



Board Agenda Item #	III A- Discussion Item
Date:	October 8, 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. 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	10/4/19; 5/11/20; 5/12/20
MSA-2	LACOE	Yes	11/5/19; 5/18/20; 5/27/20
MSA-3	LACOE	Yes	10/15/19; 5/13/20; 5/14/20
MSA-4	LAUSD	Yes	Zoom meeting on 4/28/20
MSA-5	LACOE	Yes	11/5/19; 5/18/20; 5/19/20
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 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
<b>2019-20</b>				
MSA-4	4	2	3	3
MSA-6	4	3	4	3
MSA-7	4	3	4	3
MSA-BELL	4	3	4	3
<b>2018-19</b>				
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4

CDE:

We 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 received 2019-20 oversight visit reports for MSA-1, 2, 3, and 5 from LACOE. LACOE provided three separate reports for each school in the following areas:

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

*Summary / Recommendations from Oversight Visit Reports*

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

**Magnolia-wide:**

*Governance Review 2019-20*

The full document is attached. Following is an excerpt of the summary and recommendations from the Governance Review document.

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

Fiscal Annual Report

The full documents are attached. Following are excerpts of the results from the Fiscal Annual report.

MSA-1:

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	9,079,285	9,257,152	(177,867)				
2019-20 Actuals As of 5/31/20	7,503,093	6,941,607	561,486	4.79	0.08	5,423,644	Yes/Yes

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

- The charter has a current Net Operating surplus of \$561,486
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$5,423,644
- Charter has the required reserves as of 5/31/2020

MSA-2:

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	5,507,779	5,717,154	(209,375)				
2019-20 Actuals As of 5/31/20	4,661,231	3,970,602	690,629	3.28	0.34	1,707,181	Yes/Yes

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

- The charter has a current Net Operating surplus of \$690,629
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$1,707,181
- Charter has the required reserves as of 5/31/2020

**MSA-3:**

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	6,039,043	6,511,063	(472,020)				
2019-20 Actuals As of 5/31/20	5,054,465	5,359,267	(304,802)	2.83	0.52	742,206	Yes/Yes

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

- The charter has a current Net Operating deficit of **(\$304,802)**
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$742,206
- Charter has the required reserves as of 5/31/2020

**MSA-5:**

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	3,490,313	3,483,785	6,528				
2019-20 Actuals As of 5/31/2020	2,818,050	2,676,186	141,864	3.33	0.19	1,923,871	Yes/Yes

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

- The charter has a current Net Operating surplus of \$141,864
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$1,923,871
- Charter has the required reserves as of 5/31/2020

*Instructional Program Review 2019-20*

The full documents are attached. Following are excerpts of the summary and recommendations from the Instructional Program Review documents.

**MSA-1:**

**Summary**

*MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school has completed the construction of a new high school building. The school has established a system of internal benchmarking and processes for ongoing data analysis.*

*When the school was closed due to COVID 19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers taking a leadership role in presenting to colleagues.*

**Recommendations**

*The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*

**MSA-2:**

**Summary**

*The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special*

*needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Throughout the school closure period this year, MSA-2 operationalized a program of study through distance learning for students. Observations of classroom sessions and professional development sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-2 staff continued to make home visits and provide food drop off for families during the COVID-19 pandemic. MSA-2 staff were successful in making a quick transition to online learning this year, and showed particular strength in implementing SEL and relationship building with students. MSA-2 has established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.*

**Recommendations**

*As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways. Specifically, it is recommended that existing courses be reviewed for possible approval as CTE survey courses and potentially integrated into a specific industry sector pathway. Students should also be exposed to certification opportunities at the college level, particularly during this period of online and hybrid instruction.*

*The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*

**MSA-3:**

Summary
<p>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth. Noted in data reported in the school's LCAP and on the California Dashboard, student groups have experienced declines in both ELA and Math. Throughout the school closure period this year, MSA-3 operationalized a program of study through distance learning for students. Observations of classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-3 maintained regularly scheduled professional development sessions for staff online. MSA-3 has established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.</p>
Recommendations
<p>As there will be a new principal for MSA-3 beginning in the 2020-21 school year, it will be critical to establish schoolwide expectations for student behavior, and to consistently implement clearly defined policies for students and staff.</p> <p>Based upon parent communication with LACOE this past year, it will also be essential for leadership to establish relationship and a collaborative culture with parents and families of MSA-3 students.</p> <p>The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</p>

**MSA-5:**

Summary
<p>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth. Throughout the school closure period this year, MSA-5 operationalized a program of study through distance learning for students. Observations of classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. MSA-5 has also established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.</p>
Recommendations
<p>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.</p> <p>In addition, school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</p>



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-1, 2, 3, and 5




**GOVERNANCE REVIEW 2019-2020**

Charter School:	<b>Magnolia Science Academy (MSA) 1, 2, 3, 5</b>
Charter Term:	<b>2017-2022 (MSA 1, 2, 3) - 2018-23 (MSA 5)</b>
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>	
<b>A. Organizational Management</b>	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> <li>a. Solely a charter school</li> <li>b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations)</li> <li>c. If b, describe the structure</li> </ul>	
<p><i>The four schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p>	
<p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>	
<p><i>LACOE was provided with all relevant documents including articles of incorporation.</i></p>	
<p>3. There is a list or roster of governing board members.</p>	
<p><i>The current list identifies six board members. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. On October 6, 2019, Dr. Saken Sherkanov submitted his resignation from the MPS Board. Board member Shohrat Geldiyev resigned from the Board in March 2020 and was replaced by Mr. Mekan Muhammadov, who was approved by the MPS Board on April 23, 2020.</i></p>	
<p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p>	
<p><i>According to the charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plan for MSA-1, 2, 3, and 5 on June 13, 2019. The Board maintains an Academic Committee which oversees instructional evaluation.</i></p>	
<p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>	
<p><i>The Chief Financial Officer and back office provider provide financial reports and updates during board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools, and adjusts the budget and operations as necessary. In addition, the board regularly requests increased clarity and explicit detail from central office staff regarding budget items and the purpose of expenditures.</i></p>	
<p>6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p>	
<p><i>A review of audio recordings and meeting documentation indicates that the governing board understands the annual budget, including the short and long-term financial outlook of each school.</i></p>	
<p>7. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.</p>	
<p><i>The governing board, charter organization, and school leadership exhibit clear boundaries and separation of responsibilities. No current board members exhibit conflicts as staff members or through financial interest. One Board member, Charlotte Brimmer, stepped down from her position on the board</i></p>	

