Board bylaws
- 1.3 **Board Members** (Provide if changed after Q1 submission)
 - 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 Q1 submission)
 - 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 agendas for School Site Council and for applicable schools, ELAC meetings, which should include all legally required topics
- 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 Q1 submission)
- 1.11 **Uniform Complaint Procedures** (Provide if changed after Q1 submission)
 - 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 is 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 must 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, in the *Offices* tab, at the *Educational Equity Compliance Office*.
- 1.12 **Stakeholder Complaint Procedure(s)**
 - Evidence of other stakeholder complaint resolution process 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

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- 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) and evidence of implementation of data analysis system
- ☐ 2.2 **For schools that are state-identified under the Every Student Succeeds Act (ESSA) as either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), please provide any and all plans and information provided to the state**
- ☐ 2.3 **ELPAC Criterion Report**
- ☐ 2.4 **Provide Reclassification Criteria (Provide if changed from Q1 submission of English Learner Master Plan) for all applicable grade levels**
- ☐ 2.5 **Provide Graduation Requirements**
- ☐ 2.6 **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:
 - 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 2019-2020 oversight, but will provide informational areas of focus. California School Dashboard Indicators may, however, figure into next year's 2020-2021 oversight ratings.

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. **Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan.**

- 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 and includes Threat Assessment protocol. It should also include evidence of provisions and locations of onsite emergency supplies
 - 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: 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
 - d. **Evidence of providing needy students with one adequate free or reduced priced meal each day per Assembly Bill (AB) 1871**

e. **Automated External Defibrillator (AED) evidence (only for schools who offer an interscholastic athletic program) per AB 2009**

□ 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 Q1 submission)**
- 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 9th 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)

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- 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)
 - Procedures for preventing bullying, including cyberbullying (on or before December 31, 2019)
- 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
 - Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) for grades 6-12 per AB 1104
- 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)
 - Evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services per AB 2022
- 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 2019-2020" 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 **7th 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,

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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, please indicate “Not Applicable” or “N/A” when responding to the CSD’s Fiscal Team member assigned to your school. Also, if an item listed below requires you to prepare something that exceeds 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 2019-2020, and in Microsoft Excel unprotected format, with formulas)
 - 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 in 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 and approved by the charter school’s governing board
- 3 Minutes of the meeting when the 2019-2020 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

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- 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 2018-2019 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 Please provide an itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school
- 14 A description of the relationship between the charter school and any related party², and the business purpose of the related party
- 15 Copies of all signed and executed contracts (including attachments and exhibits) with related parties, including contracts with the charter school's operator and/or the charter school's home office (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;

² **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.

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- 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

- 16 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees

- 17 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

- 18 Check registers documenting all checks and electronic debit transactions for the prior 12 months, in Microsoft Excel format (consolidated into one worksheet, including descriptions of each transaction).

- 19 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

- 20 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

- 21 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)

- 22 Equipment inventory listing (including asset tag numbers, purchase dates, purchase prices, book values, asset life, location of assets, etc.)

- 23 A link to the charter school's website where the Education Protection Account (EPA) allocation and expenditures are posted

- 24 As required by LAUSD's Charter School Transparency Resolution, links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted

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- 25 If applicable, pertinent information and documentation, including but not limited to, all signed and executed agreements, and the minutes of the meetings reflecting the reviews and approvals of said agreements, related to the following:
 - a. Factoring of receivables;
 - b. Loan(s) or line(s) of credit with any third party lender(s);
Intercompany transfer(s) and/or intercompany loan(s) (e.g., any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year); and
 - c. The charter school's plan(s) for the purchases of new school sites, facilities-related expansions, and/or major improvements to the existing and/or new school site

- 26 Compliance with AB 1871
 - a. The charter school is to provide a written statement signed by the board president or the chief administrator affirming that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (except as provided for a charter school that offers nonclassroom-based instruction)

- 27 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.

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- 28 Any other Fiscal reports [e.g., reports pertaining to grants or bonds, independent audit reports, audit reports by any public agency, and either the most current actuarial report or Accounting Standards Codification 715 report pertaining to Other Post-Employment Benefits (OPEB), etc.], and the school's governing board minutes of all meetings reflecting the discussions of any of the fiscal reports referenced above

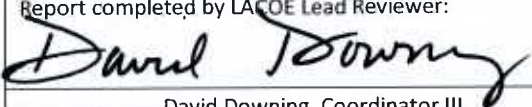

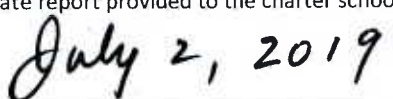
NOTE: If you have any questions regarding your preparation of documents for our review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.

GOVERNANCE REVIEW 2018-2019

Charter School:	Magnolia Science Academy (MSA) 1, 2, 3, 5
Charter Term:	2017-2022 (MSA 1, 2, 3) - 2018-23 (MSA 5)
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>	
A. Organizational Management	
1.	<p>The charter school is structured as:</p> <ol style="list-style-type: none"> Solely a charter school A charter school with other associated entities (e.g., LLCs, foundations, management organizations) If b, describe the structure
<p><i>The four (4) schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p>	
2.	<p>If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>
<p><i>LACOE was provided with all relevant documents including articles of incorporation.</i></p>	
3.	<p>There is a list or roster of governing board members.</p>
<p><i>The current list identifies nine (9) board members. The organizational bylaws indicate that the number of directors shall be no less than three (3) and no more than 11. On June 14, 2018, the board appointed Shohrat Geldiyev as a Magnolia Public Schools (MPS) Board Member and on July 1, 2018, Alfredo Rubalcava became the MPS Chief Executive Officer (CEO) and Superintendent. Dr. Caprice Young's last day as CEO and Superintendent was June 30, 2018.</i></p>	
4.	<p>The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p>
<p><i>According to the charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plan for MSA-1, 2 and 3, and 5 on June 14, 2018. The Board maintains an Academic Committee which oversees instructional evaluation.</i></p>	
5.	<p>The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>
<p><i>The Chief Financial Officer and back office provider provide financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools, and adjusts the budget and operations as necessary. In addition, the board regularly requests increased clarity and explicit detail from central office staff regarding budget items and the purpose of expenditures.</i></p>	
6.	<p>The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p>
<p><i>A review of audio recordings and meeting documentation indicates that the governing board understands the annual budget, including the short and long-term financial outlook of each school.</i></p>	
7.	<p>The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.</p>
<p><i>The governing board, charter organization, and school leadership exhibit clear boundaries and separation of responsibilities. No current board members exhibit conflicts as staff members or through financial interest. The CEO has reported that one current board member with expertise in building and construction</i></p>	

