



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

Proposed Board Recommendation

Information/Discussion Item

Background

*Oversight Visits Overview*

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

*2019-20 Oversight Visits*

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

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

### *Oversight Visit Reports*

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

#### LAUSD:

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

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

#### CDE:

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

#### SDUSD:

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

#### LACOE:

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

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

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

*Summary / Recommendations from Oversight Visit Reports*

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

GOVERNANCE

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

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Summary of School Performance: MSA-4:

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



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

MSA-Bell:

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

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

Summary of School Performance: MSA-Bell:

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

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

Corrective Action Required

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

Notes:  
None

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



## FISCAL OPERATIONS

Summary of School Performance: MSA-Bell:

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

### Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive.

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

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

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

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

#### 1. Late Fees:

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



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

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

**2. Late Payments to Vendors:**

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

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

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

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

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

MSA-7:

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

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

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

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

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

**Note:**

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

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

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

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

**Budget Implications**

N/A

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

N/A

**Name of Staff Originator:**

David Yilmaz, Chief Accountability Officer

**Exhibits (Attachments):**

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



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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

**MAGNOLIA SCIENCE ACADEMY 4 (MSA4) - 8011**

Name and Location Code of Charter School

### LAUSD Vision

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

### CSD Mission

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

### CSD Core Values

We believe that our success depends on:

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

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

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



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

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





### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

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

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



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



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations</li> <li>Evaluation of school’s executive level leadership</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b>
	<input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b>
	<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b>
	<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b>
		<input type="checkbox"/> Observation of Governing Board meeting
		<input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b>
		<input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b>
		<input checked="" type="checkbox"/> Discussion with leadership
		<input type="checkbox"/> Other: (Specify)

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

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



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

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

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

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





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

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

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

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



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

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

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

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



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

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

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

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



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





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

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

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

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

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

#### Corrective Action Required

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

Notes:

Reclassification Criteria:

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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

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

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

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2018-2019 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(within “Notes” section above) (B2.4)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for At-Risk English Learners 2018-2019 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b>





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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Providing supports for Long Term English Learners 2018-2019 (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school’s percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school’s percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Four-Year Adjusted Cohort Graduation Rate (CDE) <b>(high schools only)</b></li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input checked="" type="checkbox"/> Graduation Requirements <b>(within “Notes” section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only)</b>



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

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

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

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

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

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



**CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS**

**Summary of School Performance**

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

**I. Academic Performance**

**A10: CAASPP ENGLISH LANGUAGE ARTS** -  Grades 3-5  Grades 6-8  Grade 11  
Performance Level Color: Orange  
Change Level: Declined

**A11: CAASPP MATHEMATICS** -  Grades 3-5  Grades 6-8  Grade 11  
Performance Level Color: Red  
Change Level: Declined

**A12: ENGLISH LEARNER PROGRESS** No Color (28.6%, Low, number of EL students is 14 )  
Performance Level Color: Not Applicable  
Change Level: Not Applicable

**A13: COLLEGE/CAREER (high schools only)** No Performance Color (55% prepared, maintained 1.2%)  
Performance Level Color: Not Applicable  
Change Level: Not Applicable

**II. Academic Engagement**

**A14: CHRONIC ABSENTEEISM**  
Performance Level Color: Yellow  
Change Level: Declined

**A15: GRADUATION RATE** No Performance Color (97.6% graduated, increased 1.4%)  
Performance Level Color: Not Applicable  
Change Level: Not Applicable

**III. Conditions and Climate**

**A16: SUSPENSION RATE**  
Performance Level Color: Red  
Change Level: Increased

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



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

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

**Academic Benchmarks and status:**

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

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



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





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

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

Corrective Action Required

Notes:

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

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

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



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

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

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

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



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

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

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

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



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

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served</li> <li>Obtained WASC accreditation (<b>high schools only</b>)</li> <li>Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> <li>Received UC/CSU approval of courses (UC Doorways) (<b>high schools only</b>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation ( <b>B3.3d</b> ) <input checked="" type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3.3i</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> ) <input type="checkbox"/> <del>Classroom-observation</del> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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



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

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

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





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

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

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



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

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

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

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



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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b></li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><b>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</b></p> <ul style="list-style-type: none"> <li>• Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>• Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements <b>(high schools only)</b></li> <li>• Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP</li> <li>• Per SB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020</li> </ul>
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	<p style="text-align: center;"><b>Rubric</b></p>	<p style="text-align: center;"><b>Sources of Evidence</b></p>
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

\*\*required on website

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





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

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

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

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



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



Annual Performance-Based Oversight Visit Report

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

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



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



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

1. The school’s fiscal condition is positive.

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

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

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

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

**1. Late Fees:**

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





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

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

**2. Late Payments to Vendors:**

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



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

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

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

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



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

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

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

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

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

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

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

**2. Intraorganizational Borrowing:**

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



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

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

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

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

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

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



Intraorganization receivables and payables terms include the following:

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

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

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

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

**Corrective Action Required:**

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



**Notes:**

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



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



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

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

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

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



**Fiscal Operations Rubrics**

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

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

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



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





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

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



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

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

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

**SUPPLEMENTAL CRITERIA**

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

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

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP are posted on the charter school’s website; and</li> <li>9. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2020

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2019-2020 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 7 - 8014**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

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





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

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

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

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



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



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

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

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

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



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

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

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

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



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

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

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

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





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

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

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

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



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

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

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

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

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

N/A



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



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

Corrective Action Required

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

Notes:

Reclassification Criteria:

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

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input checked="" type="checkbox"/> None of the school’s subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> None of the school’s subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

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





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

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

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

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

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

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

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

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Providing supports for Long Term English Learners 2018-2019 (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school’s percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>

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

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



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

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

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

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

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

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



**CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS**

**Summary of School Performance**

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

**I. Academic Performance**

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

**Performance Level Color: Orange**

**Change Level: Maintained**

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

**Performance Level Color: Yellow**

**Change Level: Increased**

**A12: English Learner Progress No Color Indicated**

**Performance Level Color: Not Applicable**

**Change Level: Not Applicable**

**A13: College/Career (high schools only)**

**Performance Level Color: Not Applicable**

**Change Level: Not Applicable**

**II. Academic Engagement**

**A14: Chronic Absenteeism**

**Performance Level Color: Orange**

**Change Level: Maintained**

**A15: Graduation Rate**

**Performance Level Color: Not Applicable**

**Change Level: Not Applicable**

**III. Conditions and Climate**

**A16: Suspension Rate**

**Performance Level Color: Blue**

**Change Level: Maintained**



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

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

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

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



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





Areas Noted for Further Growth and/or Improvement

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

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

Corrective Action Required

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

Notes: None

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



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Visitor Policy <input type="checkbox"/> Other: (Specify)



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

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

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

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



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

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served</li> <li>Obtained WASC accreditation (<b>high schools only</b>)</li> <li>Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> <li>Received UC/CSU approval of courses (UC Doorways) (<b>high schools only</b>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3d</b> ) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3.3i</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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



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

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



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

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

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

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

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

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

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

	Rubric	Sources of Evidence





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

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



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

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

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

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

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

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

\*\*required on website



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

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

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



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

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

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

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

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

N/A



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2020

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

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





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



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

- The school's fiscal condition is positive.

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

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

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

**1. Late Fees:**

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



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

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

**2. Late Payments to Vendors:**

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



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

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

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

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



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

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

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

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

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

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

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

**2. Intraorganizational Borrowing:**

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



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

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

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

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

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

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





Intraorganization receivables and payables terms include the following:

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

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

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

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

**Corrective Action Required:**

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

**Notes:**

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



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



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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2020



**Fiscal Operations Rubrics**

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

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

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





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

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



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

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

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

**SUPPLEMENTAL CRITERIA**

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

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

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

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



<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP are posted on the charter school’s website; and</li> <li>9. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><b>Note:</b> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><b>Note:</b> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/21/2020

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2019-2020 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

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





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

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

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

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



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



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

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

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

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



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

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

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

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



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

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

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

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





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

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

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

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



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

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

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

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

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

N/A



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



Notes:

Reclassification Criteria:

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

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



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

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

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

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

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

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

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

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



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

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

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

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





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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2018-2019 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(within “Notes” section above)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Providing supports for At-Risk English Learners 2018-2019 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2017-2018 <b>(B2.1)</b>



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Providing supports for Long Term English Learners 2018-2019 (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>

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

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



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

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

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

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

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

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



**CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS**

**Summary of School Performance**

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

**I. Academic Performance**

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

Performance Level Color: Yellow

Change Level: Increased

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

Performance Level Color: Yellow

Change Level: Increased

A12: English Learner Progress No color assigned

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: College/Career (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

**II. Academic Engagement**

A14: Chronic Absenteeism

Performance Level Color: Yellow

Change Level: Increased

A15: Graduation Rate

Performance Level Color: Not Applicable

Change Level: Not Applicable

**III. Conditions and Climate**

A16: Suspension Rate

Performance Level Color: Yellow

Change Level: Increased We



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

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

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

**Academic Benchmarks:**

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

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



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





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

Corrective Action Required

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

Notes:

None

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



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Visitor Policy <input type="checkbox"/> Other: (Specify)