<p><i>to assume a consulting role with Magnolia assisting with and advising on construction projects. In addition, former board member Dr. Saken Sherkanov has recently been named CFO for Magnolia Public Schools, replacing Nanie Montijo.</i></p>
<p><b>B. Capacity/Composition</b></p>
<p>1. Some of the governing board members have previous governance experience.</p>
<p><i>Yes, some of the governing board members have previous governance experience.</i></p>
<p>2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090.</p>
<p><i>LACOE is in receipt of an approved conflict of interest policy and code. The current board appears to be free from any perceived or real conflict of interests.</i></p>
<p>3. The governing board represents strong diversity relevant to the community and the charter school population.</p>
<p><i>In 2017-18, the MPS Board added two members of the community who added diversity and relevance to the school community. This was in response to LACOE concerns regarding diversity and concern that board meetings take place in person, and within the boundaries of the area in which the schools are authorized. When selecting any future board members, it will be important for Magnolia to seek qualified candidates for board openings that represent the local community.</i></p>
<p>4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.</p>
<p><i>Current board members bring expertise in the legal field, finance, higher education, engineering, local government, medicine, and social services.</i></p>
<p><b>C. Structure</b></p>
<p>1. The composition of the governing board is consistent with the approved charter.</p>
<p><i>Yes.</i></p>
<p>2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.</p>
<p><i>Yes, the board has given evidence that they are able to govern effectively and could continue to do so in their current form.</i></p>
<p>3. The governing board has bylaws that are comprehensive and that include a reasonable term limit.</p>
<p><i>Yes, the governing board bylaws are comprehensive and have an existing term limit of five years.</i></p>
<p>4. The governing board appears to fully understand the bylaws and their implications.</p>
<p><i>Yes.</i></p>
<p>5. The governing board has identified officers.</p>
<p><i>The current board recognizes a president, secretary and treasurer.</i></p>
<p>6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.</p>
<p><i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, president, vice presidents, secretary and treasurer.</i></p>
<p>7. The bylaws delineate committees and provide detailed job descriptions for these committees.</p>
<p><i>The bylaws discuss the creation of and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. At this time, the board maintains academic, finance, facility, and nominating committees.</i></p>

<b>D. Clarity</b>	
1. The governing board actively discusses which elements of key decision are governance vs. management.	<i>A review of audio recordings demonstrate a clear delineation between governance and management. The board has not attempted solving school management issues on its own.</i>
2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.	<i>Yes, the board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.	<i>Yes, the board has demonstrated an understanding of this rule and its effective execution.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.	<i>Yes, a review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair and the full board.</i>
<b>E. Meetings</b>	
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.	<i>The board meets on a monthly basis. Committees of the board meet during the other weeks of the month, with special board meetings held as needed. In addition, from the outbreak of COVID 19, Magnolia has introduced weekly special meetings to provide up to date reporting on the actions being taken by the schools, and to review legislative policies and updates during the pandemic. All meetings comply with the requirements of the Brown Act.</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> <li>a. Regularly scheduled meetings with appropriate public notice</li> <li>b. Brown Act training and meeting compliance</li> <li>c. Availability of meeting minutes</li> </ul>	<i>All board meetings are compliant with the Brown Act. Board members participate in Brown Act training, and meeting agendas are posted and available on the school and organization websites.</i>
3. The governing board has resolutions and board-adopted policies related to the following: <ul style="list-style-type: none"> <li>a. Conflict of interest</li> <li>b. Handbooks: parent, student, employee</li> <li>c. Student and employee discipline and due process</li> <li>d. Parent complaint resolution and due process</li> <li>e. Internal controls policies and related forms and systems</li> <li>f. Bank signature authorizations</li> <li>g. Harassment: student, staff</li> <li>h. Safety plan</li> <li>i. Immunization records</li> <li>j. Family Educational Rights and Privacy Act (FERPA): Policy and notices</li> <li>k. Section 504 compliance</li> <li>l. Allowable purchases and purchasing authority</li> <li>m. Uniform Complaint Procedures</li> </ul>	<i>Yes, the board has adopted policies related to all of the above concerns.</i>

4. Material revisions to the charter have been approved by the governing board. <i>The school did not submit any material revisions for the current school year.</i>	
<b>F. Parent and Staff Involvement</b>	
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school. <i>In addition to holding regular parent and staff meetings, parents have regular email and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents and staff members and teachers during their public meetings.</i>	
<b>Summary:</b> <i>The current board consists of six members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>	
<b>Recommendations:</b>	
<ol style="list-style-type: none"> <li>1. Board members should continue to participate in annual Brown Act training.</li> <li>2. Board members should all receive training in the procedures for student expulsion, including due process rights for students and parents.</li> <li>3. The Board should make every effort to have as many members physically present as possible during regularly scheduled meetings.</li> <li>4. Future Board recruitment should focus on membership from the local community.</li> </ol>	
Report completed by LACOE Lead Reviewer: <i>David C. Downing</i> <small>David C. Downing (Aug 18, 2020 15:37 PDT)</small>	Approved by LACOE Charter School Office Administrator: 
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:  August 11, 2020	Report provided to charter school via: <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference

## INSTRUCTIONAL PROGRAM REVIEW 2019-20

Charter School:	<b>Magnolia Science Academy 1 (Grades 6-12)</b>	
Date of Visit(s):	<b>10/04/2019; 05/11/2020; 05/12/2020</b>	
Enrollment:	<b>Expected: 795</b>	<b>Actual: 644</b>
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
<b>A. Educational Program</b>		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MPS' vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. The core curriculum for MSA-1 is based upon the UC/CSU A-G course requirements, and includes 13 advanced placement courses, and a selection of elective courses that complement the school's focus on STEAM education. MSA-1 maintains a successful VEX Robotics program, and has established an agreement with Mission College to offer college courses on campus during the school year.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-1 at this time, including several teacher interns through an agreement with California State University Northridge (CSUN). In addition to the regular teaching staff, MSA-1 provides two academic deans, an EL coordinator, and a team of Education Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those needing credit recovery.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. MSA-1 now offers dual enrollment opportunities for students through Mission College.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>MSA-1 continues to be successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, school teams regularly compete in STEAM related activities, including robotics. MSA-1 was recently ranked 1<sup>st</sup> on the Innovate Schools</i></p>		

<i>list of Top Public Schools for Low-income Latino Students. The school intends to launch an International Baccalaureate program upon completion of their new high school building project.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-1 is currently accredited through the Western Association of Schools and Colleges (WASC) until June 30, 2022.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See attached document from LACOE Business Advisory Services.</i>
<b>B. Services to Special Populations</b>
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-1 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. One overdue IEP was reported in the December Quarterly Report. The final report for the year shows zero overdue IEPs and zero services owed.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>MSA-1 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn.</i>
<b>C. Curricular Materials</b>
1. The charter school uses state standards-based instructional materials.
<i>MSA-1 uses California standards-based instructional materials from approved publishers.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>MSA-1 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>
1. The charter school staff has received legally required trainings.
<i>The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.