<p><i>may leave the board to assume direct responsibility over large construction projects for Magnolia Public Schools.</i></p>
<p>B. Capacity/Composition</p>
<p>1. Some of the governing board members have previous governance experience.</p> <p><i>Yes, some of the governing board members have previous governance experience.</i></p>
<p>2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090.</p> <p><i>LACOE is in receipt of an approved conflict of interest policy and code. The current board appears to be free from any perceived or real conflict of interests.</i></p>
<p>3. The governing board represents strong diversity relevant to the community and the charter school population.</p> <p><i>Last year, the MPS Board added two (2) members of the community who add diversity and relevance to the school community. The newer board members bring experience in the medical field, local government and civil construction and continue to provide valuable expertise to the Board.</i></p>
<p>4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.</p> <p><i>Current board members bring expertise in the legal field, finance, higher education, engineering, local government, medicine, and civil construction.</i></p>
<p>C. Structure</p>
<p>1. The composition of the governing board is consistent with the approved charter.</p> <p><i>Yes.</i></p>
<p>2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.</p> <p><i>Yes, the board has given evidence that they are able to govern effectively and could continue to do so in their current form.</i></p>
<p>3. The governing board has bylaws that are comprehensive and that include a reasonable term limit.</p> <p><i>Yes, the governing board bylaws are comprehensive and have an existing term limit of five years.</i></p>
<p>4. The governing board appears to fully understand the bylaws and their implications.</p> <p><i>Yes.</i></p>
<p>5. The governing board has identified officers.</p> <p><i>The current board recognizes a president, secretary and treasurer.</i></p>
<p>6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.</p> <p><i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, president, vice presidents, secretary and treasurer.</i></p>
<p>7. The bylaws delineate committees and provide detailed job descriptions for these committees.</p> <p><i>The bylaws discuss the creation of and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. At this time, the board maintains academic, finance, facility, and nominating committees.</i></p>
<p>D. Clarity</p>
<p>1. The governing board actively discusses which elements of key decision are governance vs. management.</p> <p><i>A review of audio recordings demonstrate a clear delineation between governance and management. The board has not attempted solving school management issues on its own.</i></p>

2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.
<i>Yes, the board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.
<i>Yes, the board has demonstrated an understanding of this rule and its effective execution.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.
<i>Yes, a review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair and the full board.</i>
E. Meetings
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.
<i>The board meets on a monthly basis. Committees of the board meet during the other weeks of the month, with special board meetings held as needed. All meetings comply with the requirements of the Brown Act.</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes
<i>All board meetings are compliant with the Brown Act. Board members participate in Brown Act training, and meeting agendas are posted and available on the school and organization websites.</i>
3. The governing board has resolutions and board-adopted policies related to the following: <ul style="list-style-type: none"> a. Conflict of interest b. Handbooks: parent, student, employee c. Student and employee discipline and due process d. Parent complaint resolution and due process e. Internal controls policies and related forms and systems f. Bank signature authorizations g. Harassment: student, staff h. Safety plan i. Immunization records j. Family Educational Rights and Privacy Act (FERPA): Policy and notices k. Section 504 compliance l. Allowable purchases and purchasing authority
<i>Yes, the board has adopted policies related to all of the above concerns.</i>
4. Material revisions to the charter have been approved by the governing board.
<i>The school did not submit any material revisions for the current school year.</i>
F. Parent and Staff Involvement
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.
<i>In addition to holding regular parent and staff meetings, parents have regular email and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents and staff members and teachers during their public meetings.</i>

Summary:	
<p>The current board consists of nine (9) members and is consistent with the approved bylaws. All regular meetings, special meeting, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</p>	
Recommendations:	
<ol style="list-style-type: none"> 1. Board members should continue to participate in annual Brown Act training. 2. Board members should all receive training in the procedures for student expulsion, including due process rights for students and parents. 3. The Board should make every effort to have as many members physically present as possible during regularly scheduled meetings. 4. Future Board recruitment of should focus on membership from the local community. 	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
 David Downing, Coordinator III	 Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
	<input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #1

FISCAL ANNUAL REPORT

Financial Overview (FY 2018-19)

First Interim Report

The Charter's First Interim Report projects 2018-19 total expenditures of \$8,926,113, which exceeds the original total expenditures budget of \$8,843,426, a difference of \$82,687. This letter is a reminder that higher total expenditure projections must be approved by the Governing Board.

Second Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year.

References: Charter Letters dated (January 15, 2019 & April 12, 2019)

ANNUAL AUDIT (FY 2017-18)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #1 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

Annual Audit FY 2017-18 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities: MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) dba CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA. Additional information is presented in Note 14 to the financial statements. See page 18 of audit report

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2018 and 2017, were \$1,095,870 and \$1,055,710, respectively.

Inter-company Receivable

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company receivable balance of \$588,400 and \$472,932, respectively, from the Foundation.

Intra-Company Payable

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company payable balance of \$149,542 and \$235,325, respectively, from the Foundation

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

MAGNOLIA SCIENCE ACADEMY #1

NET ASSETS

Net Assets, June 30, 2018, Unaudited Actuals	\$4,811,844
Increase (Decrease) in:	
Accounts Receivable	(1,232,592)
Intra-company receivable	588,400
Prepaid expenses and other current assets	258,995
Investment in LLC	161,923
Fixed assets	354,192
 (Increase) Decrease in:	
Accounts payable and accruals	18,624
Intra-company payable	(149,542)
Net Assets, June 30, 2018, Audited Financial Statement	\$4,811,844

Adjustments were made to the following activities – see page 24 of FY 2017-18 audit.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2018-19 Budget	9,338,993	9,229,404	109,589				
2018-19 Actuals As of 6/30/19	7,774,246	7,886,299	(112,051)	10.39	0.07	4,699,763	Yes/Yes

Results based on above chart for **Magnolia Science Academy #1:**

- The charter has a current Net Operating deficit of **(\$112,051)**
- Charter’s working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$4,699,793
- Charter has the required reserves as of 6/30/2019

[\(Link to FCMAT\)](#)
[FCMAT Indicators of Risk or Potential Insolvency](#)

Lack of Data Accuracy, Collection, and Reporting

- Consistently poor data quality in the beginning of the fiscal, however in the last couple of months the monthly reporting has improved.

Recommendations:

- 1) Provide LACOE with timely information regarding financial transactions related to all debt and intercompany transfers.

- 2) Make sure the monthly general ledger contains, prior balance, payee named & amount, and year-to-date balance which ties to Profit & Loss and Balance Sheet each month.