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

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

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

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



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

*The school has:*

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

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



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

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



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

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

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

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





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

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

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

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



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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (<b>B3.4b</b>)</li> <li><input type="checkbox"/> Interview of teachers and/or other staff</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><b>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</b></p> <ul style="list-style-type: none"> <li>• Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>• Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (<b>high schools only</b>)</li> <li>• Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP</li> <li>• Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020</li> </ul>
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	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input type="checkbox"/> Interview of stakeholders</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

\*\*required on website

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



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

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

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

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



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

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

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

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

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

N/A





Annual Performance-Based Oversight Visit Report

5166 Magnolia Science Academy Bell BELL (PSC)	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,144,147	985,990	925,839	925,839		1,322,185	1,476,455	1,907,434	1,907,434		0	1,359,518	2,529,656	2,529,656
Current Assets		3,008,552	2,971,596	3,404,463	3,404,463		3,329,626	3,449,373	4,095,300	4,095,734		0	4,283,557	4,789,933	4,877,019
Fixed and Other Assets		139,823	139,822	183,684	183,684		174,987	169,250	133,139	133,139		0	45,521	100,297	100,297
<b>Total Assets</b>		<b>3,148,375</b>	<b>3,111,418</b>	<b>3,588,147</b>	<b>3,588,147</b>		<b>3,504,612</b>	<b>3,618,623</b>	<b>4,228,439</b>	<b>4,228,873</b>		<b>0</b>	<b>4,329,078</b>	<b>4,890,230</b>	<b>4,977,316</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		170,501	5,721	255,076	221,748		36,414	183,672	145,551	145,156		0	74,960	654,671	741,755
Other Long Term Liabilities		0	24,000	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>170,501</b>	<b>29,721</b>	<b>255,076</b>	<b>221,748</b>		<b>36,414</b>	<b>183,672</b>	<b>145,551</b>	<b>145,156</b>		<b>0</b>	<b>74,960</b>	<b>654,671</b>	<b>741,755</b>
<b>Net Assets</b>		<b>2,977,874</b>	<b>3,081,697</b>	<b>3,333,071</b>	<b>3,366,399</b>		<b>3,468,198</b>	<b>3,434,951</b>	<b>4,082,888</b>	<b>4,083,717</b>		<b>4,515,037</b>	<b>4,254,118</b>	<b>4,235,559</b>	<b>4,235,561</b>
Total Revenues	5,343,651	5,449,113	5,561,847	5,543,087	5,693,611	5,505,819	5,602,352	5,768,768	5,807,645	5,937,123	5,831,579	5,757,895	5,718,635	5,488,785	5,762,587
Total Expenditures	5,207,010	5,475,413	5,450,998	5,180,863	5,331,387	5,392,319	5,467,225	5,700,216	5,091,156	5,219,805	5,591,228	5,325,745	5,548,233	5,336,943	5,610,743
<b>Net Income / (Loss)</b>	136,641	(26,301)	110,850	362,224	362,224	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	136,641	(26,301)	110,850	362,224	362,224	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844
<b>Net Assets, Beginning</b>	3,062,109	3,061,347	3,061,347	3,061,347	3,004,175	3,081,697	3,333,071	3,333,071	3,366,399	3,366,399	3,434,951	4,082,888	4,082,888	4,082,888	4,083,717
Adj. for restatement / Prior Yr Adj	0	(57,172)	(90,500)	(90,500)	0	0	0	33,328	0	0	0	0	828	829	0
<b>Net Assets, Beginning, Adjusted</b>	3,062,109	3,004,175	2,970,847	2,970,847	3,004,175	3,081,697	3,333,071	3,366,399	3,366,399	3,366,399	3,434,951	4,082,888	4,083,716	4,083,717	4,083,717
<b>Net Assets, End</b>	<b>3,198,750</b>	<b>2,977,874</b>	<b>3,081,697</b>	<b>3,333,071</b>	<b>3,366,399</b>	<b>3,195,197</b>	<b>3,468,198</b>	<b>3,434,951</b>	<b>4,082,888</b>	<b>4,083,717</b>	<b>3,675,303</b>	<b>4,515,037</b>	<b>4,254,118</b>	<b>4,235,559</b>	<b>4,235,561</b>

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



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



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

- The school's fiscal condition is positive.

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

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

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

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

**1. Late Fees:**

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



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

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

**2. Late Payments to Vendors:**

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



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

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

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

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

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

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

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

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



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

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

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

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

**2. Intraorganizational Borrowing:**

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

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

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





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

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

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

Intraorganization receivables and payables terms include the following:

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

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



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

**Notes:**

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



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

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

N/A



**Fiscal Operations Rubrics**

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

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

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



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

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



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

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

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

**SUPPLEMENTAL CRITERIA**

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

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

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP are posted on the charter school’s website; and</li> <li>9. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL (MSA Bell)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/27/2020

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