- All MSA-1 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis, explicit direct instruction, and providing modifications and accommodations for students.*
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.
- MSA-1 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that staff members hold an appropriate English Learner and/or special education credential and authorization.*
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.
- During both the first and second semesters of 2019-20, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.*
5. The charter school participates in trainings made available through LACOE.
- MSA-1 administration attended LACOE required meetings this school year. In addition, the school is now participating in LACOE PBIS training.*

**E. Ongoing Assessment**

1. The charter school participates in CAASPP testing as required for all K-12 schools in California.
- MSA-1 participates in required CAASPP testing, as evidenced by the previous year's test scores and testing schedule. CAASPP testing did not take place during the 2019-20 school year by order of the CDE during the COVID-19 pandemic.*
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.
- Yes, data indicates that MSA-1 is on target at this time, to meet renewal requirements. A review of **CAASPP data** for all students in 2019 show a decline of 3.8 points in ELA and that the school maintained its point totals in math. According to the California dashboard, in ELA, English learners are scoring in the Yellow zone, with Hispanic, SED and students with disabilities scoring in the Orange zone. Math scores indicate that students are scoring in the same zones for both ELA and math.*
- Resident Schools:** When compared against resident schools in ELA, MSA-1 ranked 4<sup>th</sup> out of 10 schools. In math, MSA-1 also ranked 4<sup>th</sup> out of 10 schools.*

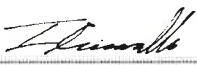
**Academic Performance of Charter and Resident Schools  
2019 California Assessment of Student Performance and Progress (CAASPP)**

School (Grade)	Grade Levels	% Charter School's Enrollment	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
			All	SED	AA	Hisp	SWD	EL	F Y	HY	All	SED	AA	Hisp	SWD	EL	F Y	HY
Magnolia Science Academy	6-12		44.78	44.38	NA	42.42	8.62	3.03			30.13	27.72	NA	27.16	5.17	9.09		
Birmingham HS	9-12	7.6	65.51	65.94	57.69	65.62	25.37	7.15			33.23	33.45	15.38	33.44	4.48	8.93		
Canoga Park HS	9-12	1.7	57.9	58.37	50	57.79	18.61	9.38			11.32	10.66	8.33	9.67	0	0		
Chatsworth HS	9-12	1.7	60.69	57.61	38.09	61.69	15.38	6.67			29.16	25.93	31.58	24.75	5.13	6.67		

School (Grade)	Grade Levels	% Charter School's Enrollment	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
			All	SED	AA	Hisp	SWD	EL	F Y	HY	All	SED	AA	Hisp	SWD	EL	F Y	HY
Cleveland HS	9-12	12.0	68.83	60.24	75	56.76	12.5	5.08		47.62	42.47	30.84	35	25.47	5.36	6.77		9.52
Fullon College Prep	6-12	3.1	27.77	27.68	42.11	26.17	2.75	1.28		20.46	10.92	10.62	23.81	9.27	0.93	0.56		6.82
Mulholland MS	6-8	19.6	43.34	42.32	58.82	41.54	8.88	3.74		40.55	31.68	30.39	32.35	29.15	6.54	5.72		33.33
Northridge MS	6-8	11.2	25.1	23.65	19.23	21.42	3.4	3.88		18.76	17.21	16.77	0	14.81	2.04	5.79		18.18
Reseda Charter HS	9-12	28.5	44.25	43.42	15.38	40.39	16.28	7.41			30.21	29.88	7.69	27.94	6.82	12.96		
John Sutter MS	6-8	3.3	22.23	21.4	15.63	21.25	2.8	1.18		15.15	15.28	14.42	21.88	13.08	2.13	1.05		5.56

\*-- no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth  
Source: Retrieved from CDE DataQuest CASSPP Test Results

3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.  
*MSA-1 has completed and submitted a SARC for 2019-2020, which is also on file with the California SBE website. The school also submitted an Annual report to LACOE. All documentation was submitted in a timely manner.*
4. Student achievement data is regularly reported to parents and staff.  
*The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Parent/teacher conferences are held once each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.*
5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.  
*The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention and corresponding instructional planning. For the 2019-2020 school year, MSA-1 continues to use the Illuminate platform.*
6. The charter school has implemented actions to address identified areas for improvement.  
*On the California dashboard, MSA-1 shows zero student groups scoring in the Red zone. The school reports that special education students continue to need assistance in math, and English learners need to show improvement in ELA. MSA-1 reports having taken the following steps to address these specific areas of need: Power classes are implementing increased digital content for students, including Flex Literacy, Khan Academy, NextGen Math and MobyMath. In addition, English classes provide students with opportunities to use Study Sync for ELD. Further, teachers receive ongoing professional development focused on areas of student need.*
7. Local Control Accountability Plan (LCAP):
  - a. Board Approval/Timeliness of Submission:  
*The MPS Board approved the LCAP for MSA-1 during their meeting of June 13, 2019.*

b. 2018-19 LCAP Update	
<i>MSA-1 has established goals to improve instruction and intervention opportunities for English learners. Specific strategies include the use of linguistically and culturally relevant materials, one-to-one teacher support, bi-lingual instructional assistants to provide assistance in primary language, use of CHATS framework in class, and providing professional development and training for teachers.</i>	
c. Required Metrics addressed based on type of charter and services offered	
<i>No missing metrics or state priorities were noted</i>	
d. Student Subgroups	
<i>MSA-1 has established annual goals for all significant subgroups.</i>	
<b>F. Facilities and Operations</b>	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
<i>MSA-1 has recently completed the construction of its new high school building. That building is now fully operational. MSA-1 has also vacated the temporary campus facility (Amigo Campus). The LACOE Facilities Inspection Report shows zero findings or notices of correction.</i>	
2. The charter school maintains proper documentation related to student safety	
<i>Yes, MSA-1 maintains proper documentation related to student safety.</i>	
<b>Summary</b>	
<i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school has completed the construction of a new high school building. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i>	
<i>When the school was closed due to COVID 19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers taking a leadership role in presenting to colleagues.</i>	
<b>Recommendations</b>	
<i>The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>	
Report completed by LACOE Lead Reviewer	Approved by LACOE Charter School Office Administrator:
<i>David C. Downing</i> David C. Downing (Aug 18, 2020 15:37 PDT)	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
August 10, 2020	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference



## INSTRUCTIONAL PROGRAM REVIEW 2019-20

Charter School:	<b>Magnolia Science Academy 2 (Grades 6-12)</b>	
Date of Visit(s):	<b>11/05/2019; 05/18/2020; 05/27/2020</b>	
Enrollment:	<b>Expected: 473</b>	<b>Actual: 437</b>
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
<b>A. Educational Program</b>		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-2 (MSA-2 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 has received Western Association of Schools and Colleges (WASC) accreditation through June 30, 2021. The core curriculum is based upon the UC/CSU A-G course requirements, and includes Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Drones, Computer Science, Programming, and Studio Art.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-2 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides three Academic Deans, and one College/Career Counselor. In addition, support staff include a school psychologist, and a parent and community engagement coordinator. Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-2 teachers provide differentiated instructional experiences within the classroom for students. Students needing further assistance work with their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those in need of credit recovery. MSA-2 has implemented the ALEKS program for math, and Flocabulary to support English learners during Power classes.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school field's competitive teams in STEAM related activities, including Vex Robotics and Drones.</i></p>		
<p>6. The charter school has sought WASC accreditation.</p>		
<p><i>MSA-2 is currently accredited through the WASC. Accreditation status is through June 30, 2021.</i></p>		

7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school. <i>See the attached financial review provided by LACOE Business Advisory Services.</i>
<b>B. Services to Special Populations</b>
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education. <i>Yes, MSA-2 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The reports also show zero delinquent IEPs, and zero services owed.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs. <i>In addition to the implementation of instruction and use of classroom and intervention curriculum, MSA-2 students receive service in Speech and Language, Occupational and Physical Therapy, Psychological services, and Counseling by certificated staff and MFT interns.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs). <i>Yes, MSA-2 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
<b>C. Curricular Materials</b>
1. The charter school uses state standards-based instructional materials. <i>MSA-2 uses California standards-based instructional materials in all disciplines, primarily from McGraw Hill Publishing.</i>
2. The charter school uses instructional materials that address the specific needs of special education students. <i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners. <i>Yes, MSA-2 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials. <i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>
1. The charter school staff has received legally required trainings. <i>MSA-2 staff are required to complete mandatory trainings using their online portal (Safe Schools). The school provided the Charter School Office (CSO) with a matrix of all professional development, including the dates for legally required trainings.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. <i>All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings with topics including student achievement, online and distance learning, remote testing, Reading, and technology planning. All teachers attend bi-weekly department and staff development meetings focused on the instructional program.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.

<p><i>MSA-2 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i></p>
<p>4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.</p>
<p><i>During both the first and second semester of 2019-20, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects</i></p>
<p>5. The charter school participates in trainings made available through LACOE.</p>
<p><i>MSA-2 administration attended LACOE required meetings this school year. In addition, the school is currently in a cohort participating in LACOE PBIS training, TEAL Program, TIER 2 Administrative Credential, BTSAs induction, Suicide prevention, and LCAP offerings.</i></p>
<p><b>E. Ongoing Assessment</b></p>
<p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p>
<p><i>MSA-2 participates in required CAASPP testing, as evidenced by the previous year's test scores and testing schedule. CAASPP testing did not take place during the 2019-20 school year by order of the CDE during the COVID-19 pandemic.</i></p>
<p>2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p><b>California Dashboard:</b> <i>The Graduation Rate was 97.6% in 2019, an increase of 7.9%.</i></p> <p><b>College and Career indicator:</b> <i>60.5% are at the prepared level; an increase of 2.6%</i></p> <p><b>2019 CAASPP scores show an increase in ELA for all students of 20.8 points. Mathematics scores for all students increased by 5.6 points. Students with disabilities were no longer in the lowest performance category (Red). The CA Dashboard indicates that 71% of ELs are making progress toward English language proficiency.</b></p> <p><i>When compared against resident schools, MSA-2 ranked 5<sup>th</sup> out of 9 resident schools in ELA, and 5<sup>th</sup> of 9 resident schools in math.</i></p>
<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-2 has completed and submitted a SARC for 2019-20 which is on file with the CDE, and submitted an annual report to LACOE in a timely manner. All measurable outcomes have been addressed, including goals and metrics for areas of deficiency.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>
<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional</i></p>

<p><i>planning. During the 2019-2020 school year, MSA-2 has continued the use of the Illuminate platform and NWEA MAP testing.</i></p>
<p>6. The charter school has implemented actions to address identified areas for improvement. <i>MSA-2 dashboard indicators show nothing in red at this time. Noted was improvement in special education achievement and reduction in chronic absenteeism rates.</i></p>
<p>7. Local Control Accountability Plan (LCAP):</p>
<p>a. Board Approval/Timeliness of Submission: <i>The MPS Board approved the LCAP at their regular board meeting of June 13, 2019. All documents were submitted to LACOE in a timely manner.</i></p>
<p>b. 2018-19 LCAP Update <i>MSA-2 has a 96% graduation rate at this time. The school tracks individual student diploma requirements throughout their four years. In addition, students may recover any missing credit during summer or regular terms. Students may also take college courses to earn dual-enrollment credits and advance with their requirements.</i>  <i>MSA-2's suspension rate remains low. They continue to implement their Positive Behavior Intervention System to promote positive behavior and culture.</i>  <i>The English Learner Progress is high, and students are supported through designated ELD classes and in core classes.</i>  <i>MSA-2 students have shown significant improvement in math scores overall and for subgroups. Students continuously receive intervention support in regular classes. After school tutoring and Saturday school continue to be available to those students who need additional support.</i>  <i>ELA scores declined by 3.9 points. To support teachers and students, MSA-2 uses online resources like MobyMax, Flocabulary, Readworks, and NewsELA to differentiate and target intervention. In addition, teachers receive support to implement the Study Sync curriculum. Further, MSA-2 intends to use interim assessments (IAB and ICA) for student practice and to monitor that data to improve and target instruction.</i></p>
<p>c. Required Metrics addressed based on type of charter and services offered <i>No missing metrics or state priorities were noted.</i></p>
<p>d. Student Subgroups <i>MSA-2 has provided annual goals and specific targets for all significant subgroups.</i></p>
<p><b>F. Facilities and Operations</b></p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition. <i>MSA-2 is located on the Birmingham High School campus and maintains a shared use agreement with LAUSD. MSA-2 staff are working toward approval and installation of a shade structure and installation of additional portable bungalows to complement their existing structures. Annual inspection documents indicate the need for restroom upgrades and ramps toward full ADA compliance.</i></p>
<p>2. The charter school maintains proper documentation related to student safety <i>Yes, MSA-2 maintains proper documentation related to student safety.</i></p>
<p><b>Summary</b> <i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special</i></p>


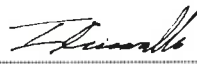


needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Throughout the school closure period this year, MSA-2 operationalized a program of study through distance learning for students. Observations of classroom sessions and professional development sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-2 staff continued to make home visits and provide food drop off for families during the COVID-19 pandemic. MSA-2 staff were successful in making a quick transition to online learning this year, and showed particular strength in implementing SEL and relationship building with students. MSA-2 has established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.