INSTRUCTIONAL PROGRAM REVIEW 2018-19

Charter School:	Magnolia Science Academy 1 (Grades 6-12)	
Date of Visit(s):	08/04/2018; 03/28/19	
Enrollment:	Expected: 635	Actual: 585
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy 1 (MSA-1) is a classroom-based charter school serving grades 6-12, primarily serving students and parents of the San Fernando Valley area. The mission of Magnolia Public Schools (MPS) is to provide a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS' vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. The core curriculum for MSA-1 is based upon the UC/CSU A-G course requirements, and includes 13 advanced placement courses, and a selection of elective courses that complement the school's focus on STEAM education. MSA-1 maintains a successful VEX Robotics program, and has established an agreement with Mission College to offer college courses on campus during the school year.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-1 at this time, including several teacher interns through an agreement with California State University Northridge (CSUN). In addition to the regular teaching staff, MSA-1 provides two academic deans, an EL coordinator, and a team of Education Specialists. This year, two TAs were added to the staff to support students in ELA and math.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those needing credit recovery.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. MSA-1 now offers dual enrollment opportunities for students through Mission College. At this time, college courses are offered on campus in Child Development and Public Speaking.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>MSA-1 continues to be successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, school teams regularly compete in STEAM related activities, including robotics. MSA-1 was recently ranked 1st on the Innovate Schools list of Top Public Schools for Low-income Latino Students. The school intends to launch an International Baccalaureate program upon completion of their new high school building project.</i></p>		
<p>6. The charter school has sought WASC accreditation.</p>		

MSA-1 is currently accredited through the Western Association of Schools and Colleges (WASC). In 2013, the high school received a six-year accreditation. As the school is now authorized by the Los Angeles County Board of Education (County Board), MSA-1 has been granted an initial accreditation of three years.

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

See attached document from LACOE Business Advisory Services.

B. Services to Special Populations

1. The charter school follows a process to identify and reclassify students who are English learners (ELs).
Yes, MSA-1 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.

C. Curricular Materials

1. The charter school uses state standards-based instructional materials.

MSA-1 uses California standards-based instructional materials.

2. The charter school uses instructional materials that address the specific needs of special education students.

Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.

3. The charter school uses instructional materials that address the specific needs of English learners.

MSA-1 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.

4. The charter school refrains from using faith-based instructional materials.

No faith-based instructional materials were observed during the fall or spring school visits.

D. Professional Development & Teacher Qualification

1. The charter school staff has received legally required trainings.

The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.

2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.

All MSA-1 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis, explicit direct instruction, and providing modifications and accommodations for students.

3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.

MSA-1 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that staff members hold an appropriate English Learner and/or special education credential and authorization.

<p>4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act.</p>
<p><i>During both the first and second semesters of 2018-19, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i></p>
<p>5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.</p>
<p><i>In addition to holding ongoing training for staff and faculty (weekly, monthly), MPS hosts several symposia for all teachers and administrators on a wide variety of subjects and best practices in the field of education.</i></p>
<p>6. The charter school participates in trainings made available through the sponsoring LEA.</p>
<p><i>MSA-1 administration attended LACOE required meetings this school year. In addition, the school is now participating in LACOE PBIS training.</i></p>
<p>E. Ongoing Assessment</p>
<p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p>
<p><i>MSA-1 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule.</i></p>
<p>2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p>California Dashboard: <i>ELA data for MSA-1 student groups shows that English learners and Students with Disabilities are in the lowest (red) category. English learners show a decline of 6.8 points, and Students with Disabilities show a decline of 29.2 points.</i></p> <p><i>Math data shows English learners in the lowest category (red) with a decline of 5.2 points. Students with Disabilities show a decline of 9.3 points.</i></p> <p><i>In the college/career preparedness category, overall student scores show a decline of 13.9%, with Hispanic and Socioeconomically Disadvantaged students showing declines of 11% and 12.7% respectively.</i></p> <p>ADA: <i>Projected enrollment for MSA-1 was 635; actual enrollment totaled 590 for an overall enrollment of 92.91%.</i></p> <p>CAASPP Data: ELA: <i>CAASPP data for all students shows an overall gain of 1.2 points. English learner scores declined by 6.8 points, and Students with Disabilities show a decline of 29.2 points.</i></p> <p>Math: <i>CAASPP data shows an overall increase of 3.2 points. However, English learner scores declined by 5.2 points, and Students with Disabilities show a decrease of 9.3 points. When compared against resident schools, MSA-1 ranked 4th out of 9 resident schools in ELA, and ranked 2nd of 9 in Math.</i></p>

**2018 CAASPP: Met & Exceeded for Magnolia Science Academy and Resident Schools
 11th Grade**

School (Grades)	All		Hispanic		SED	
	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 1 (6-12)	61	46	60	40	60	43
Birmingham Community Charter High© (9-12)	71	29	70	27	69	28
Canoga Park Senior High (9-12)	52	15	53	15	53	13
Chatsworth Charter High© (9-12)	41	28	33	19	37	24
Grover Cleveland Charter High© (9-12)	56	38	43	22	47	28
Reseda Charter High© (9-12)	47	18	45	15	42	13
Robert Fulton College Preparatory (6-12)	41	10	39	8	41	10

“—”=no data available, 10 or fewer students, “©”=charter school, SED=Socioeconomically disadvantaged
 Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

**2018 CAASPP: Met & Exceeded for Magnolia Science Academy and Resident Schools
 6th – 8th Grades**

School (Grades)	All		Hispanic		SED		SWD		EL	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 1 (6-12)	45	32	42	30	41	29	7	7	0	0
John A. Sutter Middle (6-8)	26	13	24	11	25	13	2	2	0	0
Northridge Middle (6-8)	27	18	24	15	26	18	2	1	1	2
Robert Fulton College Preparatory (6-12)	19	8	17	7	19	7	2	1	1	1
William Mulholland Middle (6-8)	42	29	40	28	41	28	10	7	3	1

“—”=no data available, 10 or fewer students, “©”=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
 Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

3. The charter school has submitted a school accountability report card (SARC) containing the required elements.

MSA-1 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.

4. Student achievement data is regularly reported to parents and staff.

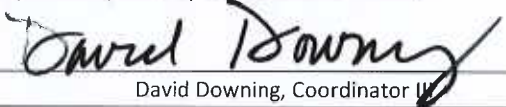

The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Parent/teacher conferences are held once each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.

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

The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention and corresponding instructional planning. For the 2018-2019 school year, MSA-1 has implemented the use of the Illuminate platform.

6. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:

<p><i>The 2018-19 LCAP was approved by the Magnolia Board on June 14, 2018.</i></p>	
<p>b. 2017-18 LCAP Update</p> <p><i>The LCAP Annual update addressed all prior year goals. Two subgroups continuing to need close attention are English learners, and Students with Special Needs. Based upon a review of the educational program and the examination of relevant data, the school has established goals and actions to address the specific needs of these students moving forward.</i></p>	
<p>c. Required Metrics addressed based on type of charter and services offered</p> <p><i>Annual goals and action steps based on the state priorities were delineated for all required student groups.</i> <i>Of the established MPOs for MSA-1, the following were not met: EL reclassification; percentage of students receiving a grade of "C" or better in core subjects and electives.</i></p>	
<p>d. Student Subgroups</p> <p><i>Appropriate goals and action steps were established for all subgroups in alignment with State priorities. Specific focus areas for the upcoming year include academic progress and intervention for Special Education Students and English learners. Increased Services will be continue to be provided in the areas of teacher professional development focused on pedagogy and instruction for English learners, maintaining small group settings for testing, teaching to a measurable objective, teacher feedback to students, and MTSS (LACOE training).</i></p>	
<p>Summary</p> <p><i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school is nearing the completion of a renovation and expansion process to provide improved facilities and additional space for students. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i></p>	
<p>Recommendations</p> <p><i>MSA-1 should continue to develop a plan for charter renewal. Having completed its 2nd year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p> <p><i>MSA-1 should place particular emphasis on supporting students with special needs and English learners, in order to increase academic achievement for all students, and to provide for reclassification of English learners.</i></p>	
<p>Report completed by LACOE Lead Reviewer:</p> <p> David Downing, Coordinator II</p>	<p>Approved by LACOE Charter School Office Administrator:</p> <p> Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p><i>July 2, 2019</i></p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference</p>

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #2

FISCAL ANNUAL REPORT

Financial Overview (FY 2018-19)

First Interim Report

The Charter's First Interim Report projects 2018-19 total expenditures of \$5,886,082, which exceeds the original total expenditures budget of \$5,829,868, a difference of \$56,214. This letter is a reminder that higher total expenditure projections must be approved by the Governing Board.

The report reflects an operating deficit of (\$240,080) as of October 31, 2018. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

Second Interim Report

The report reflects an operating deficit of (\$323,555) as of January 31, 2019. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

References: Charter Letters dated (January 15, 2019 & April 12, 2019)

ANNUAL AUDIT (FY 2017-18)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #2 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

Annual Audit FY 2017-18 (cont.)

Related Party Transactions

Magnolia Educational and Research Foundation

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities: MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) dba CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA. Additional information is presented in Note 14 to the financial statements. See page 18 of audit report

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2018 and 2017, were \$1,095,870 and \$1,055,710, respectively.

Inter-company Receivable

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company receivable balance of \$588,400 and \$472,932, respectively, from the Foundation.

Intra-Company Payable

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company payable balance of \$149,542 and \$235,325, respectively, from the Foundation

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

MAGNOLIA SCIENCE ACADEMY #2

NET ASSETS

Net Assets, June 30, 2018, Unaudited Actuals	\$1,255,119
Increase (Decrease) in:	
Accounts Receivable	12,913
Intra-company receivable	62,177
Prepaid expenses and other current assets Investment in LLC	161,923
Fixed assets	354,192
 (Increase) Decrease in:	
Accounts payable and accruals	(177,914)
Intra-company payable	(35,065)
Net Assets, June 30, 2018, Audited Financial Statement	\$1,117,230

Adjustments were made to the following activities – see page 23 of FY 2017-18 audit.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2018-19 Budget	5,583,051	5,906,605	(323,554)				
2018-19 Actuals As of 6/30/19	4,900,611	5,168,960	(268,349)	2.26	0.61	848,881	Yes/Yes

Results based on above chart for **Magnolia Science Academy #2:**

- The charter has a current Net Operating deficit of **(\$268,349)**
- Charter’s working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$848,881
- Charter has the required reserves as of 6/30/2019

[\(Link to FCMAT\)](#)
[FCMAT Indicators of Risk or Potential Insolvency](#)

Lack of Data Accuracy, Collection, and Reporting

- Consistently poor data quality in the beginning of the fiscal, however in the last couple of months the monthly reporting has improved.

Recommendations:

MAGNOLIA SCIENCE ACADEMY #2

- 1) Provide LACOE with timely information regarding financial transactions related to all debt and intercompany transfers.
- 2) Make sure the monthly general ledger contains, prior balance, payee named & amount, and year-to-date balance which ties to Profit & Loss and Balance Sheet each month.

INSTRUCTIONAL PROGRAM REVIEW 2018-19

Charter School:	Magnolia Science Academy 2 (Grades 6-12)	
Date of Visit(s):	10/05/2018; 04/09/2019	
Enrollment:	Expected: 465	Actual: 437
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMA Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy 2's (MSA-2) mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Magnolia Public School's (MPS) vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-2 has received Western Association of Schools and Colleges (WASC) accreditation through June 30, 2021. The core curriculum is based upon the UC/CSU A-G course requirements, and includes Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Studio Art. The school has added sections of Robotics courses for each grade level during the 2018-19 school year. Students from MSA-2 participated in the recent MPS STEAM Expo held at the Long Beach Convention Center.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-2 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides two Academic Deans and one College/Career Counselor. Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-2 teachers provide differentiated instructional experiences within the classroom for students. Students needing further assistance work with their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those in need of credit recovery.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school field's competitive teams in STEAM related activities, including robotics.</i></p>		
<p>6. The charter school has sought WASC accreditation.</p>		
<p><i>MSA-2 is currently accredited through the WASC. Accreditation status is through June 30, 2021.</i></p>		

7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school. <i>See the attached financial review provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school follows a process to identify and reclassify students who are English learners (ELs). <i>Yes, MSA-2 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials. <i>MSA-2 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students. <i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners. <i>Yes, MSA-2 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials. <i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings. <i>MSA-2 staff are required to complete mandatory trainings using their online portal (Safe Schools). The school provided the Charter School Office (CSO) with a matrix of all professional development, including the dates for the following: Sexual Harassment: Policy and Prevention (California AB 1825), Title IX and Gender Equity in Athletics, Active Shooter, Discrimination Awareness in the Workplace, Retaliation Liability, Youth Suicide: Awareness and Prevention, Back Injury and Lifting, Blood-borne Pathogen Exposure Prevention, Boundary Invasion, Bullying: Recognition & Response, Cardiopulmonary Resuscitation (CPR), Drug Free Workplace, FERPA: Confidentiality of Records, First Aid, Hazard Communication: Right to Understand (GHS), Online Safety: Cyberbullying, Playground Supervision, Sexual Misconduct: Staff-to-Student, Mandated Reporter: Child Abuse and Neglect, Sexual Harassment: Staff-to-Staff, Athletic Liability.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. <i>All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations. <i>MSA-2 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>

<p>4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act.</p>
<p><i>During both the first and second semester of 2018-19, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects</i></p>
<p>5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.</p>
<p><i>All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. In addition, MPS conduct two symposia, offering multiple breakout sessions to include all staff and providing relevant topics.</i></p>
<p>6. The charter school participates in trainings made available through the sponsoring LEA.</p>
<p><i>MSA-2 administration attended LACOE required meetings this school year. In addition, the school is currently in a cohort participating in LACOE PBIS training</i></p>
<p>E. Ongoing Assessment</p>
<p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p>
<p><i>MSA-2 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule.</i></p>
<p>2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p>California Dashboard: <i>The Graduation Rate was 89.2% in 2018, a decline of 2.9%. Mathematics scores for all students declined by 3.4 points. Students with disabilities were in the lowest performance category (red).</i></p> <p>ADA: <i>Projected enrollment for MSA-2 was 465 students. The actual enrollment is 437 or 93.98%.</i></p> <p>2018 CAASPP <i>scores show an increase in ELA for all students of 5.9 points. English learner scores increased by 14.2 points; Hispanic student scores increased by 7.2 points and SED student scores increased by 6.8 points. In math, overall student scores declined by 3.4 points. Hispanic student scores decreased by 5.2 points; SED scores decreased by 4.5 points and students with disabilities declined by 12.7 points.</i></p> <p><i>When compared against resident schools, MSA-2 ranked 7th out of 12 resident schools in ELA, and 5th of 12 resident schools in math.</i></p>