**Recommendations**

As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways. Specifically, it is recommended that existing courses be reviewed for possible approval as CTE survey courses and potentially integrated into a specific industry sector pathway. Students should also be exposed to certification opportunities at the college level, particularly during this period of online and hybrid instruction.

The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.

Report completed by LACOE Lead Reviewer:   <small>David C. Downing (Aug 18, 2020 15:37 PDT)</small>  David Downing, Coordinator III	Approved by LACOE Charter School Office Administrator:    Indra Ciccarelli, Director II
Date report provided to the charter school:  August 6, 2020	Report provided to charter school via: <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference





## INSTRUCTIONAL PROGRAM REVIEW 2019-20

Charter School:	<b>Magnolia Science Academy 3 (Grades 6-12)</b>	
Date of Visit(s):	<b>10/15/2019; 05/13/2020; 05/14/2020</b>	
Enrollment:	<b>Expected: 449</b>	<b>Actual: 482</b>
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
<b>A. Educational Program</b>		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena, California. Two years later, MSA-3 moved to its current space collocating with Curtis Middle in Carson, California, under proposition 39. MSA-3 revolves around its STEAM and college-readiness environment built into its mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering &amp; science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-3 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, the MSA-3 administrative team includes the Principal, Vice Principal, Dean of Students, Dean of Academics and a College/Career Counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-3 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. Further, instruction is offered on Saturdays for students needing assistance.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>Yes. MSA-3 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts/athletics and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. Further,</i></p>		

<i>the school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-3 is currently accredited through the Western Association of Schools and Colleges (WASC) through 2021.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See attached document from LACOE Business Advisory Services.</i>
<b>B. Services to Special Populations</b>
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-3 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. In Fall of 2019, MSA-3 reported having two students with overdue IEPs. The report of December 6, 2019 shows one overdue IEP. The third quarter report shows zero overdue reports.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>Yes, MSA-3 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
<b>C. Curricular Materials</b>
1. The charter school uses state standards-based instructional materials.
<i>MSA-3 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-3 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>
1. The charter school staff has received legally required trainings.
<i>MSA-3 provided the Charter School Office (CSO) with a matrix of all required trainings which are conducted prior to the opening of the school year in August.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.

<p><i>MSA-3 holds professional development meetings each Monday with rotating foci, including climate and culture, PLCs, teacher collaboration, grade level meetings and model lesson presentation. In addition, teachers participate in trainings through LACOE (PBIS and MAS), conference attendance, and symposia conducted by MPS each fall and spring.</i></p>
<p>3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.</p>
<p><i>MSA-3 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i></p>
<p>4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.</p>
<p><i>During both the first and second semester of the school year, staff credential lists were cross-checked with the school master schedule to ensure that credentialed teachers are teaching core subjects.</i></p>
<p>5. The charter school participates in trainings made available through LACOE.</p>
<p><i>Yes, MSA-3 staff are currently part of a LACOE PBIS cohort and the school has participated in all CSO required trainings.</i></p>
<p><b>E. Ongoing Assessment</b></p>
<p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p>
<p><i>MSA-3 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule. CAASPP testing was not conducted in 2019-20 per the CDE directives during the COVID-19 pandemic.</i></p>
<p>2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p><b>California Dashboard:</b> <b>CAASPP data</b> for all students in 2018-19 in ELA shows that MSA-3, declined by 21.2 points. Subgroup data on the California Dashboard shows English learners in the Red zone, with SED, African-American and Hispanic students in the Orange category.  <b>CAASPP scores</b> in math show that all students in the Orange zone, with a decline of 13.8 points. English learners and Students with Disabilities and African-American students were in the Red zone.  <i>When compared against resident schools in ELA, MSA-3 ranked 5<sup>th</sup> of 10 schools. In math, MSA-3 ranked 5<sup>th</sup> of 10 schools overall.</i></p>
<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-3 has completed and submitted an Annual Report and SARC for 2019-20 to LACOE. The SARC is also on file with the California SBE website.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>

5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.
<i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2019-2020 school year, MSA-3 continues the use of the Illuminate platform.</i>
6. The charter school has implemented actions to address identified areas for improvement.
<i>Yes, MSA-3 has established a system for ongoing data analysis followed by intervention and examination of interventions and their level of success. Actions have been planned for and implemented to address identified areas for improvement.</i>
7. Local Control Accountability Plan (LCAP):
a. Board Approval/Timeliness of Submission:
<i>The MPS Board approved the LCAP at their regular board meeting of June 13, 2019. All documents were submitted to LACOE in a timely manner.</i>
b. 2018-19 LCAP Update
<i>MSA-3 reports that student suspension remains an ongoing problem. The school continues to participate in LACOE PBIS training and are implementing restorative practices. According to survey results, students need to improve in the following: climate of support for academic learning; discipline, rules and norms; safety, sense of belonging. The school reports that safety is a concern expressed by staff. MSA-3 reports that there are too many fights and that additional support is needed. The school states that students will read <i>The Leader in Me</i> and <i>7 Habits of Highly Effective Teens</i> during SSR, and will review the character traits required to reduce suspension rates.</i>
<b>CAASPP data</b> for all students in 2018-19 in ELA shows that MSA-3, declined by 21.2 points. Subgroup data on the California Dashboard shows English learners in the Red zone, with SED, African-American and Hispanic students in the Orange category. The school reports that professional development days are coordinated by the Vice-Principal and Dean of Academics every six weeks to assist teachers in supporting students with greatest need.
<b>CAASPP scores</b> in math show that all students in the Orange zone, with a decline of 13.8 points. English learners, Students with Disabilities and African-American students were in the Red zone.
<i>When compared against resident schools in ELA, MSA-3 ranked 5<sup>th</sup> of 10 schools. In math, MSA-3 ranked 5<sup>th</sup> of 10 schools overall.</i>
<i>Based upon input from the schools' LCAP committee, the following actions will be taken during the upcoming school year: improvements in designated and integrated ELD; expansion of after school, Saturday school and summer school opportunities; providing counseling and behavior support services to students; improve teacher observation and evaluation systems; improve college preparedness through career exploration and college planning; expand STEAM-based programs and activities; investing in effective technology, blended learning and differentiated instruction.</i>
c. Required Metrics addressed based on type of charter and services offered
<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups
<i>MSA-3 has provided annual goals and specific targets for all significant subgroups.</i>

<b>F. Facilities and Operations</b>	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
<i>No findings were noted on the LACOE facilities inspection report. MSA-3 is co-located on the LAUSD campus of Curtis Middle School.</i>	
2. The charter school maintains proper documentation related to student safety	
<i>Campus visits indicate that MSA-3 maintains proper documentation related to student safety.</i>	
<b>Summary</b>	
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth. Noted in data reported in the school's LCAP and on the California Dashboard, student groups have experienced declines in both ELA and Math. Throughout the school closure period this year, MSA-3 operationalized a program of study through distance learning for students. Observations of classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-3 maintained regularly scheduled professional development sessions for staff online. MSA-3 has established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.</i></p>	
<b>Recommendations</b>	
<p><i>As there will be a new principal for MSA-3 beginning in the 2020-21 school year, it will be critical to establish schoolwide expectations for student behavior, and to consistently implement clearly defined policies for students and staff.</i></p> <p><i>Based upon parent communication with LACOE this past year, it will also be essential for leadership to establish relationship and a collaborative culture with parents and families of MSA-3 students.</i></p> <p><i>The school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
 <small>David C. Downing (Aug 18, 2020 15:37 PDT)</small>	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
August 7, 2020	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference





### INSTRUCTIONAL PROGRAM REVIEW 2019-20

Charter School:	<b>Magnolia Science Academy 5 (Grades 6-12)</b>	
Date of Visit(s):	<b>11/05/2019; 05/18/2020; 05/19/2020</b>	
Enrollment:	<b>Expected: 448</b>	<b>Actual: 274</b>
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
<b>A. Educational Program</b>		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-5 at this time, and the school maintains a student to teacher ratio of 25 to 1 or fewer in each classroom. Beyond the regular teaching staff, MSA-5 provides an Assistant Principal, a Dean of Students an EL Coordinator, SPED Coordinator, School Psychologist and Academic Counselor. Instruction for students with disabilities are provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-5 provides students a number of supports including power classes, after school tutoring, Saturday School, small group and 1 on 1 tutoring with staff. The school also provides teaching staff with professional development opportunities around SEL, PBIS, MTSS, online learning, differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		
<p><i>MSA-5 operates in the San Fernando Valley as an alternative high-achieving school. MSA-5 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, MSA-5 provides opportunities for students to create STEAM focused projects, experiments, and models. Students participate in the annual Magnolia STEAM Expo and county-wide science fairs as well.</i></p> <p><i>On March 13, 2020, MPS leadership closed the operations in all school sites. MPS home office then collaborated with school teams to develop and implement distance learning plans. Distance learning in MPS includes both virtual and non-virtual instruction. All teachers are providing high quality distance learning using the proposed curricula and specific instructional strategies.</i></p>		

6. The charter school has sought WASC accreditation.
<i>MSA-5 is currently accredited through the Western Association of Schools and Colleges (WASC).</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See attached document from LACOE Business Advisory Services.</i>
<b>B. Services to Special Populations</b>
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-5 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate number of students per teacher on each caseload. One student was reported as being owed 30 minutes of DHH and 20 of RSP services due to his having been hospitalized.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>Yes, MSA-5 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
<b>C. Curricular Materials</b>
1. The charter school uses state standards-based instructional materials.
<i>MSA-5 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-5 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>
1. The charter school staff has received legally required trainings.
<i>The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.
<i>All MSA-5 staff attend weekly professional development meetings that take place each Tuesday. These meetings are led by the school's leadership with topics including special education, English learners, student achievement, discipline/behavior, counseling, school safety, required trainings, SEL, MTSS, and addressing student issues with staff. Department staff development meetings are held on a biweekly basis, and grade level teams meet once each month.</i>

3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.
<i>MSA-5 administration submitted staff rosters to the LACOE Charter School Office (CSO) during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.
<i>During both the first and second semester of 2019-20, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.
<i>MSA-5 staff participated in the Fall CSO training for all charters at LACOE. In addition, MSA-5 receives ongoing training in PBIS from LACOE staff in addition to EL coordinator training, CCSS Webinars, LCAP, TEAL training and support for students with disabilities.</i>

**E. Ongoing Assessment**

1. The charter school participates in CAASPP testing as required for all K-12 schools in California.
<i>MSA-5 participates in required CAASPP testing, as evidenced by the previous year's test scores and testing schedule. CAASPP testing did not take place during the 2019-20 school year by order of the CDE during the COVID-19 pandemic</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.
<i>Yes, data indicates that MSA-5 is on target at this time, to meet renewal requirements. A review of <b>CAASPP data</b> for all students shows an increase of 22.1 points in ELA and an increase of 56.3 points in math. In ELA, English learners scores increased by 27.6, Hispanic student scores increased by 27.1, and SED student scores increased by 25 points. Math scores also increased for all groups. English learners increased by 75.9 points, Hispanic students increased by 62.2 points, and SED student scores increased by 61.9 points.</i>
<i><b>Resident Schools:</b> When compared against resident schools in ELA, MSA-5 ranked 1<sup>st</sup> out of 4 schools. In math, MSA-5 also ranked 1<sup>st</sup> out of 4 schools.</i>


**2018 CAASPP: Met & Exceeded for Magnolia Science Academy 5 and Resident Schools  
6<sup>th</sup> – 8<sup>th</sup> Grades**

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

"—"=no data available, 10 or fewer students, "C"=charter school, EL=English Learner, SED=Socioeconomically disadvantaged, SWD=Students with Disabilities

Source: 2018 CAASPP Research Files <http://caaspp.cde.ca.gov/SB2018/ResearchFileList> as of 12-6-18 Retrieved 1-3-19