2018 CAASPP: Met & Exceeded for Magnolia Science Academy 2 and Resident Schools
11th Grade

School (Grades)	All		Hispanic		SED		SWD	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 2 (6-12)	52%	17%	51%	11%	50%	16%	19%	6%
Birmingham Community Charter High [®] (9-12)	71%	29%	70%	27%	69%	28%	21%	3%
Reseda Charter High [®] (9-12)	47%	18%	45%	15%	42%	13%	22%	4%
Robert Fulton College Preparatory (6-12)	41%	10%	39%	8%	41%	10%	10%	0%
Van Nuys Senior High (9-12)	66%	39%	51%	20%	61%	33%	20%	5%

“—”=no data available, 10 or fewer students, “®”=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

2018 CAASPP: Met & Exceeded for Magnolia Science Academy 2 and Resident Schools
6th – 8th Grades

School (Grades)	All		Hispanic		SED		SWD		EL	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 2 (6-12)	31%	27%	27%	26%	30%	24%	8%	8%	4%	4%
John A. Sutter Middle (6-8)	26%	13%	24%	11%	25%	13%	2%	2%	0%	0%
Northridge Middle (6-8)	27%	18%	24%	15%	26%	18%	2%	1%	1%	2%
Robert Fulton College Preparatory (6-12)	19%	8%	17%	7%	19%	7%	2%	1%	1%	1%
Van Nuys Middle (6-8)	26%	19%	21%	17%	23%	15%	7%	7%	1%	2%
William Mulholland Middle (6-8)	42%	29%	40%	28%	41%	28%	10%	7%	3%	1%

“—”=no data available, 10 or fewer students, “®”=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

3. The charter school has submitted a school accountability report card (SARC) containing the required elements.

MSA-2 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.

4. Student achievement data is regularly reported to parents and staff.

The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.

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

The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2018-2019 school year, MSA-2 has implemented the use of the Illuminate platform.

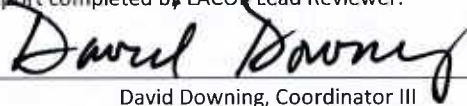
6. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:

<p><i>The 2018-19 LCAP was approved by the MPS Board on June 14, 2018.</i></p>	
<p>b. 2017-18 LCAP Update</p>	<p><i>The LCAP Annual update addressed all prior year goals. Two (2) subgroups continuing to need close attention are English learners, and Students with Special Needs. To support teachers and students, the school intends to use online resources including MobyMax, Vocabulary.com, Readworks, and NewsELA in order to differentiate and target intervention efforts. Based upon a review of the educational program and the examination of relevant data, the school has established goals and actions to address the specific needs of these students moving forward. To further support English learners, the ELA coordinator will work with teachers to provide strategies enabling greater student accessibility to the curriculum.</i></p>
<p>c. Required Metrics addressed based on type of charter and services offered</p>	<p><i>Annual goals and action steps based on the state priorities were delineated for all required student groups.</i></p> <p><i>MSA-2 had an expected outcome of 100% of students in grades 9 through 11 participating in the PSAT examination. Actual percentage of students participating in PSAT testing was 86%.</i></p>
<p>d. Student Subgroups</p>	<p><i>Appropriate goals and action steps are established for all subgroups in alignment with State priorities. Specific focus areas for the upcoming year include Academic progress and intervention for Special Education Students and English learners; training for teachers in order to implement MTSS and PBIS. Increased Services will be provided in the areas of increased outreach to families, ELD instructional strategies, including the CHATS framework.</i></p>
<p>Summary</p>	
<p><i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented multiple robotics classes during the school day as planned in 2018. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction.</i></p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • <i>MSA-2 should continue to develop a plan for charter renewal. While it just completed its second year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i> • <i>Observe the robotics elective class for levels of student engagement, and contrast that with the standard content area class period.</i> • <i>Consider having English teachers meet with the math department to review and discuss CAASPP success and plan ways to increase language usage by students in math classrooms. Apply the same strategy with the special education team in order to improve mathematic instruction for students with special needs.</i> 	

- Analyze the detailed California dashboard reports in order to implement research based strategies in the classroom for specific student groups.
- Examine the CHATS framework as a faculty in order to increase the levels of student engagement in all content areas.

Report completed by LACOE Lead Reviewer:



David Downing, Coordinator III

Approved by LACOE Charter School Office Administrator:



Indra Ciccarelli, Director II

Date report provided to the charter school:

June 27, 2019

Report provided to charter school via:

- US Postal Mail/Email
- Meeting
- Phone Conference

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #3
FISCAL ANNUAL REPORT

Financial Overview (FY 2018-19)

First Interim Report

The Charter's First Interim Report projects 2018-19 total expenditures of \$6,427,191, which exceeds the original total expenditures budget of \$5,992,096, a difference of \$435,095. This letter is a reminder that higher total expenditure projections must be approved by the Governing Board.

Second Interim Report

The report reflects an operating deficit of (\$319,752) as of January 31, 2019. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

References: Charter Letters dated (January 15, 2019 & April 12, 2019)

ANNUAL AUDIT
(FY 2017-18)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #3 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

Annual Audit FY 2017-18 (cont.)**Related Party Transactions****Magnolia Educational and Research Foundation**

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities: MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) dba CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA. Additional information is presented in Note 14 to the financial statements. See page 18 of audit report

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2018 and 2017, were \$1,095,870 and \$1,055,710, respectively.

Inter-company Receivable

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company receivable balance of \$588,400 and \$472,932, respectively, from the Foundation.

Intra-Company Payable

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company payable balance of \$149,542 and \$235,325, respectively, from the Foundation

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Net Assets, June 30, 2018, Unaudited Actuals	\$1,071,973
Increase (Decrease) in:	
Accounts Receivable	(3,698)
Intra-company receivable	6,604
Prepaid expenses and other current assets Investment in LLC	
Fixed assets	
 (Increase) Decrease in:	
Accounts payable and accruals	(7,989)
Intra-company payable	<u>(2,905)</u>
Net Assets, June 30, 2018, Audited Financial Statement	<u>\$1,063,985</u>

Adjustments were made to the following activities – see page 22 of FY 2017-18 audit.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2018-19 Budget	6,321,411	6,641,163	(319,752)				
2018-19 Actuals As of 6/30/19	5,536,599	5,766,808	(230,209)	5.10	0.23	833,508	Yes/Yes

Results based on above chart for **Magnolia Science Academy #3:**

- The charter has a current Net Operating deficit of **(230,209)**
- Charter’s working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$833,508
- Charter has the required reserves as of 6/30/2019

[\(Link to FCMAT\)](#)

[FCMAT Indicators of Risk or Potential Insolvency](#)

Lack of Data Accuracy, Collection, and Reporting

- Consistently poor data quality in the beginning of the fiscal, however in the last couple of months the monthly reporting has improved.

Recommendations:

- 1) Provide LACOE with timely information regarding financial transactions related to all debt and intercompany transfers.

- 2) Make sure the monthly general ledger contains, prior balance, payee named & amount, and year-to-date balance which ties to Profit & Loss and Balance Sheet each month.

INSTRUCTIONAL PROGRAM REVIEW 2018-2019

Charter School:	Magnolia Science Academy 3 (Grades 6-12)	
Date of Visit(s):	11/28/18; 04/10/19	
Enrollment:	Expected: 485	Actual: 510
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Mission: Magnolia Public Schools (MPS) provide a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS' vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. The core curriculum is based upon the UC/CSU A-G course requirements, and includes Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Digital arts, Band, African American & Chicano studies, History in Film, Science Explorers, Intro to Engineering, Advanced Math, Graphic Art and Design, Silent Sustained Reading, Video Production & Animation Lab. In addition, Magnolia Science Academy 3 (MSA-3) has established dual enrollment agreements with California State University Dominguez Hills (CSUDH) and El Camino College. Students from MSA-3 participated in the recent MPS STEAM Expo held at the Long Beach Convention Center.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Credentialed instructors appropriately staff MSA-3 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, the MSA-3 administrative team includes the Principal, Vice Principal, Dean of Students, Dean of Academics and a College/Career Counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-3 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. Further, instruction is offered on Saturdays for students needing assistance.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		

<p><i>Yes. MSA-3 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts/athletics and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. Further, the school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community.</i></p>
<p>6. The charter school has sought WASC accreditation.</p>
<p><i>MSA-3 is currently accredited through the Western Association of Schools and Colleges (WASC) through 2021.</i></p>
<p>7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p>
<p><i>See attached document from LACOE Business Advisory Services.</i></p>
<p>B. Services to Special Populations</p>
<p>1. The charter school follows a process to identify and reclassify students who are English learners (ELs).</p>
<p><i>Yes, MSA-3 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i></p>
<p>C. Curricular Materials</p>
<p>1. The charter school uses state standards-based instructional materials.</p>
<p><i>MSA-3 uses California standards-based instructional materials.</i></p>
<p>2. The charter school uses instructional materials that address the specific needs of special education students.</p>
<p><i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.</i></p>
<p>3. The charter school uses instructional materials that address the specific needs of English learners.</p>
<p><i>Yes, MSA-3 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i></p>
<p>4. The charter school refrains from using faith-based instructional materials.</p>
<p><i>No faith-based instructional materials were observed during the fall or spring school visits.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required trainings.</p>
<p><i>MSA-3 provided the Charter School Office (CSO) with a matrix of all required trainings which are conducted prior to the opening of the school year in August.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.</p>
<p><i>MSA-3 holds professional development meetings each Monday with rotating foci, including climate and culture, PLCs, teacher collaboration, grade level meetings and model lesson presentation. In addition, teachers participate in trainings through LACOE (PBIS and MAS), conference attendance, and symposia conducted by MPS each fall and spring.</i></p>
<p>3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.</p>

<p><i>MSA-3 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i></p>
<p>4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act.</p>
<p><i>During both the first and second semester of the school year, staff credential lists were cross-checked with the school master schedule to ensure that credentialed teachers are teaching core subjects</i></p>
<p>5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.</p>
<p><i>In addition to holding professional development sessions prior to the opening of school each year, MSA-3 staff participate in symposia twice each year as provided by MPS. Further, MSA-3 staff participate in LACOE trainings and in conferences throughout the school year.</i></p>
<p>6. The charter school participates in trainings made available through the sponsoring LEA.</p>
<p><i>Yes, MSA-3 staff are currently part of a LACOE PBIS cohort and the school has participated in all CSO required trainings.</i></p>
<p>E. Ongoing Assessment</p>
<p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p>
<p><i>MSA-3 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule.</i></p>
<p>2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p>California Dashboard: <i>CAASPP data for all students in ELA shows that MSA-3 maintained their status, declining by 2 points. Subgroup data shows improvement for English learners of 5.1 points, and an increase of 6.7 points for Hispanic students. African American student scores declined by 11.3 points, and SED students declined by 4.3 points.</i></p> <p>ADA: <i>Projected enrollment for MSA-3 was 485; actual enrollment is 510 students, or 105.15%.</i></p> <p>CAASPP scores <i>in math show that all students maintained their percentages for the year (0.8) and English learner scores increased by 12.3 points. African American student scores maintained (1.7) as did Hispanic students (-1.9). SED student scores also maintained (-1.6).</i></p> <p><i>When compared against resident schools in ELA, MSA-3 ranked 2 of 11 schools. In math, MSA-3 ranked 4 of 11 schools overall.</i></p>

2018 CAASPP: Percent Met & Exceeded for Magnolia Science Academy 3 and Resident Schools
11th Grade

School (Grades)	All		African American		Hispanic		SED	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 3 (6-12)	42%	21%	36%	18%	48%	24%	41%	21%
Compton High (9-12)	29%	11%	16%	7%	31%	12%	30%	12%
Gardena Senior High (9-12)	41%	12%	30%	7%	43%	10%	41%	10%
Rancho Dominguez Preparatory (6-12)	41%	21%	25%	14%	44%	21%	39%	21%

“—”=no data available, 10 or fewer students, “@”=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

2018 CAASPP: Met & Exceeded for Magnolia Science Academy 3 and Resident Schools
6th – 8th Grades

School (Grades)	All		African American		Hispanic		SED	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 3 (6-12)	42%	21%	36%	18%	48%	24%	41%	21%
Davis Middle (6-8)	24%	12%	19%	5%	25%	13%	24%	12%
Enterprise Middle (6-8)	31%	15%	18%	10%	37%	19%	31%	15%
Glenn Hammond Curtiss Middle (6-8)	39%	24%	23%	13%	54%	35%	39%	24%
Rancho Dominguez Preparatory (6-12)	41%	21%	25%	14%	44%	21%	39%	21%
Robert E. Peary Middle (6-8)	27%	19%	18%	11%	30%	21%	27%	19%
Stephen M. White Middle (6-8)	43%	28%	38%	19%	38%	23%	40%	25%
Walton Middle (6-8)	23%	6%	9%	0%	27%	8%	24%	7%

“—”=no data available, 10 or fewer students, “@”=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

3. The charter school has submitted a school accountability report card (SARC) containing the required elements.

MSA-3 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.