<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-5 has completed and submitted both an Annual Report and SARC for 2019-20. The SARC is also on file with the California SBE website.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>
<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2019-2020 school year, MSA-5 continues to use the Illuminate platform.</i></p>
<p>6. The charter school has implemented actions to address identified areas for improvement.</p>
<p><i>Yes, MSA-5 has established a system for ongoing data analysis followed by intervention and examination of interventions and their level of success. Actions have been planned for and implemented to address identified areas for improvement.</i></p>
<p>7. Local Control Accountability Plan (LCAP):</p>
<p>a. Board Approval/Timeliness of Submission:</p>
<p><i>The MPS Board approved the LCAP at their regular board meeting of June 13, 2019. All documents were submitted to LACOE in a timely manner.</i></p>
<p>b. 2018-19 LCAP Update</p>
<p><i>Special Education students scored 179.9 points below level 3 in Math and 119.8 points below level 3 in ELA. English learners and Latino students scored low in Mathematics.</i></p> <p><i>Additional math tutoring will be provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling subgroups. In addition, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p> <p><i>In attendance, MSA-5 is struggling to achieve their 95% ADA goal and has currently 16% chronic absenteeism rate.</i></p> <p><i>Additional plans for increased services include the following: MSA-5 will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings and workshops.</i></p> <p><i>EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.</i></p> <p><i>MSA-5 will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.</i></p> <p><i>MSA-5 will provide academic supports and remediation, counseling, and social/emotional support for students.</i></p>

c. Required Metrics addressed based on type of charter and services offered	
<i>No missing metrics or state priorities were noted.</i>	
d. Student Subgroups	
<i>MSA-5 has provided annual goals and specific targets for all significant subgroups.</i>	
<b>F. Facilities and Operations</b>	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
<i>MSA-5 is a co-located campus in partnership with LAUSD. Items noted on the facilities report are largely the responsibility of LAUSD to remedy. MSA-5 works to maintain a clean and safe campus area for students.</i>	
2. The charter school maintains proper documentation related to student safety	
<i>Yes, MSA-5 maintains proper documentation related to student safety.</i>	
<b>Summary</b>	
<i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth. Throughout the school closure period this year, MSA-5 operationalized a program of study through distance learning for students. Observations of classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. MSA-5 has also established a clear plan for the opening of school in 2020, including an adjusted daily bell schedule toward success with online learning.</i>	
<b>Recommendations</b>	
<i>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.</i>	
<i>In addition, school leadership should continue to closely monitor progress on MPO and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
<u>David C. Downing</u> <small>David C. Downing (Aug 18, 2020 15:37 PDT)</small>	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
August 5, 2020	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference



BUSINESS ADVISORY SERVICES DIVISION

# Magnolia Science Academy #1

## FISCAL ANNUAL REPORT

### Financial Overview (FY 2019-20)

#### First Interim Report

The Charter is projecting an operating deficit of approximately (\$92,678), representing 1.00 percent of the Charter's projected expenditures and other outgo, for fiscal year 2019-20. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

#### CASH FLOW PROJECTION

We have noted that the Charter has an ending cash balance of \$355,868 as of November 30, 2019. This equates to 12.74 days of unrestricted cash. We request the Charter notify the County Office immediately if a cash shortfall is projected that cannot be covered through local means.

#### Second Interim Report

The Charter is projecting an operating deficit of approximately (\$177,867), as of January 31, 2020. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

References: Charter Letters dated (February 25, 2020 & May 4, 2020)

### ANNUAL AUDIT (FY 2018-19)

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

#### Findings

YES  NO  NA

#### Implemented

YES  NO  NA

#### Related Party Transactions

YES  NO  NA

#### Outstanding Findings:

YES  NO  NA

#### Audit Adjustment

YES  NO  NA

**Annual Audit FY 2018-19 (cont.)**

**Related Party Transactions**

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2019 and 2018, were \$997,904 and \$1,095,870, respectively.

**Magnolia Educational and Research Foundation**

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

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

**MPM Sherman Way, LLC**

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

**Inter-company Receivable**

The intercompany receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA had an intercompany receivable balance of \$849,433 and \$588,400, respectively, from the Foundation.

**Intra-Company Payable**

The intercompany payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA had an intercompany payable balance of \$101,215 and \$149,542, respectively, from the Foundation.

**Audit Adjustment**

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

**NET ASSETS**

Net Assets, June 30, 2019, Unaudited Actuals	\$4,774,078
Increase (Decrease) in:	
Cash and cash equivalent	(34,274)
Accounts Receivable	748,218



**MAGNOLIA SCIENCE ACADEMY #1**

(Increase) Decrease in:

Accounts payable and accruals	(612,402)
Intra-company payable	(13,462)
Net Assets, June 30, 2019,	
Audited Financial Statement	\$4,862,158

Adjustments were made to the following activities – see page 26 of FY 2018-19 audit.

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	9,079,285	9,257,152	(177,867)				
2019-20 Actuals As of 5/31/20	7,503,093	6,941,607	561,486	4.79	0.08	5,423,644	Yes/Yes

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

- The charter has a current Net Operating surplus of \$561,486
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$5,423,644
- Charter has the required reserves as of 5/31/2020

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

No FCMAT indicators were identified.



BUSINESS ADVISORY SERVICES DIVISION

# Magnolia Science Academy #2

## FISCAL ANNUAL REPORT

### Financial Overview (FY 2019-20)

#### First Interim Report

The Charter is projecting an operating deficit of approximately (\$169,179), representing 2.98 percent of the Charter's projected expenditures and other outgo, for fiscal year 2019-20. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

#### Second Interim Report

The report reflects an operating deficit of (\$209,375) as of January 31, 2020. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable

References: Charter Letters dated (February 25, 2020 & May 4,2020)

### ANNUAL AUDIT (FY 2018-19)

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

#### Findings

YES  NO  NA

#### Implemented

YES  NO  NA

#### Related Party Transactions

YES  NO  NA

#### Outstanding Findings:

YES  NO  NA

#### Audit Adjustment

YES  NO  NA

**Annual Audit FY 2018-19 (cont.)**

**Related Party Transactions**

MSA 2 is part of the Foundation. MSA 2 pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2019 and 2018, were \$904,351 and \$993,132, respectively.

**Magnolia Educational and Research Foundation**

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

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

**MPM Sherman Way, LLC**

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

**Inter-company Receivable**

The intercompany receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA 2 had an intercompany receivable balance of \$153,812 and \$62,177, respectively, from the Foundation.

**Intra-Company Payable**

The intercompany payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA 2 had an intercompany payable balance of \$44,258 and \$35,064, respectively, from the Foundation.

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

**NET ASSETS**

Net Assets, June 30, 2019, Unaudited Actuals	\$1,319,745
Increase (Decrease) in:	
Accounts Receivable	(98,360)
Intra-company receivable	151,393

(Increase) Decrease in:

**MAGNOLIA SCIENCE ACADEMY #2**

Accounts payable and accruals	(303,036)
Deferred revenue	(4,351)
Intra-company payable	<u>( 91,838)</u>
Net Assets, June 30, 2019, Audited Financial Statement	<u>\$1,016,553</u>

Adjustments were made to the following activities – see page 25 of FY 2018-19 audit.

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	5,507,779	5,717,154	(209,375)				
2019-20 Actuals As of 5/31/20	4,661,231	3,970,602	690,629	3.28	0.34	1,707,181	Yes/Yes

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

- The charter has a current Net Operating surplus of \$690,629
- Charter’s working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$1,707,181
- Charter has the required reserves as of 5/31/2020

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

No FCMAT indicators were identified.