4. Student achievement data is regularly reported to parents and staff.

MSA-3 has established a system of interim benchmarks, using the NWEA platform. The school now uses the Illuminate platform to record and report on student progress. Staff regularly review data and plan instruction and interventions based on that data. In addition to receiving regularly scheduled grade reports, parents receive data reports through SSC and ELAC meetings, Coffee with the Principal, parent teacher conferences and home visits.

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

The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, any need for intervention, and to inform instructional planning. For the 2018-2019 school year, MSA-3 has fully implemented the use of the Illuminate platform.

6. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:

<p><i>The 2018-19 LCAP was approved by the Magnolia Board on June 14, 2018.</i></p>
<p>b. 2017-18 LCAP Update</p>
<p><i>The LCAP annual update addressed all prior year goals. A review of the school's CAASPP assessment data for ELA shows a decline in the percentage of African American student scores of 11.3 points, and SED students declined by 4.3 points.</i></p> <p><i>CAASPP scores in math show that all students maintained their percentages for the year (0.8) and English learner scores increased by 12.3 points. African American student scores maintained (1.7) as did Hispanic students (-1.9). SED student scores also maintained (-1.6)</i></p> <p><i>Student overall suspension rates increased by 3.1% with increases for African Americans (4.2%), SED students (3.6%) and 9.4% for students with disabilities. Chronic absenteeism rates increased by 2.3%, and the graduation rate for the school declined by 4.5% in 2018.</i></p>
<p>c. Required Metrics addressed based on type of charter and services offered</p>
<p><i>Annual goals and action steps based on the state priorities were delineated for all required student groups.</i></p> <p><i>Measurable Objectives: Annual MPOs were met with the exception of the following:</i></p> <ol style="list-style-type: none"> <i>1. The percentage of teachers who were appropriately assigned and fully credentialed as required by law and the charter. The expected outcome was 100%; the actual percentage of teachers appropriately assigned and fully credential was at 95%.</i> <i>2. The percentage of students expected to create or demonstrate STEAM focused projects experiments models or demonstrations. The expected outcome was 80%; the actual percentage was at 75%.</i>
<p>d. Student Subgroups</p>
<p><i>Focus areas for the upcoming year include the following:</i></p> <ol style="list-style-type: none"> <i>1. Continue student home visits; intervene early with students performing below grade level.</i> <i>2. School staff will implement restorative practices and PBIS, providing academic supports and remediation, Life Skills classes, counseling, and social-emotional support to students.</i> <i>3. ELD and ELA teachers will provide designated ELD to all EL students.</i> <i>4. Professional Development for Teachers: Pacing, Lesson Planning, Summative & Informative Assessment, Differentiating Instruction, Time Management, Cultural Relative Training, Aggressive Replacement Training, study skills for students, writing skills, RTI/MTSS, Special Education resources, and EL strategies in the classroom.</i>
<p>Summary</p>
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented additional counseling and SEL supports for students this year. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth.</i></p>
<p>Recommendations</p>
<ul style="list-style-type: none"> <i>• MSA-3 should continue developing a plan for charter renewal. While it just completed its second year of County Board authorization, the uncertainty of the state system of assessment and reporting means it</i>

is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.

- *Provide training for administrators in conducting investigations, establishing behavioral threat assessment teams and processes, and effective campus monitoring.*
- *Train all new teachers in classroom management and successfully dealing with difficult students and behaviors. This includes granting teachers permission to fully establish procedures and routines at the start of the year before launching into content area instruction.*
- *Focus the PBIS efforts on explicit teaching and implementation of school wide behavior expectations and overall campus safety.*
- *Implement the practice of having intervention aides in the English and math classrooms.*

Report completed by LACOE Lead Reviewer:  David Downing, Coordinator III	Approved by LACOE Charter School Office Administrator:  Indra Ciccarelli, Director II
Date report provided to the charter school: <i>June 27, 2019</i>	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference

BUSINESS ADVISORY SERVICES DIVISION

Magnolia Science Academy #5

FISCAL ANNUAL REPORT

Financial Overview (FY 2018-19)

First Interim Report

Our analysis of the data provided indicates the Charter should be able to meet its financial obligations for the current year.

Second Interim Report

The report reflects an operating deficit of (\$72,033) as of January 31, 2019. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

References: Charter Letters dated (January 15, 2019 & April 12, 2019)

ANNUAL AUDIT (FY 2017-18)

The Auditor's opinion expressed in the Independent Auditors' Reports for this period for Magnolia Science Academy #5 financial statements result in an unmodified opinion.

Findings

YES NO NA

Implemented

YES NO NA

Related Party Transactions

YES NO NA

Outstanding Findings:

YES NO NA

Audit Adjustment

YES NO NA

Annual Audit FY 2017-18 (cont.)**Related Party Transactions****Magnolia Educational and Research Foundation**

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities: MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) dba CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA. Additional information is presented in Note 14 to the financial statements. See page 18 of audit report

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2018 and 2017, were \$1,095,870 and \$1,055,710, respectively.

Inter-company Receivable

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company receivable balance of \$588,400 and \$472,932, respectively, from the Foundation.

Intra-Company Payable

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company payable balance of \$149,542 and \$235,325, respectively, from the Foundation

Audit Adjustment

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Net Assets, June 30, 2018, Unaudited Actuals	\$1,935,072
Increase (Decrease) in:	
Accounts Receivable	(54,450)
Intra-company receivable	22,592
Prepaid expenses and other current assets Investment in LLC	
Fixed assets	
 (Increase) Decrease in:	
Accounts payable and accruals	286
Intra-company payable	<u>(8,168)</u>
Net Assets, June 30, 2018, Audited Financial Statement	<u>\$1,895,332</u>

Adjustments were made to the following activities – see page 23 of FY 2017-18 audit.

Financial Condition:

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2018-19 Budget	3,010,833	3,082,865	(72,032)				
2018-19 Actuals As of 6/30/19	2,635,521	2,588,940	46,581	17.43	0.06	1,941,913	Yes/Yes

Results based on above chart for **Magnolia Science Academy #5:**

- The charter has a current Net Operating surplus of \$46,581
- Charter’s working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$1,941,913
- Charter has the required reserves as of 6/30/2019

[\(Link to FCMAT\)](#)
[FCMAT Indicators of Risk or Potential Insolvency](#)

Lack of Data Accuracy, Collection, and Reporting

- Consistently poor data quality in the beginning of the fiscal, however in the last couple of months the monthly reporting has improved.

Recommendations:

- 1) Provide LACOE with timely information regarding financial transactions related to all debt and intercompany transfers.

- 2) Make sure the monthly general ledger contains, prior balance, payee named & amount, and year-to-date balance which ties to Profit & Loss and Balance Sheet each month.

INSTRUCTIONAL PROGRAM REVIEW 2018-19

Charter School:	Magnolia Science Academy 5 (Grades 6-12)	
Date of Visit(s):	08/04/2018; 04/04/2019	
Enrollment:	Expected: 241	Actual: 248
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
1.	<p>The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>	
	<p><i>Magnolia Science Academy 5 (MSA-5) currently serves students in grades 6-11 in Reseda. Magnolia Public School's (MPS) vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-5 provides all students with access to core subjects, including Math, Science, Social Studies, and English Language Arts. In addition, students participate in Physical Education, foreign language study, character education and electives, including Computer, Science Explorers, and Introduction to Engineering.</i></p>	
2.	<p>The charter school staffing is sufficient to carry out the educational program.</p>	
	<p><i>Credentialed instructors appropriately staff MSA-5 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-5 provides an Assistant Principal, a Discipline Coordinator and an Academic Counselor. Instruction for students with disabilities are provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>	
3.	<p>Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>	
	<p><i>MSA-5 provides students a number of supports including power classes, after school tutoring, Saturday School, and 1 on 1 tutoring with staff. The school also provides teaching staff with professional development opportunities around differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p>	
4.	<p>Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>	
	<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>	
5.	<p>The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>	
	<p><i>MSA-5 operates in the San Fernando Valley as an alternative high-achieving school. MSA-5 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, MSA-5 provides opportunities for students to create STEAM focused projects, experiments, and models. Students participate in the annual Magnolia STEAM Expo and county-wide science fairs as well.</i></p>	
6.	<p>The charter school has sought WASC accreditation.</p>	
	<p><i>MSA-5 is currently accredited through the Western Association of Schools and Colleges (WASC).</i></p>	
7.	<p>A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p>	
	<p><i>See attached document from LACOE Business Advisory Services.</i></p>	

B. Services to Special Populations	
1. The charter school follows a process to identify and reclassify students who are English learners (ELs).	<i>Yes, MSA-5 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	<i>MSA-5 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.	<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.	<i>Yes, MSA-5 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials.	<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>All MSA-5 staff attend weekly professional development meetings that take place each Tuesday. These meetings are led by the school's leadership with topics including special education, English learners, student achievement, discipline/behavior, counseling, school safety, required trainings, and addressing student issues with staff. Department staff development meetings are held on a biweekly basis, and grade level teams meet once each month.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-5 administration submitted staff rosters to the LACOE Charter School Office (CSO) during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act.	<i>During both the first and second semester of 2018-19, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.	<i>In addition to holding professional development sessions prior to the opening of school each year, MSA-3 staff participate in symposia twice each year and provided by MPS. Further, MSA-5 staff participate in LACOE trainings and in conferences throughout the school year.</i>

6. The charter school participates in trainings made available through the sponsoring LEA.
MSA-5 staff have participated in all CSO required trainings this year and the school participates in a LACOE PBIS cohort at this time.

E. Ongoing Assessment

1. The charter school participates in CAASPP testing as required for all K-12 schools in California.
MSA-5 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule.

2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.

*Yes, data indicates that MSA-5 is on target at this time to meet renewal requirements. A review of **CAASPP data** for all students shows an increase of 22.1 points in ELA and an increase of 56.3 points in math. In ELA, English learners scores increased by 27.6, Hispanic student scores increased by 27.1, and SED student scores increased by 25 points. Math scores also increased for all groups. English learners increased by 75.9 points, Hispanic students increased by 62.2 points, and SED student scores increased by 61.9 points.*

ADA: *MSA-5 projected student enrollment was 241 students; actual enrollment totaled 248 or 102.9%.*

Resident Schools: *When compared against resident schools in ELA, MSA-5 ranked 1st out of 4 schools. In math, MSA-5 also ranked 1st out of 4 schools.*

2018 CAASPP: Met & Exceeded for Magnolia Science Academy 5 and Resident Schools
6th – 8th Grades

School (Grades)	All		Hispanic		SED		SWD		EL	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Magnolia Science Academy 5 (6-12)	46%	34%	46%	33%	50%	36%	17%	0%	9%	13%
James Madison Middle (6-8)	39%	26%	35%	22%	38%	25%	8%	5%	3%	2%
Northridge Middle (6-8)	27%	18%	24%	15%	26%	18%	2%	1%	1%	2%
William Mulholland Middle (6-8)	42%	29%	40%	28%	41%	28%	10%	7%	3%	1%

"—"=no data available, 10 or fewer students, "©"=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities
Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

3. The charter school has submitted a school accountability report card (SARC) containing the required elements.

MSA-5 has completed and submitted a SARC for 2017-18, which is also on file with the California SBE website.

4. Student achievement data is regularly reported to parents and staff.

The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.

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

<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2018-2019 school year, MSA-5 has implemented the use of the Illuminate platform.</i></p>	
<p>6. Local Control Accountability Plan (LCAP):</p>	
<p>a. Board Approval/Timeliness of Submission:</p>	
<p><i>The 2018-19 LCAP was approved by the MPS Board on June 14, 2018.</i></p>	
<p>b. 2017-18 LCAP Update</p>	
<p><i>The LCAP Annual update addressed all prior year goals. Although the school made significant progress, the LCAP calls for increased attention to students with disabilities for both ELA and math. MSA-5 intends to provide additional professional development for teachers around special education, and they will continue with interventions including Saturday school, Power Math courses and after school tutoring. Survey data shows low student favorability in the areas of growth mindset and self-efficacy. Further, MSA-5 reported a 16% chronic absentee rate.</i></p>	
<p>c. Required Metrics addressed based on type of charter and services offered</p>	
<p><i>Annual goals and action steps based on the state priorities were delineated for all required student groups. The percentage of students who were to have created or demonstrated a STEAM focused project, experiment, model or demo was expected to be at 80%; the actual percentage of students totaled 75%.</i></p>	
<p>d. Student Subgroups</p>	
<p><i>Appropriate goals and action steps were established for all subgroups in alignment with State priorities. Specific focus areas for the upcoming year include increased in-class support for students with special needs including one-to-one teacher support, and small group instruction. MSA-5 will also provide additional professional development for teachers around special education.</i></p>	
<p>Summary</p>	
<p><i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school has implemented additional PBIS strategies and SEL supports for students this year. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth.</i></p>	
<p>Recommendations</p>	
<p><i>MSA-5 should begin to develop a plan for charter renewal. While it just completed its first year of County Board authorization, the uncertainty of the state system of assessment and reporting means it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>	
<p>Report completed by LACOE Lead Reviewer:</p> <p><i>David Downing</i></p> <p>David Downing, Coordinator III</p>	<p>Approved by LACOE Charter School Office Administrator:</p> <p><i>Indra Ciccarelli</i></p> <p>Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p><i>July 1, 2019</i></p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input checked="" type="checkbox"/> Meeting</p> <p><input type="checkbox"/> Phone Conference</p>