BUSINESS ADVISORY SERVICES DIVISION

# Magnolia Science Academy #3

## FISCAL ANNUAL REPORT

### Financial Overview (FY 2019-20)

#### First Interim Report

The Charter's budgeted Unduplicated Pupil Percentage (UPP) for 2019-20 was 78.39 percent. Per California Longitudinal Pupil Achievement Data System (CALPADS) on January 2, 2020 the Charter's UPP is 74.25 percent. We request that the Charter carefully monitor its designation of Unduplicated Pupils in CALPADS and adjust its financial projections for the current fiscal year if needed.

The Charter is projecting an operating deficit of approximately (\$387,483), representing 5.98 percent of the Charter's projected expenditures and other outgo, for fiscal year 2019-20. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

#### Second Interim Report

The report reflects an operating deficit of (\$472,020) as of January 31, 2020. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

The Charter's budgeted Unduplicated Pupil Percentage (UPP) for 2019-20 was 78.39 percent. Per the California Department of Education certified first principal apportionment funding exhibit the Charter's UPP is 74.25 percent. We request that the Charter carefully monitor its designation of Unduplicated Pupils in California Longitudinal Pupil Achievement Data System (CALPADS) and adjust its financial projections for the current fiscal year if needed.

References: Charter Letters dated (February 25, 2020 & May 4, 2020)

### ANNUAL AUDIT (FY 2018-19)

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

#### Findings

YES  NO  NA

#### Implemented

YES  NO  NA

#### Related Party Transactions

YES  NO  NA

#### Outstanding Findings:

YES  NO  NA

#### Audit Adjustment

YES  NO  NA

**Annual Audit FY 2018-19 (cont.)**

**Related Party Transactions**

Magnolia Science Academy 3 (MSA 3) is a charter school located in Carson, California that provides sixth through twelfth grade education to approximately 510 students. MSA 3 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2016 for a period of five years ending in 2022. MSA 3 is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA 3 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 3's Charter School Management Organization (CMO) that manages MSA 3's nonacademic operation such as financial, general administration, and human resource management. MSA 3's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

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

MSA 3 is part of the Foundation. MSA 3 pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2019 and 2018, was \$997,904 and \$993,132, respectively.

**Inter-company Receivable**

The intercompany receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. On June 30, 2019 and 2018, MSA 3 had an intercompany receivable balance of \$6,759 and \$6,604, respectively, from the Foundation.

**Intra-Company Payable**

The intercompany payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA 3 had an intercompany payable balance of \$9,705 and \$2,905, respectively, from the Foundation.

**Audit Adjustment**

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

**NET ASSETS**

Net Assets, June 30, 2019, Unaudited Actuals

\$1,344,948



**MAGNOLIA SCIENCE ACADEMY #3**

Increase (Decrease) in:

Accounts Receivable	77,111
Intra-company receivable	3,854
Prepaid expenses and other current assets	
Investment in LLC	
Fixed assets	

(Increase) Decrease in:

Accounts payable and accruals	(360,735)
Intra-company payable	<u>(11,368)</u>
Net Assets, June 30, 2019,	
Audited Financial Statement	<u>\$1,047,010</u>

Adjustments were made to the following activities – see page 25 of FY 2018-19 audit.

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
2019-20 Budget	6,039,043	6,511,063	(472,020)				
2019-20 Actuals As of 5/31/20	5,054,465	5,359,267	(304,802)	2.83	0.52	742,206	Yes/Yes

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

- The charter has a current Net Operating deficit of **(\$304,802)**
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$742,206
- Charter has the required reserves as of 5/31/2020

**(Link to FCMAT)**

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

No FCMAT indicators were identified.



BUSINESS ADVISORY SERVICES DIVISION

# Magnolia Science Academy #5

## FISCAL ANNUAL REPORT

### Financial Overview (FY 2019-20)

#### First Interim Report

The Charter is projecting an operating deficit of approximately (\$8,799), representing 0.25 percent of the Charter's projected expenditures and other outgo, for fiscal year 2019-20. While the Charter continues to maintain the required level of reserves, this level of deficit spending should be recognized and monitored so it remains manageable.

#### Second Interim Report

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

References: Charter Letters dated (February 25, 2020 & May 4, 2020)

### ANNUAL AUDIT (FY 2018-19)

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

#### Findings

YES  NO  NA

#### Implemented

YES  NO  NA

#### Related Party Transactions

YES  NO  NA

#### Outstanding Findings:

YES  NO  NA

#### Audit Adjustment

YES  NO  NA

**Annual Audit FY 2018-19 (cont.)**

**Related Party Transactions**

Magnolia Educational and Research Foundation

MSA 5 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 5's Charter School Management Organization (CMO) that manages MSA 5's nonacademic operation such as financial, general administration, and human resource management. MSA 5's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

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

MSA 5 is part of the Foundation. MSA 5 pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2019 and 2018, were \$187,107 and \$82,190, respectively.

**Inter-company Receivable**

The intercompany receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA 5 had an intercompany receivable balance of \$1,026 and \$22,592, respectively, from the Foundation.

**Intra-Company Payable**

The intercompany payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2019 and 2018, MSA 5 had an intercompany payable balance of \$105,795 and \$8,168, respectively, from the Foundation.

**Audit Adjustment**

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

**NET ASSETS**

Net Assets, June 30, 2019, Unaudited Actuals	\$2,037,605
Increase (Decrease) in:	
Accounts Receivable	87,574
Intra-company receivable	1,026
Prepaid expenses and other current assets Investment in LLC	
Fixed assets	

(Increase) Decrease in:

**MAGNOLIA SCIENCE ACADEMY #5**

Accounts payable and accruals	(233,313)
Deferred Revenue	(5,090)
Intra-company payable	<u>(105,795)</u>
Net Assets, June 30, 2019, Audited Financial Statement	<u>\$1,782,007</u>

Adjustments were made to the following activities – see page 25 of FY 2018-19 audit.

**Financial Condition:**

FY/ Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio	Debt To Net Assets Ratio	Ending Fund Balance	Any Reserves/ Is it Adequate
<b>2019-20 Budget</b>	3,490,313	3,483,785	6,528				
<b>2019-20 Actuals As of 5/31/2020</b>	2,818,050	2,676,186	141,864	3.33	0.19	1,923,871	Yes/Yes

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

- The charter has a current Net Operating surplus of \$141,864
- Charter's working capital ratio does meet the current standard of 1.0 or greater to meet its current obligations
- The Debt to Net assets Ratio is positive
- The ending fund balance is \$1,923,871
- Charter has the required reserves as of 5/31/2020

**(Link to FCMAT)**

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

No FCMAT indicators were identified.

